

**Course Descriptor**

English Language Arts  **English 2202**

 September 1, 2016

**Level of Instruction**

Senior High

**Curriculum Overview:**

English 2202 is designed for students entering Level II who continue to require extra support in order to strengthen essential language and literacy skills. The study of language and experiences will allow students to increase their understanding of literacy tools and communication devices. They will develop more detailed interpretations of these texts as they respond to them personally, critically and creatively. Students will analyze and create a variety of texts based on their interests, abilities and learning needs. The course is designed to help develop the range of oral communication, reading, writing and media literacy skills necessary for success in daily life as well as secondary and post-secondary studies.

**Curriculum Documents**

* English 2202: A Curriculum Guide (2014 Interim Edition)
* Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

**Authorized Resources**

* *Beyond the Page* (iLit), McGraw-Hill Ryerson (student/teacher resource and eBook access codes)
* *Living Language* (iSkills), McGraw-Hill Ryerson – teacher resource
* Digital eBook (Newfoundland and Labrador iLiteracy Resource Site – [www.nlilit.ca](http://www.nlilit.ca)) (student/teacher resource)
* Teacher’s Resource (binder)
* Teacher’s Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – [www.nlilit.ca](http://www.nlilit.ca))

**Supplementary Resources**

Classroom texts to support teacher and student-directed reading and viewing (Teachers and students may wish to consult the Senior High School Annotated Bibliography 2014when selecting texts)

**Assessment (Assessment and Evaluation Policy)**

See appropriate document.

**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:**

**Schools that *do not* administer mid-year or final exams.**

|  |  |  |
| --- | --- | --- |
| **STRANDS** | **GCOs/SCOs** | **WEIGHTINGS** |
| **Speaking and Listening** | 3 GCOs / 12 SCOs | 29% |
| **Speaking****Listening** | 14%15% |
| **Reading and Viewing** | 4 GCOs / 17 SCOs | 42% |
| **Reading****Viewing** | 21%21% |
| **Writing and Representing** | 3 GCOs / 12 SCOs | 29% |
| **Writing** **Representing** | 14%15% |

**\*Categories and Weightings should be reflected in Gradebook (Powerschool).**

**Assessment and Evaluation Plan:**

**Schools that administer midterm or final exams.**

|  |  |  |
| --- | --- | --- |
| **STRANDS** | **GCOs/SCOs** | **WEIGHTINGS** |
| **Speaking and Listening** | 3 GCOs / 12 SCOs | 23% |
| **Speaking****Listening** | 11%12% |
| **Reading and Viewing** | 4 GCOs / 17 SCOs | 34% |
| **Reading****Viewing** | 17%17% |
| **Writing and Representing** | 3 GCOs / 12 SCOs | 23% |
| **Writing** **Representing** | 11%12% |
| **Midterm Exam****Final Exam** |  | 10%10% |

**\*Categories and Weightings should be reflected in Gradebook (Powerschool).**

**Table of Specifications: (if applicable).**

**Guidelines for Suggested Content:**

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| **Speaking and Listening Activities (29% OR 23%)** |
| Informal speaking and listening experiences can be observed on a continual basis | Minimum of 2 informal and/or formal speakingMinimum of 2 listening |

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| **Reading and Viewing Activities (42% OR 34%)** |
| Poetry (ballad, elegy, free verse, lyric, narrative, ode, sonnet) | Minimum of 5 |
| Drama (Longer: play, script, excerpt)(Shorter: monologue, student written script, short excerpt) | Minimum of 1 longer and 1 shorter |
| Short Prose (fiction and non-fiction – essay, short story, article, blog, rant, etc.) | Minimum 6 fiction and 3 non-fiction |
| Multimedia (film, music, websites, commercials, advertisements, podcasts, etc.) | Minimum of 5 |
| Extended Texts (independent and/or class study, novel, biography) | Minimum of 2 |

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| **Writing and Representing Activities (29% OR 23%)** |
| Transactional (persuasive, explanatory, procedural) | Minimum of 2 |
| Expressive (memoir, biography or autobiography, narrative) | Minimum of 1 (minimum of 2 pages) |
| Visual/Multi-media (web page, model, collage, photo essay, drama) | Minimum of 1 |
| Inquiry Based (research focus – literary, persuasive or explanatory) | Minimum of 1 (one should be written 2-4 pages with minimum of 4 sources) |
| Poetic (poetry, prose poems, songs, rap) | Minimum of 1 |

**Resource Links:**

**English 2201 Curriculum Guide**

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

**Professional Learning Site, Department of Education**

<https://www.k12pl.nl.ca>

**Foundation / Framework Document**

[**http://www.gov.nl.ca/edu/k12/curriculum/documents/english/english.pdf**](http://www.gov.nl.ca/edu/k12/curriculum/documents/english/english.pdf)

**Other**

**Senior High School Annotated Bibliography 2014**

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/High_School_annotatedbib_10-12_2014.pdf>