

Subject Area:	English Language Arts
Course:	English 1201
Level of Instruction:	Level One
References:	1201 Curriculum Guide

Program Description and Guiding Principles

English 1201 is an academic course, designed for the majority of students entering Level One. The study of texts will include a cross section of articles, poetry, short prose, plays, novels, and visuals and will focus on identities. English 1201 emphasizes proficiency in the use of oral language for a variety of purposes. English 1201 builds upon the knowledge, skills and attitudes acquired at the intermediate levels. At the senior high level, the English Language Arts curriculum is designed to further develop students’ knowledge and strategies in speaking, listening, reading, viewing, writing and other ways of representing meaning. English language arts must be taught in an integrated manner so that the interrelationships between and among the language processes will be understood and applied by the students. This integrated approach should be based upon students’ prior experience with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing meaning. Experiences with literature are, in addition to developing their knowledge and strategies for decoding meaning, designed to enhance students’ awareness of the richness of life, expand their imaginations, exercise their intellects, and mature their emotions. Students continue to work on the ten general curriculum outcomes for English Language Arts.

The curriculum guide provides for a balance of transactional, expressive and poetic writing. It also provides RECOMMENDED MINIMUM CONTENT. Teachers should refer to Appendix One of the 1201 curriculum guide for a complete and detailed list of what is expected in 1201.

Students are taught the conventions of language within the context of the students’ own writing, speaking, and reading. Students are expected to maintain a writing portfolio. The portfolio should contain samples of the writing process as well as finished pieces. It should also contain a variety of writing styles and techniques (transactional, poetic, etc.).

Weighting of Evaluation Components:

Writing and Representing Outcomes (expressive, transactional, poetic, and portfolio)	20%
Research Outcomes	10%
Speaking and Listening Outcomes	15%

(multimedia presentation, persuasive speech)

Reading and Viewing Outcomes 15%
(novel study, visual texts, Shakespearean play)

Midterm Exam 15%

Final Exam 25%