Eastern School District

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

Authorized Learning Resources:

- English 3202 Curriculum Guide (2003)
- Write Traits Kit - Advanced Level II

Drama
Collected Searchlights and Other Plays

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

Handbook

Communicate!

Novels (2 for indepth study and 2 for extended reading)
Walter Lord, A Night to Remember
Walter Dean Myers, Monster
John Steinbeck, Of Mice and Men
Stuart McLean, Stories from the Vinyl Café
Iain Lawrence, Wreckers

Non-Fiction
Cassie Brown, Standing into Danger

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 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
   o 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)

Assessment and Evaluation Plan:

- Writing and Representing Outcomes   40%
  (Expressive, transactional, poetic, portfolio, etc.)

- Speaking and Listening Outcomes   20%
  (multimedia presentation, group work)

- Reading and Viewing Outcomes   30%
  (Novel study, visual texts, short plays, etc.)

- Research Outcomes   10%

Resource Links:

English Language Arts Curriculum Guide 3202
http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#eng3202