

Level of Instruction

Senior High

Curriculum Overview:

English 2201 is a course intended for students whose goals include post-secondary academic study. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to give detailed accounts of complex and sophisticated texts. Students are required to examine and evaluate ideas and style in materials studied and in their own work. Students will also be expected to express themselves precisely and to use technology and multimedia applications to solve problems and conduct inquiries. Emphasis will be placed on exposure to and use of a wide variety of styles found in texts from various places and periods, including the following:

- poetry, novels, short prose, plays and myths from different times, cultures and places
- research papers
- film, video, radio, television and live drama
- multi-media texts, databases, CD-ROM reference sources, and news groups

Authorized Learning Resources:

- English 2201: A Curriculum Guide (2002)
- Write Traits Kit - Advanced Level II

Anthologies

- Echoes 11 (with teacher's guide and audio CD)
- Land, Sea, and Time - Book 2 (with teacher's

Drama

- Twelfth Night
- Julius Caesar
- The Theban Plays

Language

- Reference Points 11/12

Novels

- Ray Bradbury, Fahrenheit 451
- Charles Dickens, A Tale of Two Cities
- Charles Dickens, Oliver Twist

- William Golding, Lord of the Flies
- Sebastian Junger, The Perfect Storm
- Bernice Morgan, Random Passage
- Eric Remarque, All Quiet on the Western Front
- J.R.R. Tolkien, The Hobbit
- Elie Wiesel, Night

Non-fiction

- Elizabeth Goudie, Woman of Labrador
- Cassie Brown, A Winter's Tale

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)
 - Tests and quizzes

Assessment and Evaluation Plan:

- Writing and Representing Outcomes (expressive, transactional, poetic, and portfolio) 20%
- Research Outcomes 10%
- Speaking and Listening Outcomes (multimedia presentation, persuasive speech) 15%
- Reading and Viewing Outcomes (novel study, visual texts, Shakespearean play) 15%
- Midterm Exam 15%
- Final Exam 25%

Resource Links:

English 2201 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#eng2201>