

# English/Language Arts

## 12th Grade-Composition



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### 12th Grade 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.

*English/Language Arts for Grades 12-Composition* is designed to give students a semester of broad composition skills ranging from narrative writing to analytical writing, academic research, and use of appropriate conventions, mechanics, and technical formatting. Composition at the 12th grade level prepares students for a variety of next steps, from college-level writing expectations to the clear written communication skills required for vocational fields. Students examine and analyze a variety of 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 curriculum materials for 12th grade composition, including *The Norton Sampler: Short Essays for Composition* (8th ed., Norton, 2013). 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](#).

NOBLESVILLE SCHOOLS CURRICULUM  
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**Units of Study**

*Table 1: Units of Study for 12th Grade Composition*

Unit	Transfer Goals	Enduring Understandings
<b>Unit 1: Analytical Observation</b>	<ol style="list-style-type: none"> <li>1. Observation/attention to detail.</li> <li>2. Making meaning/forming insight.</li> <li>3. Use of imagery and/or figurative language to make writing more vivid.</li> <li>4. Supporting analytical claims with evidence.</li> <li>5. Writing for an audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. To gather a lot of concrete observations/details about an unfamiliar subject.</li> <li>2. To articulate an initial impression of the subject based on the observations.</li> <li>3. To uncover a deeper understanding of the subject (based on observations).</li> <li>4. To bring together interpretations and observations in vivid writing.</li> <li>5. To connect readers to ideas, creating public resonance.</li> </ol>

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Unit	Transfer Goals	Enduring Understandings
<b>Unit 2:            Concept Exploration            (With Narrative            Support)</b>	<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Critical thinking/synthesis (bringing multiple ideas together).</li> <li>3. Making meaning from evidence.</li> <li>4. Exemplification</li> <li>5. Narration</li> <li>6. Transitioning between ideas and/or examples.</li> <li>7. Writing for an audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. To generate an initial focus for research.</li> <li>2. To identify a target audience (who will be most interested in the topic/concept).</li> <li>3. To conduct research--investigating a variety of sources--that can speak to different perspectives on the focus question.</li> <li>4. To select sources based on viability but also on likelihood of appeal to audience, and read these sources appropriately in order to find and record the most important information.</li> <li>5. To incorporate narrative/anecdotal evidence (that is both relevant and entertaining).</li> <li>6. To bring together the various ideas from source material into a single complex conclusion.</li> <li>7. To develop deeper insight by examining relationships between ideas through reflection and commentary.</li> <li>8. To craft a multimedia composition that will both entertain and inform the intended audience.</li> <li>9. To craft a composition, utilizing segment breaks and transitions, that the audience can understand logically.</li> </ol>

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Unit	Transfer Goals	Enduring Understandings
<b>Unit 3: Problem/Solution</b>	<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Critical thinking/evaluation</li> <li>3. Argument (supporting claims with evidence)</li> <li>4. Persuasion</li> <li>5. Punctuation and sentence complexity</li> <li>6. Thesis creation (and essay organization)</li> </ol>	<ol style="list-style-type: none"> <li>1. To identify a compelling, relatable (for an audience) “problem.”</li> <li>2. To brainstorm, research, explore, and <i>evaluate</i> possible solutions for the problem.</li> <li>3. To defend a particular solution, using supporting research.</li> <li>4. To address opposition.</li> <li>5. To utilize different persuasive strategies (including an establishment of credibility) in order to appeal to a particular audience.</li> </ol>