

Level of Instruction

Senior High

Curriculum Overview

English 2202 is designed for students entering Level II who continue to require extra support in order to strengthen essential language and literacy skills. The study of language and experiences will allow students to increase their understanding of literacy tools and communication devices. They will develop more detailed interpretations of these texts as they respond to them personally, critically and creatively. Students will analyze and create a variety of texts based on their interests, abilities and learning needs. The course is designed to help develop the range of oral communication, reading, writing and media literacy skills necessary for success in daily life as well as secondary and post secondary studies.

Curriculum Documents

- English 2202: A Curriculum Guide (2014 Interim Edition)
- Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

Authorized Resources

- *Beyond the Page* iLit), McGraw-Hill Ryerson (Student/Teacher Resource and eBook access codes)
- *Living Language* (iSkills), McGraw-Hill Ryerson –Teacher Resource
- Digital eBook (Newfoundland and Labrador iLiteracy Resource Site – www.nlilit.ca) (Student/Teacher Resource)
- Teacher's Resource (binder)
- Teacher's Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – www.nlilit.ca)

Supplementary Resources (Provided in 2013)

- Classroom texts to support teacher and student-directed reading and viewing (Teachers and students may wish to consult the Annotated Bibliography of Young Adult Literature; High School, 2014 when selecting texts.)

Assessment

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

http://www.esdnl.ca/about/policies/esd/I_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 behavior (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

- Writing and Representing Outcomes 45%
(Expressive, transactional, poetic, and portfolio)
- Speaking and Listening Outcomes 20%
(Multimedia presentation, group work)
- Reading and Viewing Outcomes 35%
(Novel study, visual texts, short plays)

Writing and Representing Activities	
Transactional (persuasive, explanatory, procedural)	Minimum of 2
Expressive (memoir, biography or autobiography, narrative)	Minimum of 1 (minimum of 2 pages)
Visual/Multi-media (web page, model, collage, photo essay, drama)	Minimum of 1
Inquiry Based (research focus – literary, persuasive or explanatory)	Minimum of 1 (one should be written 2-4 pages with minimum of 4 sources)
Poetic (poetry, prose poems, songs, rap)	Minimum of 1
Reading and Viewing Activities	
Poetry (ballad, elegy, free verse, lyric, narrative, ode, sonnet)	Minimum of 5
Drama (Longer: play, script, excerpt) (Shorter: monologue, student written script, short excerpt)	Minimum of 1 longer and 1 shorter
Short Prose (fiction and non-fiction – essay, short story, article, blog, rant, etc.)	Minimum 6 fiction and 3 non-fiction
Multimedia (film, music, websites, commercials, advertisements, podcasts, etc.)	Minimum of 5
Extended Texts (independent and/or class study, novel, biography)	Minimum of 2
Speaking and Listening Activities	
Informal speaking and listening experiences can be observed on a continual basis	Minimum of 2 informal and/or formal speaking Minimum of 2 listening

Resource Links

English 2202 Curriculum Guide

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng2202/2014_Curr_Guide_Eng_2202.pdf

Professional Learning Site, Department of Education

<https://www.k12pl.nl.ca/curr/10-12/ela/2202.html>

Foundation / Framework Document

<http://www.gov.nl.ca/edu/k12/curriculum/documents/english/english.pdf>

Senior High School Annotated Bibliography 2014

http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/High_School_annotatedbib_10-12_2014.pdf