

# Adult Basic Education (ABE)

## Level III English Language Arts

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### English 2101 Curriculum Guide

**Resources:**        *Views and Viewpoints* (McGraw-Hill 2014—student resource)  
                              *Views and Viewpoints* (McGraw-Hill 2014—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 2101 ABC** is equivalent to the Newfoundland and Labrador senior high school **English 2201 (General)** course (September 2013).

### ***Pre-requisite***

Students must have completed an equivalency to English 1101 ABC. In addition, 2101 ABC must be completed chronologically. 2101 A must be completed before 2101 B and 2101 B must be completed before 2101 C.

### ***Resources***

*Views and Viewpoints* (McGraw-Hill 2014—student resource)

*Views and Viewpoints* (McGraw-Hill 2014—teacher resource)

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. Instructors 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 dialogue with instructors.

## English 2101 Outcomes

The following outcomes were developed for high school English 2201. To maintain consistency and equivalency, the ABE English 2101 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.**

- 1.0 Assess their own ideas and points of view in response to others' ideas and questions
- 2.0 Refine active listening skills to respond to oral language
- 3.0 Ask questions to gain information and develop ideas
- 4.0 Evaluate how the features of oral language are used to influence listeners

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

- 5.0 Analyze how audience and purpose impact communication
- 6.0 Evaluate strategies that contribute to effective communication
- 7.0 Adjust language and delivery when responding personally and critically
- 8.0 Justify their message or ideas using supporting evidence

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

- 9.0 Evaluate how respect for others is demonstrated when interacting
- 10.0 Analyze others' points of view
- 11.0 Use a variety of communication strategies
- 12.0 Analyze responsibilities associated with communication

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

- 13.0 Read and view a variety of texts for different purposes
- 14.0 Use specific strategies to enhance understanding of a text
- 15.0 Reflect on the effectiveness of strategies for understanding text
- 16.0 Evaluate how text features are used to create meaning and achieve different purposes
- 17.0 Understand how texts can influence behaviours and opinions

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

- 18.0 Investigate topics for inquiry
- 19.0 Select information from a variety of sources
- 20.0 Evaluate information from a variety of sources
- 21.0 Integrate information to meet the requirements of a learning task
- 22.0 Assess their own inquiry processes

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

- 23.0 Justify connections between their own experiences, emotions, and texts
- 24.0 Evaluate others' views about issues, themes and situations in or about texts
- 25.0 Justify their opinions about issues, themes and situations in texts

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

- 26.0 Examine the effectiveness of stylistic techniques used in various texts
- 27.0 Evaluate the impact of literary and media devices on a text
- 28.0 Interpret social issues and cultural perspectives in a variety of texts
- 29.0 Examine multiple viewpoints within or between texts
- 30.0 Justify their own critical responses to a variety of 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.**

- 31.0 Apply a variety of strategies when writing and representing
- 32.0 Create a variety of texts using a range of stylistic techniques
- 33.0 Evaluate the perspectives and biases present in texts they create
- 34.0 Assess their own writing and representing strategies and processes

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

- 35.0 Create a variety of texts both independently and collaboratively
- 36.0 Create a variety of texts for a range of purposes and audiences
- 37.0 Analyze the form, style and content throughout the processes of text creation
- 38.0 Assess feedback of others 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.**

- 39.0 Use the convention of written language
- 40.0 Justify responses by integrating information
- 41.0 Evaluate the effectiveness of texts they create
- 42.0 Refine their use of strategies to engage the audience and communicate meaning

## English 2101 A

English 2101 A has two units for students to complete: short prose and multimedia.

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 an opinion essay and an obituary.

In unit 2, students will study various multimedia selections including graffiti, timeline, informational graphic, sculptures and a painting. They will also complete a wordle assignment.

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

- Instructors should review the content of the *English 2201 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 of the *Views and Viewpoints Teacher’s Resource* for each of the selections in this unit:
  - “*Spiritus Mundi*”, pages 416-420;
  - “*Dinner for Two*”, pages 378-383;
  - “*The Animal People Choose a Leader*”, pages 433-437;
  - “*To Nan, Happy Birthday*”, pages 43-48;
  - “*I Love Smoking*”, pages 81-88;
  - “*Modern Rock Stardom: An Insider’s Report*”, pages 89-94;
  - “*The Science of Happiness*”, pages 130-135;
  - “*A Break in the Mysterious Case of Tom Thomson*”, pages 155-161;
  - “*Stormchaser*”, pages 179-183; and
  - “*Obituary: The Book (1455-Present)*”, pages 189-194.
- The first assignment in this unit is an opinion essay based on the selection “*I Love Smoking*”. A brief outline is provided for students in the Study Guide. Students should think about smoking, what they see from their own experiences and from the experiences of others they know.
  - A rubric is provided in the Appendix of the Study Guide that instructors can use



for evaluating the opinion essay. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

- The second assignment requires students to complete a transactional piece of writing. Students will complete a fictional obituary for a piece of technology they believe will be obsolete in ten years time. Students should incorporate the elements of an obituary into their writing.
  - A rubric is provided in the Appendix of the Study Guide that instructors can use for evaluating the opinion essay. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

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

- Instructors should review the content of the *English 2201 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 of the *Views and Viewpoints Teacher’s Resource* for each of the selections in this unit:
  - ““Friend” Me?”, pages 232-238;
  - “The History of the Grey Cup”, pages 253-258;
  - “GrAfrica? The Lost Boys and Girls of Sudan”, pages 259-265;
  - “GrAfrica? Social Media and Communication”, pages 266-273; and
  - “Among the Trees”, pages 274-278.
- The assignment for this unit is a wordle. Students should have their word list completed and pre-determine what words they want to emphasize before going to the website. The first words on the list are commonly the ones they would want to emphasize since these are the ones that come to mind first when thinking of the country.
  - A rubric is provided in the Appendix of the Study Guide that instructors can use for evaluating the opinion essay. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

## English 2101 B

After completing English 2101 A, students should proceed to English 2101 B. This course is a continuation of objectives from the first course in this series. This course consists of 3 units of study: poetry, novel study, and transactional writing.

Unit 1 is a poetry unit. Students will read and interpret various poems before being expected to compose an original poem.

Unit 2 of this course is a novel study. Students should be provided with a couple of novel options they would like to study.

Lastly, students are required to complete a transactional piece of writing for the writing and representing assignment in unit 3.

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

- Instructors should review the content of the *English 2201 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 if they wish.
- Review the following pages of the *Views and Viewpoints Teacher’s Resource* for each of the selections in this unit:
  - “A Clean Beating”, pages 300-305;
  - “Timeout”, pages 314-319;
  - “Letter to Father”, pages 320-324;
  - “Gravity”, pages 337-345;
  - “One Day You Will”, pages 363-366;
  - “Blind Date”, pages 367-372; and
  - “Reassurance”, pages 354-362.
- After reading and reflecting on the poems in the required work section, students are required to complete an original poem about an object or experience they are

passionate about.

- Students should use poetic devices throughout the poem.
- A rubric is included for grading students' poems in the Appendix of the Study Guide.

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

- Instructors can consult 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 3: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the *English 2201 Curriculum Guide*, available on EECD's website, especially Appendix B3: Writing and Representing, page 91.
- Students are given a wide assortment of options for this activity. They should select a mode of writing that interests them.
- Neither the student textbook nor teacher resource binder has resources for students to reference while completing this assignment. However, the previous book used for English 1101 can be referred to if necessary. Instructors can refer back to the English 1101 curriculum guide for specific references.

## English 2101 C

English 2101 C 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 2201 course.

This course contains 3 units: drama, expressive writing and an inquiry based unit.

In the drama unit, students are required to read and respond to 2 drama selections; both are play excerpts.

Unit 2 and unit 3 are both writing assignments for students to complete. Unit 3 requires that students complete some research on a topic as part of the assignment. This is the first inquiry based assignment in the Level III English program.

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

- Instructors should review the content of the *English 2201 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 can substitute another longer play for either suggested option if they wish as long as it meets the outcomes for the course and is appropriate for the context of this course.
- Review the following pages in the *Views and Viewpoints Teacher’s Resource* for each of the selections in this unit:
  - “Les”, pages 391-397; and
  - “from Led Astray”, pages 404-408.

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

- Instructors should review the content of the *English 2202 Curriculum Guide*, available on the EECD’s website, especially Appendix B3: Writing and Representing, page 91.
- Students are given a wide assortment of options for this activity. They should select a mode of writing that interests them.
- Students should not select the same writing and representing activity they have completed for English 1101. For example, if students did a biography of Justin Trudeau in a previous course, they should select a memoir, autobiography or narrative to complete.
- Neither the student textbook nor teacher resource binder has resources for students to reference while completing this assignment. However, the previous book used for English 1101 can be referred to if necessary. Instructors can refer back to the English 1101 curriculum guide for specific references.

## ***Unit 3: Inquiry Based Assignment —Suggestions for Teaching, Learning and Assessment***

- Students will be expected to have a bibliography attached to this assignment.
- Instructors can substitute the topic for the assignment to something different than those suggested in the study guide.
- A rubric is provided for grading students’ assignments in the Appendix of the Study Guide. This is the same rubric as Unit 2.