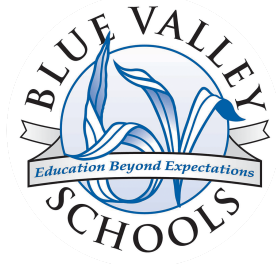


Honors English Language Arts 9



UNIT 1: Personal Identity

ESSENTIAL QUESTIONS

Why is personal identity important?

BIG IDEAS

- Students will understand what factors shape identity through close analysis of literary texts.
- Students will examine how individual identity shapes perspectives of the world and then evaluate those influences.

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 gain an insight and understanding of others' perspectives and integrate those experiences with that of literature and themselves?
- How can students cite textual evidence that supports their analysis of a text while making text to self and text to world 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 demonstrate how identity is shaped by the community.
- Students will analyze how individuals influence the identity of their

- community.
- Students will explore alternate points of view to analyze complex texts.

GUIDING QUESTIONS

Content

- How can students synthesize evidence from multiple 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

- What influence does historical context have on a literary work?
- How does 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?
- How does society shape literature?

UNIT 3: Communicating Ideas

ESSENTIAL QUESTIONS

How do we form and support an idea?

BIG IDEAS

- Students will synthesize multiple valid sources to help establish and support an idea.
- Students will analyze how authors use language to establish and develop 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?
- How do students consider author bias in texts?

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 consider and evaluate their personal bias?
- 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?
- How did students adapt their research process or product after recognizing and considering their personal biases?
- 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	BIG IDEAS
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What makes an effective argument?

- 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 develop an effective counter argument.

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?
- How do students identify and construct effective counter arguments?

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 strategically use effective concessions and rebuttals to an author’s claim?
- How do students avoid plagiarism by citing and embedding outside information?
- How do students organize their research in order to effectively support their claim and counterclaim?
- 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?