Newfoundland & Labrador
English School District

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

Curriculum Documents
- English 3201: A Curriculum Guide (2003)
- Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

Authorized Resources

Anthologies
- Echoes 12 (student text)
- Echoes 12 (teacher's guide and audio CD)
- Land, Sea, and Time – Book 3 (student text)
- Land, Sea, and Time – Book 3 (teacher's guide)

Drama
- Macbeth (with teacher's guide)
- Othello (with teacher's guide)
- Theban Plays

Language
- Reference Points 11/12
- Write Traits Kit – Advanced Level l and Level ll

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

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

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

Assessment and Evaluation Plan:

- Portfolio   35%

  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)

- Midterm Exam   15%

- Final Public Exam   50%

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:

    o Formal and informal observations (anecdotal records, checklists, etc.)
    o Written Responses (learning logs, journals, blogs, etc.)
    o Projects (Long and short term)
    o Research (brochures, flyers, posters, essays, graphic organizers)
    o Student presentations (seminars, speeches, debates, discussions)
    o Peer assessments or self-assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
    o Conferencing (questioning, ongoing records, checklists, etc.)
    o Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
    o Portfolios
    o Individual and group participation (demonstrations, interviews, questioning, role play, drama)
    o Work samples (investigations, learning logs, journals, blogs)
    o Tests and quizzes

The following is a suggested minimum content framework. In cases where time becomes a critical issue, the covering of curriculum outcomes should take precedence over the quantity of work completed so that the quality of work and the philosophy of the course are given priority.

Speaking and Listening (Outcomes 1, 2, and 3) (10-15% of Portfolio)	
role play Readers Theatre choral reading improvisation enactment of script	2 (as group or individual projects that grow out of texts studied)
persuasive speech panel discussion debate multimedia presentation	1
Reading and Viewing (Outcomes 4, 5, 6, and 7) (10-15% of Portfolio)	
novels for study	2
novels for extended reading	2
poems for study	15
poems for pleasure and appreciation	10 - 20
short fiction	8 (others for extended reading)
short non-fiction	8 (others for extended reading)
visual texts (e.g., photographs, paintings, posters, cartoons, videos)	8
short plays	2
Shakespearean play	1
Writing and Other Ways of Representing (Outcomes 8, 9 and 10) (10-15% of Portfolio)	
Transactional	A minimum of 3 significant texts, based on the following options: 1 individual or group research project 2 from the following: • expository essays (growing out of the literature studied or issues within the community) • editorials or newspaper articles (in response to texts studied, TV, radio, or print news) • letter to the editor (in response to texts studied, TV, radio, etc.)

Writing and Other Ways of Representing (Outcomes 8, 9 and 10)	
Poetic	A minimum of 1 significant text, based on the following options: • poem(s) and/or songs • narrative • short script
Other Ways of Representing	1 from the following: (Depending on the nature of the project, this requirement may be combined with speaking and listening.) • multimedia presentation • video, radio documentary or interview • visual display (poster, photo essay, original sketch, illustrated text, cartoon...) • advertisement or announcement
Expressive	• student journals • autobiographical writing and personal essays

Resource Links:

English Language Arts Curriculum Guide 3201
http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng3201/English%20Language%20Arts%203201%20-%20Curriculum%20Guide.pdf

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

Public Exam and Resources
http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201.html