

Subject Area:	English Language Arts
Course:	English 1202
Level of Instruction:	Level One
References:	Program of Studies 1202 Curriculum Guide

Program Description and Guiding Principles

English 1202 is designed for the student who has experienced difficulties with the intermediate English Language Arts program and who will require significant supports to attain the specific outcomes for Level One. Students in 1202 are often diverse learners who must be provided with meaningful and purposeful experiences in language arts that will facilitate growth in their understanding and use of language. As in 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 1202 curriculum guide for a complete and detailed list of what is expected in 1202.

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.). Teachers should see Appendix 2: Portfolio Template for more information about guidelines for selection and criteria for judging merit.

Weighting of Evaluation Components:

Writing and Representing Outcomes 40%
(expressive, transactional, poetic, and portfolio)

Research Outcomes 10%

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

Reading and Viewing Outcomes 30%
(novel study, visual texts, short plays)