



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 11-12

Content: Composition I

Year: 2022-2023

Course Description/Rationale

Composition I introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages. It is suggested that students take DMACC Composition 1 and 2 in the same year. Students will receive 3 DMACC credits for ENG105. (1 HS credit)

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Why We Write/Narrative	4 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. Students can read and comprehend complex materials in a variety of forms Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5) (DOK 2,3,4) Draw evidence from literary or informational texts to support analysis, reflection, and research. 1. Generate writing as an active process, using planning, drafting, revising, and editing 2. Evaluate strategies and approaches for organizing content 3. Examine college-level reading skills as an active part of the writing process 4. Synthesize research resources appropriate to the task and context

			- Integrate standard college-level documentation practices - Adapt to the rules of Standard English grammar appropriate to context
How They Write/Rhetorical Analysis	6 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens Students can read and comprehend complex materials in a variety of forms. Students can verbally share their thinking through meaningful discussion and effective collaboration. Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure.	(W.11-12.2) (DOK 3,4) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (SL.11-12.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (L.11-12.6) (DOK 1,2) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. DMACC Competencies - Generate writing as an active process, using planning, drafting, revising, and editing - Evaluate strategies and approaches for organizing content - Examine college-level reading skills as an active part of the writing process - Synthesize research resources appropriate to the task and context

			- Integrate standard college-level documentation practices - Adapt to the rules of Standard English grammar appropriate to context
How We Write/Argument & Research	4 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. Students will present/articulate an argument with evidence and reasoning. Students can read and comprehend complex materials in a variety of forms. Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	DMACC Competencies - Generate writing as an active process, using planning, drafting, revising, and editing - Evaluate strategies and approaches for organizing content - Examine college-level reading skills as an active part of the writing process - Synthesize research resources appropriate to the task and context - Integrate standard college-level documentation practices - Adapt to the rules of Standard English grammar appropriate to context Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (DOK 2,3,4) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and

			following a standard format for citation. (W.11-12.8) (DOK 1,2,3,4)
Free Choice/DMACC ONE Novel	4 weeks (overlapping another unit)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5) (DOK 2,3,4) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	DMACC Competencies 1. Generate writing as an active process, using planning, drafting, revising, and editing 2. Evaluate strategies and approaches for organizing content 3. Examine college-level reading skills as an active part of the writing process 4. Adapt to the rules of Standard English grammar appropriate to context Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (DOK 2,3,4) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10) (DOK 1,2,3,4) 1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.(W.11-12.1.) (DOK 3,4)

