

Adult Basic Education (ABE)

Level III English Language Arts

English 2102 Curriculum Guide

Resources: *Beyond the Page* (McGraw-Hill 2014—student resource)
Beyond the Page (McGraw-Hill 2014—teacher resource)

Level III General College Profile English

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C



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General Information

Introduction

English 2102 ABC is equivalent to the Newfoundland and Labrador senior high school **English 2202 (General)** course (September 2013).

Pre-requisite

Students must have completed an equivalency to English 1102 ABC. In addition, 2102 ABC must be completed chronologically. 2102 A must be completed before 2102 B and 2102 B must be completed before 2102 C.

Resources

Beyond the Page (McGraw-Hill 2014—student resource)

Beyond the Page (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

Final exams are not recommended for Level III ABE General English courses. Unit tests are recommended.

Course Work	60%
Unit Test(s)	40%
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 2102 Outcomes

The following outcomes were developed for high school English 2202. To maintain consistency and equivalency, the ABE English 2102 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 Compare points of view to revise their own opinion
- 2.0 Use active listening skills to respond to oral language
- 3.0 Apply features of oral language
- 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 Use strategies associated with formal and informal communication
- 6.0 Analyze strategies that contribute to effective communication
- 7.0 Respond to questions in a variety of situations
- 8.0 Advocate a point of view using supporting evidence

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

- 9.0 Use a variety of communication strategies
- 10.0 Analyze others' points of view
- 11.0 Demonstrate that different situations, audiences, and purposes require different degrees of sensitivity
- 12.0 Examine the implications of using different modes of 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 Summarize details of a variety of texts
- 16.0 Analyze 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 Analyze how information from a variety of sources relates to a topic
- 21.0 Integrate information to meet the requirements of a learning task

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

- 22.0 Explain connections between their own experiences, emotions, and texts
- 23.0 Analyze more than one interpretation of a text
- 24.0 Justify their opinions about issues, messages 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.

- 25.0 Examine the effects of stylistic techniques used in various texts
- 26.0 Explain how different texts influence an audience
- 27.0 Interpret social issues and cultural perspectives in a variety of texts
- 28.0 Identify multiple viewpoints within a text
- 29.0 Justify their own critical responses of a range 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.

- 30.0 Apply a variety of strategies when writing and representing
- 31.0 Create a variety of texts using a range of stylistic techniques
- 32.0 Analyze the perspectives and biases present in texts they create
- 33.0 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.

- 34.0 Create a range of texts both independently and collaboratively
- 35.0 Use the appropriate form, style, and content for specific audiences and purposes
- 36.0 Analyze how text construction can influence audience response
- 37.0 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.

- 38.0 Use the convention of written language
- 39.0 Create a range of texts that are clear and precise
- 40.0 Evaluate the effectiveness of the texts they create
- 41.0 Refine their use of strategies to engage the audience and communicate meaning

English 2102 A

English 2102 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 interview script.

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 2202 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 *Beyond the Page Teacher’s Resource* for each of the selections in this unit:
 - “Leaving”, pages 353-359;
 - “The Monkey’s Paw”, pages 364-369;
 - “Marcus the Great”, pages 379-384;
 - “To Nan, Happy Birthday”, pages 43-48;
 - “Alcatraz: The Escape-Proof Prison?”, pages 55-61;
 - “Snowmobiling Goes Old School”, pages 69-74;
 - “A Different Kind of Canadian”, pages 81-86; and
 - “Roads”, pages 104-111.
- The first assignment in this unit is an opinion essay based on Student Voice from the selection “Marcus the Great”. A brief outline is provided for students in the Study Guide. Student should think about what the author is suggesting, what they see from their own experiences and from the experiences of others they know. Encourage students to consider other factors that may influence a person’s opportunities for

education and future employment, for example, the support of friends and family members or internal motivation.

- 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 interview script with a character from the selection “Alcatraz: The Escape-Proof Prison”. Students, assuming the role of reporter, are required to come up with at least 5 questions to ask the escapee. Then students, assuming the role of an escapee, need to answer the questions presented to them. Students should be encouraged to use their imaginations and give realistic answers to the questions posed to them.
 - 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 2202 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 *Beyond the Page Teacher’s Resource* for each of the selections in this unit:
 - “Tea With Michael Massie”, pages 197-202;
 - “Love Letter”, pages 203-210;
 - “A Day in the Life of Astronaut Chris Hadfield”, pages 211-216;
 - “How to Raise a Ruckus”, pages 217-221; and
 - “Manteut (Visitors)”, pages 243-247.
- 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 Wordle. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

English 2102 B

After completing English 2102 A, students should proceed to English 2102 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 to select from. Each individual student should then choose which one 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 2202 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 *Beyond the Page Teacher's Resource* for each of the selections in this unit:
 - "Guitar", pages 257-263;

- “Follow me Back”, pages 264-269;
- “Little Brown”, pages 282-286;
- “The Fortunate Ones”, pages 277-281; and
- “Footprints in the Snow”, pages 292-297.
- 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 2202 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 1102 can be referred to if necessary. Instructors can refer back to the English 1102 curriculum guide for specific references.

English 2102 C

English 2102 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 2202 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; a play excerpt and a graphic memoir.

Unit 2 and unit 3 are both writing assignments for students to complete. Unit 3 requires that students complete research 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 2202 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 “Finding My Voice” 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 *Beyond the Page Teacher’s Resource* for each of the selections in this unit:
 - “The Birth of a Coward”, pages 316-321; and
 - “Finding My Voice”, pages 234-242.

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 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 1102. 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 1102 can be referred to if necessary. Instructors can refer back to the English 1102 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.