



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> English Composition 102 <b>Grade Level(s):</b> 12 <b>Units of Credit:</b> 1 High School Credit; 3 College Credits <b>Classification:</b> Elective		<b>Length of Course:</b> Half Year <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 40 Minutes <b>Total Instructional Time:</b> 60 Hours	
<b>Course Description</b>			
Focuses on expository and argument writing. Students develop advanced reading, critical thinking, and writing skills as they analyze and build arguments in various forms, using research as the basis for developing their own arguments. <i>Prerequisite: ENGL 101 with a grade of C or higher and completion of ENGL 003, 007 or 057 with a grade of C or higher, or its equivalent.</i>			
<b>Instructional Strategies, Learning Practices, Activities, and Experiences</b>			
Bell Ringers Group Work Teacher Instruction Self-Guided Instruction	Practice Tests and Essays Presentations Independent Reading Homework and Classwork	Class Reading Creative Writing	
<b>Assessments</b>			
Essays	Research Papers	Critical Analysis	
<b>Materials/Resources</b>			
<i>40 Short Stories: A Portable Anthology</i> (Fourth Edition)			

**Adopted:** 6/2011

**Revised:** 5/22/23

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Grammar and Usage	<p>Objectives:</p> <ul style="list-style-type: none"><li>• Sentence variety.</li><li>• Combining sentences to avoid wordy phrasing.</li><li>• Combining sentences to show relationships between ideas.</li></ul> <p>Standards:</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"> <li>• Analyze figurative language.</li> <li>• Interpret author’s purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Identify allusions.</li> <li>• Identify author’s tone.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <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"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <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>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Argument Essay (Literature-based)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Read critically to summarize and evaluate an author’s position, purpose, tone, audience, and style.</li> <li>• Recognize fallacious and/or misleading arguments.</li> <li>• Conduct research to locate sources appropriate for the assignment.</li> <li>• Synthesize information from academic sources.</li> <li>• Use effective rhetorical strategies in an argument.</li> <li>• Draw conclusions consistent with the claim and evidence presented in arguments.</li> <li>• Use language and mechanics for various writing situations or a given audience and purpose.</li> </ul> <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>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Compare and Contrast Essay (Literature-based)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze figurative language.</li> <li>• Interpret author’s purpose.</li> <li>• Analyze character motivation and development.</li> <li>• Identify allusions.</li> <li>• Identify author’s tone.</li> <li>• Interpret and evaluate theme.</li> <li>• Summarize texts.</li> <li>• Evaluate literary elements.</li> </ul> <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>