

Level of Instruction

Senior High

Curriculum Overview:

English 3202 is intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world that they will experience as adults. Experiences in this course should be based on the interests and abilities of the students and should provide support to meet their individual and diverse learning needs. Specifically, English 3202 provides experiences which enable students to:

- interpret and analyze a range of narrative and non-narrative texts (e.g., short fiction, drama, poetry) and technical information (e.g., business documents, manuals)
- read and view a range of texts including those electronically produced (electronic mail, electronic bulletin boards, home pages) aimed at extending reading for pleasure and for information
- undertake a more critical examination of a variety of texts
- write in a range of forms that they might use in their adult lives (e.g., business letters, reports, essays, forms)
- reconstruct messages in the form of memoranda, summaries, minutes
- demonstrate a sound basic knowledge of how to use the conventions of English in written and oral presentations
- manipulate tone and appropriate details to suit particular audiences
- apply problem-solving strategies and dynamics of social discourse to work through various communication situations, particularly those found in community and workplace situations
- respond both personally and critically, orally and in writing, to a range of texts

Curriculum Documents

- English 3202: A Curriculum Guide (2003)
- Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

Authorized Resources

Anthologies

- Passages 12 (student text)

- Passages 12 (teacher's guide, audio CD and assessment CD)
- 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

- Collected Searchlights and Other Plays

Language

- Communicate!
- Write Traits Kit – Advanced Level I and Level II

Novels

- Cassie Brown, Standing into Danger
- Iain Lawrence, Wreckers
- John Steinbeck, Of Mice and Men
- Stuart McLean, Stories from the Vinyl Café
- Walter Dean Myers, Monster
- Walter Lord, A Night to Remember

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/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)

Suggested Minimum Content

Speaking and Listening (Outcomes 1, 2, and 3)	
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)	
novels for study	2
novels for extended reading	a variety based on interest
poems for study	15
poems for appreciation	a variety based on interest
short fiction	8 (others for extended reading)
short non-fiction	6 (others for extended reading)
visual texts (e.g., photographs, paintings, posters, cartoons, videos)	8
short plays	2
longer play	1

Writing and Other Ways of Representing (Outcomes 8, 9 and 10)	
Transactional	<p>A minimum of 3 significant texts, based on the following options:</p> <ul style="list-style-type: none"> - 1 individual or group research project - 2 from the following: <ul style="list-style-type: none"> • 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	<p>A minimum of 1 significant text, based on the following options:</p> <ul style="list-style-type: none"> • poem(s) and/or songs • narrative • short script
Other Ways of Representing	<p>1 from the following: <i>(Depending on the nature of the project, this requirement may be combined with speaking and listening.)</i></p> <ul style="list-style-type: none"> • multimedia presentation • video, radio documentary or interview • visual display <i>(poster, photo essay, original sketch, illustrated text, cartoon...)</i> • advertisement or announcement
Expressive	<ul style="list-style-type: none"> • student journals • autobiographical writing and personal essays

Resource Links:

English Language Arts Curriculum Guide 3202

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng3202/fulldoc.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