

### **Level of Instruction**

Senior High

### **Curriculum Overview**

English 2201 is an academic course designed for the students entering Level II of senior high school. The study of language and experiences will allow students to develop an increasingly sophisticated understanding of literacy tools and communication devices. A range of texts will enable students to reflect on their own learning strategies as they develop confidence as language users. Students will interpret, analyze and evaluate a variety of texts and create texts using various forms. The course is designed to extend 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 2201: A Curriculum Guide (2014 Interim Edition)
- Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

### **Authorized Resources**

- *Views and Viewpoints* (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](http://www.nlilit.ca)) (student/teacher resource)
- Teacher's Resource (binder)
- Teacher's Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – [www.nlilit.ca](http://www.nlilit.ca))

### **Supplementary Resources (Provided in 2014)**

Classroom texts to support teacher and student-directed reading and viewing (Teachers and students may wish to consult the Senior High School Annotated Bibliography 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/IL\\_IL.pdf](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 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 (Expressive, transactional, poetic, and portfolio)	25%
Speaking and Listening Outcomes (Multimedia presentation, persuasive speech)	15%
Reading and Viewing Outcomes (Novel study, visual texts, dramatic texts)	20%
Midterm Exam	15%
Final Exam	25%

Writing and Representing 25%	
Transactional (persuasive, explanatory, procedural)	Minimum of 2
Expressive (memoir, biography or autobiography, narrative)	Minimum of 2 (minimum of 2 pages)
Visual/Multi-media (web page, model, collage, photo essay, drama)	Minimum of 2
Inquiry Based (research focus – literary, persuasive or explanatory)	Minimum of 1 (one should be written 3-5 pages with minimum of 4 sources)
Poetic (poetry, prose poems, songs, rap)	Minimum of 2
Reading and Viewing Activities 20%	
Poetry (ballad, elegy, free verse, lyric, narrative, ode, sonnet)	Minimum of 8
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 3 fiction and 6 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 15%	
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 2201 Curriculum Guide

[http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng2201/2014\\_Curr\\_Guide\\_ENG\\_2201.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng2201/2014_Curr_Guide_ENG_2201.pdf)

Professional Learning Site, Department of Education

<https://www.k12pl.nl.ca/curr/10-12/ela/2201.htm>

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