

Level of Instruction

Senior High

Curriculum Overview:

English 3201 is a course intended for students whose goals include post-secondary academic study. English 3201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to respond to complex and sophisticated texts orally and through writing and other ways of representing.

English 3201 places greater emphasis on exposure to and use of a wide variety of forms, including:

- Poetry (elegy, epic, sonnet, pastoral, free verse)
- Prose (allegory, biography, novels, short stories, literary essays)
- Drama (scripts, live drama, modern and classical plays)
- Essays, reports, research papers, editorials
- Multimedia, electronic mail, Internet texts

Students are required to respond to a wide variety of forms (media, genres) and to demonstrate a knowledge and understanding of language and literary forms. Students are expected to:

- study and give detailed accounts of complex and sophisticated texts
- be critical and reflective readers of literary texts
- be analytical and critical viewers
- be capable editors of their own and others' writing
- examine the cultural contexts of works and their creators
- write reflectively, critically and analytically about the ideas, values and social efforts of their own and others' texts, crafting written language in a range of forms, polishing stylistic skills and writing with conviction
- use a variety of communication technologies

Experiences in English 3201 should increase students' awareness of:

- their global community
- their place in that community
- the impact their place in that community has on how they view the world and texts in that world
- how language, form and other structures and elements of a text are reflections of the culture in which it has been created

Authorized Learning Resources:

- English 3201 Curriculum Guide (2003)
- Write Traits Kit - Advanced Level II

Drama

Macbeth (with teacher's guide)
Othello (with teacher's guide)
The Theban Plays

Anthologies

Echoes 12 (with teacher's guide and audio CD)
Land, Sea, and Time - Book 3 (with teacher's guide)

Handbook

Reference Points

Novels (2 for indepth study and 2 for extended reading)

Bernice Morgan, Waiting for Time
Margaret Laurence, The Stone Angel
Mark Twain, Huckleberry Finn
J.R.R. Tolkein, The Fellowship of the Ring
Jane Urquhart, Away
John Knowles, A Separate Peace
J.D. Salinger, Catcher in the Rye
Lillian Bouzanne, In the Hands of the Living God
Jeffery Archer, A Matter of Honour
Bram Stoker, Dracula

Non-Fiction

Thomas Keneally, Schindler's List
Wayne Johnston, Baltimore's Mansion

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:

- Portfolio 30%
 - Writing and Representing Outcomes
(expressive, transactional, poetic, etc.)
 - Speaking and Listening Outcomes
(multimedia presentation, persuasive speech)
 - Reading and Viewing Outcomes
(novel study, visual texts, Shakespearean play)
- Research Outcomes 5%
- Midterm Exam 15%
- Final Public Exam 50%

Resource Links:

English Language Arts Curriculum Guide 3201

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#drama_2206