

BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

English Language Arts 10



UNIT 1: Environment and Identity

ESSENTIAL QUESTIONS

How do adversity and environment influence an individual's behavior and identity?

BIG IDEAS

- Students will understand that environmental influences shape a character's attributes as well as an author's viewpoint.
- Students will understand how conflict shapes a character's attributes, an author's viewpoint, and their own experiences.
- Students will analyze how these influences are revealed within a text.

GUIDING QUESTIONS

Content

- What are environmental influences, and how do I recognize them?
- How do I recognize characteristics in literary figures or myself that derive from environment?

Process

- How do multiple types of conflict affect the development of the individual?
- Where do I see evidence of a connection between conflict and the individual's choices?
- How do I recognize environmental factors that influence an author's choices or a character within a text?

Reflective

- How do environmental factors help me understand others' conflicts?
- Why is it important that I can empathize with the struggles of others?
- How can I analyze the connection between someone's environmental influences and his or her choices?

UNIT 2: Impacting Others

ESSENTIAL QUESTIONS

How does an individual shape his or her environment? How does one influence others?

BIG IDEAS

- Students will understand how writers construct effective arguments.
- Students will recognize possible differences between the needs of the individual and those of society.
- Students will understand choices writers have in persuading others.

GUIDING QUESTIONS

Content

- What are the elements of an effective argument?
- What argumentative techniques are appropriate for specific audiences?
- How do I make the distinction between decisions that affect me and those that affect the intended audience?

Process

- How can I incorporate effective argumentation techniques in order to influence others?
- How can I effectively connect evidence to my claim?
- How does an intended audience shape how I present an argument?

Reflective

- How does recognizing the elements of an effective argument lead me to evaluate its validity?
- How do these argumentation elements affect an author's influence on my thinking?
- How does strong, effective evidence strengthen a claim?
- How do I know I've selected the right techniques for my intended audience?

UNIT 3: Seeking Knowledge

ESSENTIAL QUESTIONS

How and where do I find knowledge outside of my own experience? How do I incorporate this knowledge into future inquiry?

BIG IDEAS

- Students will know how and where to accurately curate sources from various platforms.
- Students will understand how to synthesize these sources into a singular text.
- Students will recognize the fluid nature of research on a topic and how new information impacts a position.

GUIDING QUESTIONS

Content

- How do I identify appropriately complex and varied sources?
- How do I use these sources and appropriately cite them within my own text?

Process

- How do I use multiple sources to support my thesis?
- How should I adapt my thesis to accommodate new knowledge?
- What strategies should I use to pull relevant information from the texts I am reading?
- How should I adapt my reading strategies to account for fiction and nonfiction texts?
- How do I transfer my knowledge of reading across a variety of print and nonprint texts?
- How do I create a text that integrates multiple perspectives?
- How can I strengthen my argument by refuting valid points made by multiple perspectives?

Reflective

- How does using sources influence my effectiveness as a writer?
- How does reading a variety of sources increase my ability to evaluate sources?
- How does my research affect my credibility on this topic?

UNIT 4: Conscientious Objections

ESSENTIAL QUESTIONS

To what extent do multiple viewpoints influence our perception of societal issues? To what extent do those issues become our responsibility?

BIG IDEAS

- Students will understand bias and its effect on readership and writership.
- Students will understand the value of multiple viewpoints when forming opinions.
- Students will understand the power of their own participation within the conversation about complex issues.

GUIDING QUESTIONS

Content

- How do I identify bias?
- What are the rhetorical elements that impact one's audience?
- What are the appropriate venues for my participation?
- What tools do I need in order to participate in civil discourse?

Process

- How do I recognize bias when incorporating multiple viewpoints?
- How can including contrasting views strengthen my argument?
- How can listening to new ideas help me create an opinion?

Reflective

- How does my bias impact my perception of a given topic?
- How does reading the ideas of the opposition strengthen my understanding of the topic?
- What is my personal responsibility toward understanding developing issues?
- What is the value of multiple viewpoints in societal discourse?
- How can my empathy lead to action?