

# Adult Basic Education (ABE)

## Level III English Language Arts

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### English 1101 Curriculum Guide

**Resources:**

*English 10* (Nelson 2013—student resource)

*English 10* (Nelson 2013—teacher resource)

*Homegrown Newfoundland and Labrador* (Nelson 2013—student resource)

*Homegrown Newfoundland and Labrador* (Nelson 2013—teacher resource)

**Level III Degree and Technical or Business-Related College Profile English**

[English 1101A](#)

[English 1101B](#)

[English 1101C](#)

English 2101A

English 2101B

English 2101C

English 3101A

English 3101B

English 3101C



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## General Information

### *Introduction*

**English 1101ABC** is equivalent to the Newfoundland and Labrador senior high school **English 1201 (Academic)** course (September 2013).

### *Pre-requisite*

Students must have completed an equivalency to Grade 9 English or ABE Level II English. In addition, 1101 ABC must be completed chronologically. 1101A must be completed before 1101B and 1101B must be completed before 1101C.

### *Resources*

*English 10* (Nelson 2013—student resource)

*English 10* (Nelson 2013—teacher resource)

*Homegrown Newfoundland and Labrador* (Nelson 2013—student resource)

*Homegrown Newfoundland and Labrador* (Nelson 2013—teacher resource)

The Homegrown Newfoundland and Labrador teacher resource is only available on-line at [www.mynelson.com](http://www.mynelson.com).

Instructors may also supplement with other resources at their discretion.

### *Study Guide*

The Study Guide provides the student with required work for the course. It guides the student through the course by assigning relevant reading and exercises from the student resources. Sometimes the Study Guide provides important points for students to think about, to remember or to note. The Study Guide is designed to give students some degree of independence in their work. There is information in the Curriculum Guide applicable to teaching, learning and assessment that is not included in the Study Guide. Instructors should review this information and decide how to use it when teaching students.

Instructors can also exercise professional judgment and make minor alterations to the required work in the Study Guide. For example, an instructor may decide to substitute one assigned piece of literature with another.

### ***Curriculum Guide***

The specific curriculum outcomes (SCO's) for each of the Level III ABE English courses are listed under the general curriculum outcomes (GCO's) for the English Language Arts program. These GCO's and SCO's are organized in this guide by each of the six strands of language arts: speaking and listening, reading and viewing, and writing and representing.

GCO's describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. These outcomes serve as conceptual organizers or frameworks which guide study within a subject area.

SCO's elaborate the GCO's for a subject. They describe in more specific terms what students are expected to know and be able to do as a result of their learning experience in a specific course and at a specific grade level. It is expected that all SCO's will be addressed in each of the Level III ABE courses.

### ***Recommended Evaluation***

The evaluation should consider students' required work from the study guide, assignments and an exam.

Course Work	40%
Assignments	30%
Exam	30%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of students.

When calculating a grade for course work, instructors should not only consider the written work in the required work section of the Study Guide but also a grade for the responses given by students in the dialogue with instructors as part of the "What Do You Think?" questions.

## English 1101 Outcomes

The following outcomes were developed for high school English 1201. To maintain consistency and equivalency, the ABE English 1101 courses use the same outcomes.

**GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.**

- 1.1 Examine their own ideas when listening
- 1.2 Ask relevant questions to develop ideas about issues
- 1.3 Respond to questions by providing reliable support for ideas
- 1.4 Advocate a point of view using supporting evidence
- 1.5 Analyze ideas and information from speaking and listening activities

**GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- 2.1 Use a range of strategies that contribute to effective informal communication
- 2.2 Evaluate the range of strategies that contribute to effective informal communication
- 2.3 Adjust language and delivery when responding personally and critically
- 2.4 Use a range of strategies associated with effective formal communication
- 2.5 Evaluate the strategies associated with effective formal communication

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

- 3.1 Explain how spoken language reveals ideas, values, and attitudes
- 3.2 Analyze how spoken language influences others
- 3.3 Analyze the positions of others
- 3.4 Use a variety of communication styles appropriately

**GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**

- 4.1 Select texts that meet their needs and interests
- 4.2 Analyze how text features are used to create meaning and achieve different purposes
- 4.3 Use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 Assess specific strategies used to clarify confusing parts of text

**GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.**

- 5.1 Select relevant topics and questions for inquiry
- 5.2 Analyze appropriate information from a variety of reliable sources
- 5.3 Organize information from selected sources
- 5.4 Integrate information to effectively meet the requirements of a learning task
- 5.5 Share relevant information

**GCO 6: Students will be expected to respond personally to a range of texts.**

- 6.1 Justify a personal point of view about issues, themes and situations within texts
- 6.2 Analyze their personal points of view about issues, themes and situations in texts
- 6.3 Evaluate more than one interpretation of a text

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- 7.1 Examine the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 Respond critically with support to content, form and structure of texts
- 7.3 Analyze the impact of literary and media devices on the understanding of a text
- 7.4 Justify how texts reveal ideologies and identities
- 7.5 Evaluate the portrayal of cultural identities in texts

**GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.**

- 8.1 Apply a variety of strategies when writing and representing
- 8.2 Evaluate the values and attitudes in the texts they create
- 8.3 Use language which creates interesting and imaginative effects
- 8.4 Evaluate their own learning processes and strategies

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

- 9.1 Create a range of texts both independently and collaboratively
- 9.2 Use the appropriate form, style, and content for specific audiences and purposes
- 9.3 Evaluate their use of strategies used to engage the audience
- 9.4 Analyze feedback when creating or revising texts

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.**

- 10.1 Develop their ability to effectively communicate meaning
- 10.2 Use the conventions of written language
- 10.3 Use information from a variety of sources to construct and communicate meaning
- 10.4 Evaluate the effectiveness of the texts they create

## English 1101A

English 1101A has three units for students to complete: short prose, expressive writing and language structures and conventions.

Within the short prose unit, students will be exposed to both fiction and nonfiction selections. These may take the form of an essay, short story, article, blog, rant, etc. Students will also write a business letter.

In unit 2, students will complete an expressive writing piece. Students should use the writing process with instructor assistance and feedback. The appendix of the Study Guide includes a rubric for instructors.

The last unit, language structures and conventions, highlights important aspects of grammar and structure. Students should take care with completing the worksheets and obtain knowledge and skills they can apply throughout the entire ABE program.

### ***Unit 1: Short Prose—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 1201 Curriculum Guide, available on the Department of Education and Early Childhood Development’s (EECD’s) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages in the *English 10 Teacher’s Resource* for each of the selections in this unit:
  - “The Trickster” (Conflict Booklet, pages 14-18);
  - “Accident” (Conflict Booklet, pages 45-49);
  - “Not Enough Horses” (Humour Booklet, pages 84-88);
  - “Winston” (Perspective Booklet, pages 19-23);
  - “You Will Not Stop Me From Learning” (Conflict Booklet, pages 58-62); and
  - “In Defense of Pinterest” (Innovation Booklet, pages 68-72).
- Review the following selections in the *Homegrown* teacher module from the Nelson website:
  - “The Invitation”;
  - “Wiley”; and
  - “Remembering “The Whale Man””.



- The first assignment in this course is a rejection business letter addressed to a director of a movie. The purpose of the letter is to provide positive and negative constructive feedback, as well as, suggestions on how the movie could be improved. Students should:
  - follow the proper format for writing a business letter; and
  - use the tips to writing a rejection letter given in the study guide.

### ***Unit 2: Expressive Writing—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the *English 1201 Curriculum Guide*, available on EECD'S website, especially the following pages:
  - Appendix B3: Writing and Representing, page 93;
  - Appendix K4: Sample Questions for Revising in Writing, page 118; and
  - Appendix K5: The Processes of Writing, page 119.
- The following pages from the student resource, *English 10*, contain useful information on the writing process:
  - Analyzing Narrative Writing and the Short Story, page 22;
  - Develop Ideas and Voice, page 54;
  - Organizing Ideas, page 120;
  - Constructing and Extending Meaning, page 136;
  - Improve Word Choice, page 182; and
  - Creating Fluency, page 242.
- Instructors should review the Blackline Masters sections from the Teacher Resource Booklets for useful material on teaching, learning and assessment. Instructors can decide which, if any, of these Blackline Masters they wish to use in their instruction.
- A rubric is included in Appendix A of the Study Guide. It highlights various aspects the students should consider when completing this assignment.

### ***Unit 3: Language Structures and Conventions—Suggestions for Teaching, Learning and Assessment***

- The following language structures and conventions worksheets are found on the Teacher eSource CD-ROM or in the English 1102 *English Connect* Teacher’s Resource as follows:
  - \*Contractions (Conflict Booklet, page 101);
  - \*Relative Pronouns (Conflict Booklet, page 101);
  - \*Personal Pronouns (Conflict Booklet, page 102);
  - \*Conjunctions (Conflict Booklet, page 102);
  - \*Possessives (Conflict Booklet, page 102);
  - \*Adjectives (Lighten Up Booklet, page 105); and
  - \*Colons and Semicolons (Lighten Up Booklet, page 105).

\*These are the same worksheets for English 1102A
- The following language structures and conventions worksheets are found on the Teacher eSource CD-ROM or in the English 1101 *English 10* Teacher’s Resource as follows:
  - Descriptive Word Choice (Conflict Booklet, page 104); and
  - Punctuation Used for Effect (Conflict Booklet, page 104).
- Instructors have the discretion to supplement these worksheets as necessary.
- Grammar instruction should be integrated throughout the course and not viewed as a separate topic.

## English 1101B

After completing English 1101A, students should proceed to English 1101B. This course is a continuation of objectives from the first course in this series. This course consists of 4 units of study: drama, writing, poetry, and language structures and conventions.

The first unit, drama, exposes student to excerpts; one from a play and one from a script. Both require students to interpret information presented in the excerpts.

The second unit is a writing and representing activity. Students are asked to write an explanatory or procedural essay on a topic of their choice.

Unit 3 is a poetry unit. Students are first asked to define some poetic devices. They will then read and interpret various poems before being expected to compose an original poem.

The last unit, language structures and conventions, are worksheets intended to reinforce grammar and sentence structure skills.

### *Unit 1: Drama—Suggestions for Teaching, Learning and Assessment*

- Information related to the play excerpt “Form 17” is found in the Humour Booklet on page 35 in the *English 10 Teacher’s Resource*. Instructors should review this information.
- Instructors can substitute another longer play for “Tempting Providence” if they wish as long as it meets the outcomes for the course and is appropriate for the context of this course.
- Alternate suggestions for a drama selection include *A Midsummer Night’s Dream*, and “Oedipus the King” from *The Theban Plays*.
- Instructors can change the assigned study questions if they wish in order to address the needs of individual students.

### ***Unit 2: Writing—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 1201 Curriculum Guide, available on the EECD’s website, especially the following:
  - Appendix B3: Writing and Representing, page 93;
  - Appendix K4: Sample Questions for Revising in Writing, page 118; and
  - Appendix K5: The Processes of Writing, page 119.
- The following pages from the student resource, *English 10*, contains useful information on the writing process:
  - Analyzing Narrative Writing and the Short Story, page 22;
  - Develop Ideas and Voice, page 54;
  - Organizing Ideas, page 120;
  - Constructing and Extending Meaning, page 136;
  - Improve Word Choice, page 182; and
  - Creating Fluency, page 242.
- Instructors should review the Blackline Masters sections from the Teacher Resource Booklets for useful material on teaching, learning and assessment. Instructors can decide which, if any, of these Blackline Masters they wish to use in their instruction.

### ***Unit 3: Poetry—Suggestions for Teaching, Learning and Assessment***

- Review the following pages in the *English 10 Teacher’s Resource* for each of the selections in this unit:
  - “Dulce et Decorum Est” and “And He Said, Fight On” (*Conflict* Booklet, page 79);
  - “Mother of Invention” and “Dreamer” (*Innovation* Booklet, page 19); and
  - “On Making Contact”, “Sifter”, “Life”, and “Regeneration” (*Perspective* Booklet, page 84).
- Review “Wherever You Go” in the *Homegrown* teacher module from the Nelson website.
- After reading and reflecting on the poems in the required work section, students are now asked to complete an original poem.
  - The theme of the poem can be something of interest to the student.
  - Students should use and label four poetic devices throughout the poem.
  - A rubric is included for grading students’ poems in Appendix A of the Study Guide.

***Unit 4: Language Structures and Conventions—Suggestions for Teaching, Learning and Assessment***

- The language structures and conventions worksheets are found on the Teacher eSource CD-ROM or in the English 1102 *English Connect* Teacher Resources as follows:
  - \*Transitional Words and Phrases (Lighten Up Booklet, page 106);
  - \*Descriptive Language (Lighten Up Booklet, page 106);
  - \*Hyperbole (Lighten Up Booklet, page 106);
  - \*Subject-Verb Agreement (What’s the Big Idea? Booklet, page 106);
  - \*Abbreviations (What’s the Big Idea? Booklet, page 106);
  - \*Jargon (What’s the Big Idea? Booklet, page 106);
  - \*Punctuation: Italics (What’s the Big Idea? Booklet, page 106); and
  - \*Contextual Vocabulary (What’s the Big Idea? Booklet, page 106).

\*These are the same worksheets for English 1102B
- The following language structures and conventions worksheets are found in the English 1101 *English 10* Teacher’s Resource as follows:
  - Transitions (Innovation Booklet, page 112); and
  - Consistency in Verb Tenses (Perspective Booklet, page 116).
- Instructors have the discretion to supplement these worksheets as necessary.
- Grammar instruction should be integrated throughout the course and not viewed as a separate topic.

## English 1101C

English 1101C is the last course in this series. After completion of this course, students have completed the necessary curriculum outcomes for equivalency to the high school English 1201 course.

This course contains 4 units: multimedia, writing, novel study, and language structure and conventions.

In the multimedia unit, students are exposed to a wide range of selections that include editorial cartoons, a press release, a website, infographic and facts sheets. Students will examine the content and answer questions (reflect) on each one.

After reflecting on various forms of multimedia, Unit 2 is a writing and representing activity. Students can choose to create a media text or to create a presentation. The topic is optional and should show understanding of various elements of what makes multimedia effective.

Unit 3 is a novel study. Students should be provided with a couple of novel options they would like to study.

Similar to the previous two courses, this last unit - language structures and conventions - highlights important aspects of grammar and structure. Students should take care when completing the worksheets and obtain knowledge and skills they can apply not only in the English courses but throughout the entire ABE program.

### ***Unit 1: Multimedia—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 1201 Curriculum Guide, available on EECD's website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource.
- Review the following pages in the *English 10 Teacher's Resource* for each of the selections in this unit:
  - "The Canadian Oil Boom" (Innovation Booklet, page 58); and
  - "New Tool Provides Food for Thought" (Perspective Booklet, page 54).
- Review the following selections in the *Homegrown* teacher module from the Nelson website:
  - "Your Mountain";
  - "The Drawing Board"; and

- “Megaplans”.

***Unit 2: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment***

- The following pages from the student resource, *English 10*, contains useful information on the writing process:
  - Analyze Codes, Conventions, and Techniques, page 106;
  - Organizing Ideas, page 120;
  - Analyze Audience Responses, pages 167; and
  - Evaluating Productive Perspectives, page 230.
- Instructors should review the Blackline Masters sections from the Teacher Resource Booklets for useful material on teaching, learning and assessment. Instructors can decide which, if any, of these Blackline Masters they wish to use in their instruction.

***Unit 3: Novel Study—Suggestions for Teaching, Learning and Assessment***

- Instructors can consult the Department of EECD’s [“English Language Arts 10-12 Selecting Young Adult Texts: An Annotated Bibliography for Senior High School 2015”](#) for a list of suggested novels/nonfiction texts. (In most cases, novels that are recommended for lower Secondary or Secondary should have the appropriate reading level as well as content.)
- Although these suggested texts are recommended for use in senior high school, many of them are suitable for adult learners as well.
- Instructors have the discretion to approve any other appropriate novel/nonfiction text for student study as long as it meets the learning outcomes.

***Unit 4: Language Structure and Conventions —Suggestions for Teaching, Learning and Assessment***

- The worksheets are found on the Teacher eSource CD-ROM or in the English 1102 *English Connect* Teacher Resource binder as follows:
  - \*Idioms (eValueate Booklet, page 105);
  - \*Paragraph Conventions (eValueate Booklet, page 105);
  - \*Adverbs (eValueate Booklet, page 106);
  - \*Sentence Structure (eValueate, page 106); and
  - \*Rhetorical Questions (eValueate, page 106).

\*These are the same worksheets for English 1102C
- Instructors have the discretion to supplement these worksheets as necessary.
- Grammar instruction should be integrated throughout the course and not viewed as a separate topic.