



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Composition 101 Grade Level(s): 12 Units of Credit: 1 High School Credit; 3 College Credits Classification: Elective		Length of Course: Half Year Periods Per Cycle: 6 Length of Period: 40 minutes Total Instructional Time: 60 hours	
Course Description			
<p>Emphasizes the composition of organized, clear, coherent, and well-supported essays, which features standard English conventions, effective style, and the appropriate use of research strategies and sources. Students develop the critical reading and thinking skills necessary to produce effective college-level writing that communicates to a particular audience, fulfills a specified purpose, and conforms to a given genre. <i>Prerequisite: Placement through the College Testing and Placement Program or completion of ENGL 007, 051 or 057 with a grade of C or higher; ENGL 003 is a pre- or co-requisite.</i></p>			
Instructional Strategies, Learning Practices, Activities, and Experiences			
Bell Ringers Group Work Teacher Instruction Self-Guided Instruction		Practice Tests and Essays Presentations Independent Reading Homework and Classwork	
		Class Reading Creative Writing	
Assessments			
Essays Research Papers		Critical Analysis	
		Grammar and Usage Quizzes	
Materials/Resources			
Eschholz, Paul and Alfred Rosa. <i>Subject and Strategy</i> . 15th ed., Boston: Bedford		Achieve membership (includes <i>Pocket Style Manual</i>) [online program]	

Adopted: 6/2011

Revised: 5/22/23

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Grammar and Usage</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Complete sentences. • Run-ons and fragments. • Subject and verb agreement. • Pronoun and antecedent agreement. • Pronoun case and unclear reference. • Pronoun shift. • Parallel structure. • Coordination and subordination. • Comparison of modifiers. • Logical comparison. <p>Standards:</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Literary Analysis</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze figurative language. • Interpret author’s purpose. • Analyze character motivation and development. • Identify allusions. • Identify author’s tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>Standards:</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Literary Analysis (continued)</p>	<p>Standards continued: CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11-12.X 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 discipline-specific tasks, purposes, and audiences.</p>

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<p>Description Essay</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze figurative language. • Interpret author’s purpose. • Analyze character motivation and development. • Identify allusions. • Identify author’s tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>Standards:</p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p>

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<p>Argument Essay</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Compose essays suitable to various audiences and purposes using a systematic writing process. • Organize essays with well-supported, unified, and coherent paragraphs. • Use language and mechanics for various writing situations or a given audience and purpose. • Explain the role of academic conventions and the value of various discourse communities. • Identify sources appropriate to a given assignment. • Read critically to understand, analyze, and evaluate the ideas of others. • Synthesize and cite the ideas of others using the most current version of an established professional citation style. <p>Standards:</p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p>

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<p>Compare and Contrast Essay</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze figurative language. • Interpret author’s purpose. • Analyze character motivation and development. • Identify allusions. • Identify author’s tone. • Interpret and evaluate theme. • Summarize texts. • Evaluate literary elements. <p>Standards:</p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p>