

# BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

## English Language Arts 9



### UNIT 1: Personal Identity

#### ESSENTIAL QUESTIONS

Why is personal identity important?

#### BIG IDEAS

- Students will understand what factors shape identity.
- Students will understand how individual identity shapes perspectives of the world.

#### GUIDING QUESTIONS

##### Content

- How does the author convey and develop themes of identity throughout a text?

##### Process

- How can students express their individual identity through narrative writing?
- How can students cite textual evidence that supports their analysis of a text while making text to self connections?

##### Reflective

- How do we as individuals express our personal identity?
- How does the process of reading, speaking and writing inform our ability to grasp our own identity?

### UNIT 2: The Individual and the Community

#### ESSENTIAL QUESTIONS

How does community influence identity?

#### BIG IDEAS

- Students will understand how identity is shaped by the community.
- Students will understand how individuals influence the identity of their community.

#### GUIDING QUESTIONS

**Content**

- How can students use evidence from literary and informational texts to support analysis, reflection, and research to establish a connection between the individual and the community?
- How do characters interact with their communities?

**Process**

- How does the author's choice of setting influence the characters?
- How do characters interact with each other, advance the plot, or develop the theme?

**Reflective**

- How is cultural experience reflected in a work of literature?
- What systems are in place that capture our identity?
- How does literature shape society?

## UNIT 3: Communicating Ideas

**ESSENTIAL QUESTIONS**

How do we form and support an idea?

**BIG IDEAS**

- Students will use multiple valid sources to help establish and support an idea.
- Students will examine how authors use language to establish ideas within a text.

**GUIDING QUESTIONS****Content**

- How do authors introduce, develop and support ideas over the course of a text?
- How do students evaluate sources when forming their ideas?

**Process**

- How do students formulate research questions?
- How can students gather reliable information?
- How can reading multiple reliable resources shape our perspective?
- How do students avoid plagiarism by citing and embedding outside information?
- How do students organize their research in order to effectively convey an idea?

**Reflective**

- How do we know to what extent what we are reading is true?
- Why is it important to ensure sources are accurate and credible?
- What part of the research process is the most challenging?

## UNIT 4: Constructing an Argument

### ESSENTIAL QUESTIONS

What makes an effective argument?

### BIG IDEAS

- Students will use multiple valid sources to compose and support an argument.
- Students will examine how authors use language to form and support an argument.
- Students will address a counterargument.

### GUIDING QUESTIONS

#### Content

- How do authors use evidence to create and sustain an argument?
- How do authors use appeals (logos, ethos, pathos) to strengthen their arguments?
- How do students determine bias and fallacious reasoning when evaluating sources?

#### Process

- How do students establish a central claim?
- How can students use multiple reliable resources to support their claim?
- How can students anticipate readers' questions to address a counterclaim?
- How do students avoid plagiarism by citing and embedding outside information?
- How do students organize their research in order to effectively support their claim?
- How can students use their research to compel their audience to take a course of action?

#### Reflective

- Why is argument important to your life?
- How can we use argument effectively to get what we want?
- Why is it important to use evidence from reliable and valid sources to support an argument?
- How is communication a form of power?