

# Advanced Composition Curriculum

**Course Description:**

Credit: 1 UHS + 3 DMACC (ENG 105)  
 Prerequisite: Students must earn at least an A- in Language and Literature or a B- in Advanced Language and Literature and/or teacher recommendation.  
 This college-level course is designed for students who wish to gain proficiency and confidence in writing developed through critical reading. Experience will be enhanced in all kinds of writing: personal essays and narratives, analytical essays, persuasive essays, and a research essay.

## Grade 11-12 Informational Text

| Iowa Core Anchor Standard   | Iowa Core Grade Level Standards  | UCSD I Can Statements   |
|---|--|---|
| <b>Key Ideas and Details</b>  |  |   |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                               | analyze and use evidence from the text to support an idea                 |
|   |  | draw inferences from the text   |
|   |  | decide when information is unclear  |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | identify and determine central ideas of a text                            |
|   |  | use details to support the central ideas                                  |
|   |  | summarize the text in regards to the central ideas                        |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  | identify how central ideas interact                                       |
|   |  | analyze how individuals, events, and ideas develop and interact in a text |
|   |  |   |
|   | Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.                    | use a variety of reading strategies.                                      |
|   |  | determine importance while reading  |
|   |  | visualize while reading   |
|   |  | question while reading  |
|   |  | make inferences while reading   |
|   |  | make connections while reading  |
|   |  | summarize while reading   |
| monitor my comprehension while reading  |  |   |

| <b>Craft and Structure</b>  |   |   |
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| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 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 (e.g., how Madison defines faction in Federalist No. 10). | determine connotative meaning using context clues                           |
|   |   | determine figurative meaning using context clues                            |
|   |   | determine denotative meaning using context clues                            |
|   |   | analyze how the context of a word is developed over the course of a text    |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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.  | analyze structure of the text for effectiveness                             |
|   |   | evaluate the effectiveness of the argument                                  |
| 6. Assess how point of view or purpose shapes the content and style of a text.  | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   | determine the author's point of view or purpose                             |
|   |   | analyze how style and content improves the writing                          |
| <b>Integration of Knowledge and Ideas</b>   |   |   |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   | 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.  | use multiple sources of information to solve a problem or answer a question |

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| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). | describe and evaluate the claims of historical U.S. documents   |
|   |  | evaluate the reasoning behind the constitutional principles and use of legal decisions.   |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.     | analyze the themes of 17th, 18th and 19th century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address)   |
|   |  | analyze the purposes of 17th, 18th and 19th century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) |
|   |  | analyze the rhetorical features of 17th, 18th and 19th century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and                          |
| <b>Range of Reading &amp; Level of Text</b>   |  |   |
| 10. Read and comprehend complex literacy and informational texts independently and proficiently.  | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.   |   |
|   | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.  |   |

**Grade 11-12 Speaking and Listening**

**Comprehension and Collaboration**

| <b>Iowa Core Anchor Standard</b>   | <b>Iowa Core Grade Level Standards</b>   | <b>UCSD I Can Statements</b>   |
|--|--|--|
| <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.</p>   | <p>work with peers to promote civil, democratic discussions and decision-making</p>                |
|  |  | <p>set clear goals and deadlines</p>   |
|  |  | <p>establish individual roles</p>  |
|  | <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>      | <p>resolve contradictions</p>  |
| <p>determine what additional information and/or research is needed during investigation and/or completion of task</p>  |  |  |
| <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>   | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> | <p>integrate multiple sources of information presented in diverse media and/or formats to make</p> |
|  |  | <p>evaluate the credibility and accuracy of each source</p>  |
|  |  | <p>note any discrepancies among the data</p>   |

| <b>Presenation of Knowledge and Ideas</b>  |   |   |
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| 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.    | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | integrate digital media to increase understanding and interest          |
|  |   | use digital media to support evidence and reasoning presented           |
| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)          | adapt speech and language to a variety of contexts and tasks            |
|  |   | differentiate between and adapt formal and informal speech and language |
|  |   | Prepare and conduct interviews.   |
|  |   | Participate in public performances.                                     |
|  | Debate an issue from either side.   | Debate an issue from either side.                                       |
| <b>Grade 11-12 Language</b>  |   |   |
| <b>Iowa Core Anchor Standard</b>   | <b>Iowa Core Grade Level Standards</b>  | <b>UCSD I Can Statements</b>  |
| <b>Conventions of Standard English</b>   |   |   |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.   | adapt language as rules evolve.   |
|  |   | defend language usage choice.   |
|  | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.  | use reference materials to resolve usage questions.                     |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                    | Observe hyphenation conventions.  | use hyphens correctly.  |
|  | Spell correctly.  | spell correctly.  |

| <b>Vocabulary Acquisition</b>  |   |   |
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| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  | determine the meaning of words based on their use in sentences.   |
|  | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  | use a word in all its forms and proper context.                   |
|  | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.   | use reference materials to find the pronunciation of words.       |
|  |   | use reference materials to clarify the meaning of words.          |
|  |   | use reference materials to determine the part of speech of words. |
| use reference materials to determine the origin of words.  |   |   |
| Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  | confirm proper word choice.   |   |
| 6. Acquire and use accurately a range of 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. | 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. | use accurate words to read, write, and speak coherently.          |
|  |   | independently determine the meaning of a word.                    |

| Grade 11-12 Writing   |  |  |
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| Iowa Core Anchor Standard   | Iowa Core Grade Level Standard   | UCSD I Can Statements  |
| <b>Text Types and Purposes</b>  |  |  |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence                | evaluate information to form an opinion on a topic.  |
|   |  | organize credible information in a way that clearly supports the opinion.                                    |
|   | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | use evidence to express multiple sides of an issue to support the opinion.                                   |
|   |  | assess the reliability/credibility of a source.  |
|   |  | evaluate audience's background knowledge, level of concern, values, and possible biases regarding the topic. |
|   | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create  | adapt material for a presentation to a particular audience.  |
|   |  | use a variety of transitions and sentence patterns to link and clarify ideas.                                |
|   | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   | maintain an objective tone throughout the persuasive writing.  |
| maintain a formal style throughout the persuasive writing.  |  |  |
| Provide a concluding statement or section that follows from and supports the argument presented.  | restate the opinion.   |  |
|   | summarize the main points of the opinion.  |  |

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| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                                | formulate a thesis statement.   |
|   |   | use effective supporting material (i.e. graphs, headings, multimedia, etc.) when appropriate.                   |
|   | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  | analyze and organize information in a logical sequence to support the thesis.                                   |
|   |   | maintain an objective tone throughout the writing.  |
| <b>Production and Distribution of Writing</b>   |   |   |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | choose the level of formality appropriate for the task, purpose, and audience of the writing                    |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) | proofread, revise, and edit to improve/strengthen writing.  |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  | use technology to publish writing (Google docs, Word, Moodle, Powerpoint, etc.).                                |
|   |   | use technology to produce writing including linking to other information (video, Powerpoint, hyperlinks, etc.). |
|   |   | use technology to collaborate on writing (Google docs, Moodle, etc.)  |
|   |   | adapt writing based on feedback (i.e. arguments or new information).  |

**Research to Building and Present Knowledge**

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| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             | 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.   | conduct purposeful research based on focused questions (self-generated and teacher-generated).   |
|  |  | conduct purposeful research to solve a problem.  |
|  |  | determine the appropriate scope of research topic.   |
|  |  | evaluate and incorporate multiple sources.   |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 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. | locate and recognize multiple reliable sources using print and digital resources.                |
|  |  | incorporate information from multiple sources without plagiarizing or over using any one source. |
|  |  | generate a works cited page and use parenthetical documentation to cite sources.                 |

**Range of Writing**

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| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences. | 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. | modify the writing process to match the timeframe given. |
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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.



