

Level of Instruction

Senior High

Curriculum Overview:

English 2202 is intended for students who require support in reading, writing, speaking, and listening. English 2202 engages students in practical and interesting learning experiences closely related to their lives and to the work that they will experience as adults. These experiences are, as far as possible, based on the interests and abilities of the students, thereby providing support to meet their individual and diverse learning needs. Specifically, English 2202 provides experiences which enable students to

- understand ways in which language can entertain, inform and influence others
- adapt their language to suit their purposes
- have a sound basic knowledge of how to use English
- extend their thinking by exploring a range of issues
- use language to the best of their ability in working toward the full range of curriculum outcomes
- explore and investigate social, political, ethical and economic issues
- respond to other points of view and voices
- study and produce various forms of writing, particularly non-narrative forms used in student groups, family units, service organizations, political organizations, and business communities, including letters of application, request and letters to the editor
- reconstruct messages in the form of minutes, reports, press releases, informal and formal oral presentations
- practice oral communication related to the world of work (e.g., job interviews)

Authorized Learning Resources:

- English 2202: A Curriculum Guide (2002)
- Write Traits Kit - Advanced Level II

Anthologies

- Between the Lines (with teacher's guide)

Drama

- Collected Searchlights and Other Plays

Language

- Communicate!

Novels

- William Bell, Zack
- Isabelle Holland, Man Without a Face
- James Houston, Whiteout
- Walter D. Myers, Hoops
- T.H. White, The Sword in the Stone
- Conrad Richter, The Light in the Forest

Non-fiction

- Christy Brown, My Left Foot (non-fiction)
- Elizabeth Goudie, Woman of Labrador (non-fiction)

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=l&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)

Assessment and Evaluation Plan:

- Writing and Representing Outcomes (expressive, transactional, poetic, and portfolio) 40%
- Research Outcomes 10%
- Speaking and Listening Outcomes (multimedia presentation, group work) 20%
- Reading and Viewing Outcomes (novel study, visual texts, short plays) 30%

Resource Links:

English 2201 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#eng2201>