

Adult Basic Education

English Language Arts

English 2016 Viewing and Representing

Curriculum Guide

Suggested Resources: *ResourceLines 9/10*
The Road Ahead

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



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To the Instructor

ABE Level II English Program

ABE Level II is meant to be a transition program. ABE students who are assessed and placed in Level II will mainly be adults who completed ABE Level I, who did not progress to senior high school, who have very limited Senior High School credits in core subject areas, who have been out of formal schooling for a long time, and/or who need to refresh English, Mathematics and Science skills before entering ABE Level III.

ABE Level II students do not have to complete all six Level II English courses to move into ABE Level III English. The decision to do all or some of the six Level II English courses will be made based the instructor's assessment using all appropriate considerations (school report cards, high school transcripts, standardized test results, interviews, student's intended Level III graduation profile, student's employment history, student's intended post-secondary aspirations, student's employment goals, student's progress in Level II English courses, and/or any other relevant consideration).

The Level II English program is meant to provide adult learners with an education in English Language Arts that is approximately equivalent to that in grades 7 to 9 in the Newfoundland and Labrador school system. There are six strands of English Language Arts that are fundamental to the ABE Level II English curriculum; these are:

- Speaking and Listening
- Reading and Writing
- Viewing and Representing

English 2016 Viewing and Representing

English 2016 is the sixth in a series of six Level II English courses. It is meant to provide ABE students with the opportunity to study visuals and to represent a story, theme, or idea in an original design.

This course is divided into two units. *Unit 1: Viewing* introduces students to a definition of viewing, and then students will be asked to view and study several visuals.

Unit 2: Representing allows students to examine different types of representing such as information illustrations and posters. Students are then asked to create an original piece of representing.

New Approach for ABE Level II English

The previous ABE Level II English program was developed in 1990 and then revised in 1995. The 1995 Level II English curriculum contained five courses. Learning outcomes were stated for these five courses, but Study Guides for students were not a part of the curriculum package. This 2011 Level II English curriculum is modeled after the 2006 Level III curriculum in that now both Curriculum and Study Guides are provided to instructors.

There are now six courses in the Level II English program. These are:

- English 2011 Speaking and Listening
- English 2012 Writing: Sentences and Paragraphs
- English 2013 Reading: Short Stories/Non-Fiction/Research
- English 2014 Reading: Poetry/Novel/Drama
- English 2015 Writing: Essays
- English 2016 Viewing and Representing

Study Guides

Each new ABE Level II English course has a Curriculum Guide for the instructor and a Study Guide for the student. The Study Guides are written so that all suggested **Required Work** is included to fulfill both the General Curriculum Outcomes for ABE Level II English and the specific learning outcomes for each course. The Study Guides allow students to work independently, and it also allows instructors to easily track the progress for each student.

Curriculum Guides

Each ABE Level II Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for each course. In order to assure that the ABE Level II English program remains approximately equivalent to grades 7-9 in the Newfoundland and Labrador school system, these GCO's are basically the same as in K-12. As the same GCO's are used throughout K-12 English Language Arts, and in ABE Level III English courses, students taking ABE Level II English courses are assured that they will be adequately prepared for future study in ABE Level III English courses.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and Learning Outcomes are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult learners. For example, if an instructor feels a suggested short story, poem, writing topic, etc does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to

meet the needs of most ABE Level II English students. The GCO's for each ABE Level II English course are set by the Department of Education and are not to be modified.

All the ABE Level II English Curriculum Guides are organized in two sequential sets of columns, as follows:

Learning Outcomes	Required Work
This column lists the specific learning outcomes for each course.	This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of Required Work in their Study Guides.

Suggestions for Teaching and Learning	Suggestions for Assessment
This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.	This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment. Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods. Assessment for Level II English courses should be at a degree of complexity less than expected for Level III English courses. A student who meets outcomes in the study guide in a more complex manner should be considered for transition from Level II to Level III.

Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, and supplemental assignments/learning exercises.

Resources

Anthologies, reference books, and instructor resources for each specific ABE Level II English course are identified on the cover page of the Curriculum Guide. The same is true for the Study Guides minus the Instructor resources. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

An overview of the resources used for English 2016 is given below:

Course	Resources
English 2016 Viewing and Representing	<i>ResourceLines 9/10</i> (www.pearsoned.ca) <i>The Road Ahead</i> (www.nelsonschoolcentral.com)

ResourceLines 9/10 is an English Language Arts reference text suitable for junior high school students in Newfoundland and Labrador. It is recommended for use both in grades 9 and 10 English. It is also used in ABE Level III English. Its use in ABE Level II is limited to two courses: English 2011 and English 2016. The amount of reading and study from this text in Level II English is also limited to a minimal amount of essential content. Level II students completing English 2011 and English 2016 will already be familiar with this text when they transition into Level III which could be advantageous.

The Road Ahead is a Canadian anthology with selections varying in reading level from easy to moderate to challenging. Selections taken from this text for this course and included in the study guide are at a “moderate” level of difficulty. ABE Level II students should not have any serious comprehension challenges connected with the selections. Instructors have flexibility to pick other selections from this anthology if the selections in the Study Guide are too difficult for some students. In this case, ensure that any response work developed is consistent with the General Curriculum Outcomes for English 2016.

Recommended Evaluation

Course Work	80%
Assignment(s)	<u>20%</u>
	100%

The overall pass mark for the course is 50%.

Note: 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 adult learners. The Department of Education has no requirement that a final exam must be given in this course. Instructors/institutions can decide if a final exam is necessary based on their own policies and procedures.

General Curriculum Outcomes for English 2016

Adult students will be expected to:

- Select, read, and view with understanding a range of information, media and visual texts.
- Respond personally to a range of visual texts.
- Respond critically to a range of visual texts.
- Use representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
- Create at least one visual text collaboratively and independently using a suitable form.

Unit 1: Viewing--Learning Outcomes

Learning Outcomes	Required Work
<p>1.1 Define the term “viewing”.</p> <p>1.2 Understand the three stages of the viewing process.</p> <p>1.3 Identify the intended audience of a text by viewing it.</p> <p>1.4 Understand the purpose of a visual text by viewing.</p> <p>1.5 Evaluate the effectiveness of a visual text.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read page 185 in <i>ResourceLines 9/10</i>, and then make a list of different examples of visual images.</p> <p>2. Read pages 186-187 in <i>ResourceLines 9/10</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none">a) What is meant by viewing?b) What are the three stages in the viewing process? <p>3. Select one of the following magazine selections from the anthology <i>The Road Ahead</i>. You only need to view the selection, you do not have to read the entire selection in detail.</p> <ul style="list-style-type: none">• “Lost...and Found” (p. 34)• “The Beautiful Bruce Peninsula” (p. 222)• “Man in Action” (p. 228)

Unit 1: Viewing--Learning Outcomes

Learning Outcomes	Required Work
	<p>Based on the selection you just viewed, and what you know about magazines in general, try to answer these questions (include a reason):</p> <ul style="list-style-type: none">a) For what audience is this magazine selection intended?b) What you have just viewed is a selection only. What other types of articles would you expect to be found in the magazine containing this selection?c) What kinds of products do you think will be advertised in the magazine containing this selection? <p>4. View the photo essay entitled “Nature’s Cradle” on pages 244-246 of <i>The Road Ahead</i>, and then respond in writing to the following. You may wish to discuss both the photo essay and the questions which follow with your instructor or another student first.</p> <ul style="list-style-type: none">a) Instead of using words, this photo essay proves its point using photographs (visuals). Look at the title. What does this photo essay suggest to the reader/viewer?b) Why do you think the creator of this photo essay chose to send a message visually?c) Do you think the visual is effective in achieving its purpose? Why/Why not?

Unit 2: Representing--Learning Outcomes

Learning Outcomes	Required Work
<p>2.1 Identify different types of representing.</p> <p>2.2 Understand why representing is an effective way to communicate ideas.</p> <p>2.3 Create at least one original piece of visual text to represent a story, theme, or idea.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <ol style="list-style-type: none"><li data-bbox="829 566 1383 713">1. Read page 235 in <i>ResourceLines 9/10</i>. List some examples of different types of representing and explain why it is a useful way to communicate ideas.<li data-bbox="829 745 1383 893">2. Read the section entitled “General Guidelines” on page 236 of <i>ResourceLines 9/10</i> and explain what is considered the difference between good and bad design.<li data-bbox="829 925 1383 1146">3. The textbook <i>ResourceLines 9/10</i> contains “Here’s How Mini-Lessons” which provide useful information on how to create different types of visuals. In this exercise, plan and create one visual which represents a story, theme, idea etc. <p>Some suggestions that you may want to consider for this assignment are:</p> <ul style="list-style-type: none"><li data-bbox="878 1294 1383 1558">• Create an information illustration: This can be an illustration of something from another subject area, especially science, such as the food chain, the water cycle, diagram of an atom, diagram of the Earth’s crust, etc.

Unit 2: Representing--Learning Outcomes

Learning Outcomes	Required Work
	<ul style="list-style-type: none">• Create a drawing or painting: This can be a drawing or painting of a character or scene in one of the literary selections you studied in ABE (short story, poem, novel, play). It can also be a drawing or painting of something that means something to you on a personal level (a house, a church, a family member, a school, a pet, a river, a sunset, etc.).• Create a poster: This can be an exhibition poster promoting an event such as a concert, a bake sale, a special guest at a church, a hockey game, an anniversary, a birthday, etc. Your poster can present social commentary on a particular issue such as drinking and driving, bullying in schools, violence against women, workplace safety, etc.• Create a collage: This can be an artistic composition made up of various materials—paper, photographs, text, cloth—and mounted on a surface. It can be about a particular theme, topic or issue, or it can be something like a book cover.

Unit 2: Representing--Learning Outcomes

Learning Outcomes	Required Work
	<ul style="list-style-type: none">• Create a leaflet: Leaflets are found everywhere and are designed to provide a large amount of information about a product, service, place, issue, or event in only a page or two. You could develop a leaflet for some upcoming event in your college or community, you could create a leaflet marketing something you are selling (boat, vehicle, house), or you can create an information brochure about some aspect of your community's history.• Other suggestions are found in <i>ResourceLines 9/10</i> on the pages referenced in the right hand column.

Unit 1: Viewing--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Students begin this unit with reading introductory material from <i>ResourceLines 9/10</i>. Instructors may want to discuss the material with students before students begin their written work in the Study Guide.</p> <p>2. Discuss each visual text selected for the viewing exercises with students to ensure they understand the techniques used to create the visual, the purpose of the visual and the intended audience for the visual.</p> <p>3. The following selections from <i>The Road Ahead</i> and included in the study guide have teaching notes in the <i>Making It Work Teacher's Guide</i>. Instructors may find this information useful. Each selection and its page reference from the teacher's guide is given below:</p> <ul style="list-style-type: none"> • “Lost...and Found”, p. 26 • “The Beautiful Bruce Peninsula”, p. 174 • “Man in Action”, p. 177 • “Nature’s Cradle”, p. 192 <p>4. Instructors may have students use the CD Making It Work: Interactive Software for Reading, Writing, Language, and Media included with the <i>Making It Work Teacher's Guide</i>.</p>	<p>1. Instructors should informally discuss material in the Study Guide and observe students during their work to ensure students understand content and expectations.</p> <p>2. In general, assessment for this unit should include the following and be at a level appropriate for ABE Level II:</p> <ul style="list-style-type: none"> • Asking students to explain aloud their understanding of each visual text. • Asking students to complete written response items provided in the study guide. <p>3. It is important that students are able to do the following at a level appropriate for ABE Level II:</p> <ul style="list-style-type: none"> • Include specific references to support their interpretations of the visual texts. • Reflect on their responses. <p>4. All written work should be in complete sentences, and be neat, organized and legible.</p> <p>5. The primary focus of assessment in this unit should be ideas and content; however, written conventions such as sentence structure, spelling, and grammar should also form part of the assessment strategy.</p>

Unit 2: Representing--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. This unit begins with some introductory material on representing taken from <i>ResourceLines 9/10</i>. Instructors may want to discuss this content with students before students begin their written work in the Study Guide.</p> <p>2. The main learning activity in this unit is the original piece of representing that students will plan and create.</p> <p>3. Students can be encouraged to use work completed in other ABE Level II courses as a source of subject matter for their representing. For example, students may use a theme, character, conflict, or setting from a novel study as inspiration for their representation.</p> <p>4. Students who are artistically inclined and/or visual learners will probably enjoy creating a piece of representing. Students not so inclined will need additional motivation and help.</p> <p>5. Instructors may wish to provide students with exemplars to follow.</p> <p>6. Any assessment rubrics or checklists that instructors intend on using to evaluate students should be shared and discussed with students. This helps clarify expectations and students can use this information in planning their representing.</p> <p>7. Students can be provided with a self-assessment checklist to review their own work. The checklist referenced on the right can be used or adapted for this purpose.</p>	<p>1. Instructors should informally discuss material in the Study Guide and observe students during their work to ensure students understand content and expectations.</p> <p>2. Instructors may ask students to explain their plans for creating a piece of representing. Students should be able to explain the following:</p> <ul style="list-style-type: none"> • The form or type of representing that will be created. • The techniques and styles they intend to use in their creation. • The intended purpose and audience for their creation. • The manner in which their creation will communicate a story, theme, idea, or point of view. <p>3. The following assessment tools can be adapted to assess the piece of representing. Although these tools are found in Level III English teacher's guides, they can be easily adapted to recognize the level of complexity expected in Level II English.</p> <ul style="list-style-type: none"> • <i>Communicate Teacher's Guide</i>, p. A18 (Assessment Rubric 8) • <i>Communicate Teacher's Guide</i>, p. A19 (Student Self-Assessment Checklist 8) • <i>Crossroads Teacher's Guide</i>, p. 408

