

NOBLESVILLE SCHOOLS CURRICULUM  
**ENGLISH/LANGUAGE ARTS**  
11th Grade Literature and Composition



## 11<sup>th</sup> Grade Literature and Composition Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *English/Language Arts for 11th Grade-Literature and Composition*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. Seemingly small but critical differences exist between the 9-10th grade ELA standards and the 11th-12th grade standards. One of these is within the Reading Literature Standard 11-12.RL.4.2:

*Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.*

This standard has expanded to include analysis and evaluation of the elements of literature (e.g., conflict, theme) as they are presented across different global texts in order to examine similarities and to consider how these texts are interpreted for modern audiences. This helps students gain a wide understanding of many universal archetypes and themes that present across time and culture. Students also examine and analyze a variety of rhetorical arguments, speeches, and other texts from history, gaining a better understanding of argument and argumentative devices. Students learn to employ techniques for their own writing within different genres, and learn that consideration of one's audience can help the writer make the most effective style choices. [English/Language Arts Indiana Academic Standards for Grades 11-12](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through primary curriculum materials for 11th grade E/LA, including Arthur Miller's play *The Crucible* and the novels *Into the Wild* by John Krakauer and *Homegoing* by Yaa Gyasi. As these standards call for a wide variety of texts from multiple perspectives, both historical and current, teachers often use supplemental sources (historical speeches, current editorials, excerpts from novels) for students to analyze. For the most relevant and up-to-date information on your child's English/Language Arts curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

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**Units of Study**

*Table 1: Units of Study for 11th Grade Literature and Composition*

Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
<b>Unit 1</b>  Related Text: <i>Into the Wild</i> by John Krakauer	Quarter 1	Students will be able to examine complex themes across multiple texts and analyze them with confidence in order to engage in literature and non-fiction to understand the identity and experiences of self and others.	<ol style="list-style-type: none"> <li>1. Compare and contrast central ideas and themes across multiple texts</li> <li>2. Analyze how the writer specifically develops a central idea.</li> <li>3. Break down how a writer structures a work of literature to make meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do we construct identity through our actions, interests, values, and beliefs?</li> <li>2. What is the relationship between one's social identity and one's personal identity?</li> <li>3. How does a person's lived experiences affect the choices that they make in their life (and therefore, how does that affect society)?</li> <li>4. What is the relationship between freedom and responsibility, consequence, obligation?</li> </ol>

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
<b>Unit 2</b>  Related text: <i>The Crucible</i> by Arthur Miller	Quarter 2	Students will be able to examine complex arguments across multiple texts and analyze them with confidence in order to engage in literature and non-fiction that critiques language and purpose while promoting good citizenship.	<ol style="list-style-type: none"> <li>1. Judge the commonalities and relevance of cultural and historical texts</li> <li>2. Analyze the rhetorical situation and how it persuades an audience</li> <li>3. Write to apply understanding of reading with support from appropriate evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. When a person's individual choices are in direct conflict with his/her society, what are the consequences?</li> <li>2. How can language be powerful?</li> <li>3. What is the relationship between an author's intentions and a reader's experience of a text, especially with respect to differences in time and culture?</li> </ol>
<b>Unit 3</b>  Related text: <i>Homegoing</i> by Yaa Gyasi	Quarter 3	Students will have the ability to employ analytical skills in a variety of contexts (this includes choice of words, tone, message, medium, depending on the audience).	<ol style="list-style-type: none"> <li>1. Examine situations and expressions in a piece of literature to recognize and acknowledge varying perspectives</li> <li>2. Synthesize multiple sources in varying formats in order to address a question and solve a problem</li> <li>3. Present acquired research on a particular topic</li> </ol>	How does literature reveal the values of a given culture or time period?

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential Questions
<b>Unit 4</b>  Personal narrative/college essay	Quarter 4	Students will have the ability to self-reflect and illustrate an engaging narrative that celebrates their differences and place within society.	<ol style="list-style-type: none"> <li>1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</li> <li>2. Use narrative techniques effectively, such as dialogue, pacing, description, reflection, and multiple plotlines, to develop experiences, events, and/or characters.</li> <li>3. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why might individuals create narratives of their experiences?</li> <li>2. What strategies can you use to make writing come alive for a reader?</li> </ol>