# Blue Valley District Curriculum Overview

## English Language Arts 9

### Unit 1: Personal Identity

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Big Ideas</th>
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| Why is personal identity important? | ● Students will understand what factors shape identity.  
● Students will understand how individual identity shapes perspectives of the world. |

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<th>Guiding Questions</th>
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<tr>
<td>Content</td>
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| 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

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| How does community influence identity? | ● Students will understand how identity is shaped by the community.  
● Students will understand how individuals influence the identity of their community. |

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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?