

Subject Area:	English
Course:	English 1200
Level of Instruction:	Level I
References:	Curriculum Guide June 2002

Program Description:

English 1200 is an optional course aimed at addressing the needs of students entering high school who

- lack sufficient skills and strategies to handle the reading and writing demands of senior high school courses
- have not developed the reading strategies that enable them to decode, interact with, retain, interpret, or reconstruct print
- may have learning disabilities, mild cognitive delay or no causative disability but are disabled by a lack of literary skills
- may be characterized by a lack of motivation and interest, avoidance of print and reading tasks, very low self-esteem and dependence on external clues, classmates and teachers for any successful interpretation of print

While there is no doubt that difficulties with reading and writing need to be addressed when children are beginning school, students entering senior high school with such difficulties cannot be ignored. A lack of literary skills has been identified as a major factor in a lack of success with senior high courses. Therefore, improving the level of literacy must be a programming priority for these students.

English 1200 reflects current research, theory, and classroom practice. It places emphasis on the student as a learner and provides flexibility for teachers in planning instruction to meet the needs of their particular students.

English 1200 is an enabling course in that it will provide students with significant instruction and practice in skills that will help them in all courses at the senior high level. English 1200 is based on the belief that reading is an interactive process by which text and readers interact to create meaning. The course is structured around three main units: reading and writing for personal satisfaction, reading and writing across the curriculum, and reading and writing to function in society. Students registering for this course will spend much of their class time practising reading strategies with a wide range of reading materials from across their other school courses, from various workplace settings and from teacher and self-selected material of particular interest. Students will participate in guided reading and discussion, sustained silent reading and specific reading skills instruction. By providing an encouraging, supportive classroom atmosphere, students will be helped to develop facility in the use of several reading and writing strategies that

work for them. Focused efforts will be made to give students positive and successful experiences.

English 1200 must be taken either prior to or concurrently with English 1202. Students cannot obtain credit for English 1200 if they have already successfully completed English 1202. It is recommended that English 1200 be taken by most, if not all, students who register for English 1202. It is not recommended for students who are enrolled in English 1201.

Weighting of Evaluation Components:

Student evaluation will include three major categories: diagnostic, formative and summative. Each student will maintain a portfolio throughout the course. To arrive at a "mark" which represents as accurately as possible a student's achievement, the types of evaluation employed will be varied and in line with the outcomes of the course as listed in the *Course Description* (2001). Every effort will be made to incorporate the various sources of data for student evaluation as outlined in the Department of Education's Guide, **The Evaluation of Students in the Classroom** (1990), including: tests (e.g., cloze procedures and miscue analysis), homework, reading logs, learning journals, projects, observation, self-evaluation and student-teacher conferences.

Assessment in English 1200 should acknowledge the essentially individual nature of the reader-text interaction. It should also allow students a variety of opportunities to demonstrate achievement of the specific course outcomes for the course. Information about student learning should come from a variety of sources that addresses students' learning styles and needs, and reflects teaching approaches.

Weighting of Evaluation Components:

A: Portfolio Assessment60%

Each student will be expected to maintain a portfolio of work undertaken throughout the course. It is important for the teacher and the student to record the range of texts read, viewed, heard, and produced. This portfolio must contain but need not be limited to:

- student-developed profiles of reading strengths and needs, based on both the student's and the teacher's perceptions of where the student's difficulties lie
- attitudinal self-checklists
- results from cloze-testing or miscue analysis
- personal reading logs containing the students written comments on books read
- teacher observations shared through conferences
- student writing (This category should include examples of fiction texts, non-fiction/information texts, and mass media texts. **It is expected, however, that students will create written products in all three writing modes: expressive, transactional, and poetic.**)

Other items that could be included in the portfolio could include tape recordings of oral reading, a reader-response journal, information about authors and/or particular types of texts. Sample forms that could be used to include in portfolios are included in appendices of the *English 1200 Curriculum Guide*.

B: Group Work/Oral Work15%

Each student will be expected to work in small groups and participate in regular group discussions aimed at gaining greater meaning of certain reading and writing projects undertaken. Some sample oral activities outlined in the suggestions for teaching and learning sections in the specific curriculum outcomes for the course. They include but are not limited to discussing, sharing, explaining, retelling, reading aloud, etc.

C: Teacher Observation15%

Teachers will maintain jot notes of ongoing observations. For example, during Uninterrupted Sustained Silent Reading (USSR) sessions, the teacher will observe student behaviour and record observations. Observations will be shared regularly with students through Teacher-Student Conferences. Teachers will use Observation Records, using the suggestions on pp. 59-63 of the *Course Description*. Appendix 8: Writing Conferences may also be used on p. 73 of the *English 1200 Curriculum Guide*. Records of teacher observations should be placed in the student's portfolio at regular intervals.

D: Student Self-Assessment 10%

When students learn to assess their own progress, they develop critical thinking skills and share in the responsibility for their own growth. Students will be expected to assess their own growth in reading and writing several times throughout the course. An example of a *Self-Assessment Form* is included in Appendix 7 of the *Course Description*. Teachers may modify this form or design their own.

Note: There will be no **formal** examinations in English 1200.