

**Course Descriptor**

English Language Arts  **English 3201**

 September 1, 2016

**Level of Instruction**

Senior High

**Curriculum Overview:**

English 3201 is an academic course, designed for the majority of students entering Level III. Students participate in practical and engaging learning experiences as they navigate increasingly complex and sophisticated texts. English 3201 emphasizes the study and creation of literary texts and is intended to enable students to respond personally, critically, and creatively.

Students will:

* Analyze and evaluate content, style, and stylistic techniques in a variety of texts
* Create a variety of increasingly complex texts for a wide range of audiences and purposes
* Develop and justify an increasingly sophisticated interpretation of texts
* Express themselves precisely and clearly using a variety of text forms

**Curriculum Documents**

* English 3201: A Curriculum Guide (May 2015)
* Foundation for the Atlantic Canada English Language Arts Curriculum; K-12 (1999)

**Authorized Resources**

* *Quest* (iLit), McGraw-Hill Ryerson – Anchor Text (student/teacher resource)
* *Beyond the Five Paragraphs: Advanced Essay Writing Skills* (iSkills), McGraw-Hill Ryerson (teacher resource)
* Digital eBook (Newfoundland and Labrador iLiteracy Resource Site – ([www.nlilit.ca](file:///E%3A%5CCourse%20Desciptor%20NEW%20JUNE%202015%5Cwww.nlilit.ca))
* Teacher’s Resource (binder)
* Teacher’s Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – ([www.nlilit.ca](file:///E%3A%5CCourse%20Desciptor%20NEW%20JUNE%202015%5Cwww.nlilit.ca))
* *Macbeth* (with Related Readings), The Global Shakespeare Series (student/teacher resource)
* *Macbeth* (with Related Readings), The Global Shakespeare Series: Teacher Guide
* *Othello* (with Related Readings), The Global Shakespeare Series (student/teacher resource)
* *Othello* (with Related Readings), The Global Shakespeare Series: Teacher’s Guide
* Write Traits Kit - Advanced Level II

**Supplementary Resources**

* Classroom texts to support student-directed and teacher-supported reading and viewing (*Selecting Young Adult Texts: An Annotated Bibliography for Senior High School, 2015*)

**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:**

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| **STRANDS** | **GCOs/SCOs** | **WEIGHTINGS** |
| **Speaking and Listening** | 3 GCOs / 12 SCOs | 20% |
| **Speaking****Listening** | 10%10% |
| **Reading and Viewing** | 4 GCOs / 18 SCOs | 30% |
| **Reading****Viewing** | 15%15% |
| **Writing and Representing** | 3 GCOs / 12 SCOs | 20% |
| **Writing** **Representing** | 10%10% |
| **MIDTERM EXAM** | See Table of Specification | 30% |

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| **Above work is based on 100% of school-based evaluation** |
| **PUBLIC EXAM = 50%**School-based evaluation will represent 50% of student’s grade. |

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

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

 See document provided.

**Guidelines for Selecting Content:**

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| **Speaking and Listening Activities (20%)** |
| Informal speaking and listening experiences can be observed on a continual basisFormal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing | Minimum of 2 informal and/or formal speakingMinimum of 2 listening |

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| **Reading and Viewing Activities (30%)** |
| Poetry (ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, etc.) | Minimum of 8 |
| Drama Longer: play, script, excerptShorter: monologue, student written script,  excerpt, etc. | Minimum of 1 longer  |
| 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 (20%)** |
| Transactional (persuasive, explanatory, procedural, etc.) | Minimum of 2 |
| Expressive (memoir, biography or autobiography, narrative, etc.) | Minimum of 2  |
| Visual/Multi-media (web page, model, collage, photo essay, drama, etc.) | Minimum of 2 |
| Inquiry Based/ Research Focused * Can be writing or representing, may also be incorporated into other texts throughout the year; students should complete at least one formal research paper in 3201
 | Minimum of 1 (3-5 pages with minimum of 4 sources) |
| Poetic (poetry, prose poems, songs, rap, spoken word, etc.) | Minimum of 2 |

**Resource Links:**

**English Language Arts Curriculum Guide 3201**

[**http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng3201/English\_3201\_Curriculum\_Guide\_2015\_May25.pdf**](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/eng3201/English_3201_Curriculum_Guide_2015_May25.pdf)

**Professional Learning Site, Department of Education**

[**https://www.k12pl.nl.ca/**](https://www.k12pl.nl.ca/)

**Foundation / Framework Document**

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

**Other**

**Senior High School Annotated Bibliography 2015**

[**http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/Annotated%20Bib.10-12\_May%202015.pdf**](http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/Annotated%20Bib.10-12_May%202015.pdf)