

Level of Instruction

Senior High

Curriculum Overview:

The pace, scope, emphases, and resources of English 1202 will allow students to build on their ability to read, view, and respond to a variety of texts, and to express their ideas and understandings through writing, speaking, and other ways of representing meaning. It is especially important that experiences in this course be based on the interests, abilities, and learning needs of the students.

Specifically, English 1202 provides experiences which enable students to:

- meet the literacy demands of the outside world
- be aware of ways in which language can entertain, inform, and influence others
- adapt their language to suit their purpose
- have a sound basic knowledge of how to use English
- extend their thinking through exploring a range of issues
- use language to the best of their ability in working toward the full range of curriculum outcomes

Authorized Learning Resources:

- English 1202: A Curriculum Guide (2001)
- Write Traits Kit - Advanced Level I

Anthologies

- Crossroads 10
- Crossroads 10 (teacher's guide)

Drama

- Collected Searchlights and Other Plays

Language

- ResourceLines 9/10

Novels

- Ken Ball, In the Heat of the Night
- Cassie Brown, Death on the Ice
- Joan Clarke, The Dream Carvers Paul Gallico, The Snow Goose
- Lois Lowry, The Giver
- Kevin Major, Eating Between the Lines
- Paul Zindel, The Pigman

Assessment:

Assessment in this course is governed by the Assessment and Evaluation Policy of the Eastern School District.

http://www.esdnl.ca/about/policies/esd/IL_IL.pdf.

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

Note:

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
 - Formal and informal observations (anecdotal records, checklists, etc.)
 - Written Responses (learning logs, journals, blogs, etc.)
 - Projects (Long and short term)
 - Research (brochures, flyers, posters, essays, graphic organizers)
 - Student presentations (seminars, speeches, debates, discussions)
 - Peer assessments
 - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
 - Conferencing (questioning, ongoing records, checklists, etc.)
 - Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
 - Portfolios
 - Individual and group participation (demonstrations, interviews, questioning, role play, drama)
 - Work samples (investigations, learning logs, journals, blogs)

Assessment and Evaluation Plan:

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| • Writing and Representing Outcomes
(expressive, transactional, poetic, and portfolio) | 40% |
| • Research Outcomes | 10% |
| • Speaking and Listening Outcomes
(multimedia presentation, group work) | 20% |
| • Reading and Viewing Outcomes
(novel study, visual texts, short plays) | 30% |

Resource Links:

English 2102 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#eng1202>