

English Language Arts 9

UNIT 1: Crafting Personal Narratives



ESSENTIAL QUESTION

BIG IDEAS

How do we write about our personal experiences?

- Students will be able to read and comprehend literature of varying complexity, structure, and genre.
- Students will identify figurative language in literature.
- Students will identify themes and main ideas in literature.
- Students will write narratives based on personal experiences.

GUIDING QUESTIONS

- Content
 - How does the author convey and develop themes of identity throughout a text? (RL.9.2, RL.9.4)
 - What literary devices do authors use to tell stories? (RL.9.4)
- Process
 - How can students utilize figurative language effectively through narrative writing? (W.9.3)
 - How can students develop a universal theme through narrative writing? (W.9.3)
- Reflective
 - What choices do authors of literature make when writing, and why do they make them? (RL.9.10)
 - How can writing personal narratives develop literary analysis and writing skills? (W.9.3, RL.9.13)
 - How can students use narrative writing to better understand themselves? (W.9.3)

FOCUS STANDARDS

Writing

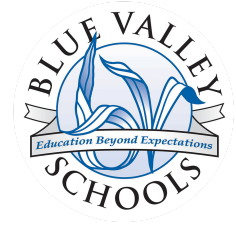
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.9.3**
- Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W.9.5**

Reading: Literature

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.9.1**
- Determine a theme or central idea of a text and analyze in detail its development. **RL.9.2**

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **RL.9.4**
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. **RL.9.7**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **RL.9.10**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **RL.9.11**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RL.9.12**
- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. **RL.9.13**

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UNIT 2: Analyzing Complex Characters

ESSENTIAL QUESTION

What factors shape characters in literature?

BIG IDEAS

- Students will analyze complex characters in literature.
- Students will synthesize literary and informational texts to support a claim.
- Students will conduct research on connections between literature and real-world events.
- Students will use critical feedback to revise writing.

GUIDING QUESTIONS

- Content
 - How do authors develop characters over the course of a text? (RL.9.3)
 - How do authors develop conflict within literature? (RL.9.5)
 - How does the author's choice of setting influence the characters and the conflicts they face? (RL.9.5)
- Process
 - How do characters' perspectives shape their experiences in literature? (RL.9.3)
 - What connections exist between literature and real-world events, either historical or current? (RL.9.6, RL.9.9, W.9.9)
- Reflective
 - What influence does historical context have on a literary work? (W.9.9)
 - How are historical and/or current events reflected in a work of literature? (RL.9.6, RL.9.9)
 - How can the process of critique and revision improve writing skills? (W.9.5)

FOCUS STANDARDS

- Writing
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9.4**
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W9.5**
 - Draw evidence from literary or informational texts to support analysis, reflection, and research. **W9.9**
 - Demonstrate command of the conventions of standard English grammar and usage when

writing. **W9.10**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W9.11**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.9.12**

- **Reading: Literature**

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL. 9.3**
- Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. **RL.9.5**
- Analyze a particular point of view or cultural experience reflected in a work of literature. **RL.9.6**
- Analyze how an author draws on and transforms source material in a specific work. **RL.9.9**

- **Speaking and Listening**

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SL.9.6**
- Demonstrate command of the conventions of standard English grammar and usage when speaking. **SL.9.7**

Based on ISTE Standards for Students, these are discrete technology skills that unit designers will use to integrate digital tools in students' learning experiences. Intentionally broad and device and app agnostic, these skills build upon one another and provide students a strong foundation in technology use.

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UNIT 3: Communicating Ideas



ESSENTIAL QUESTION

BIG IDEAS

How do we form and support an idea?

- 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? (RI.9.2)
 - How do students evaluate sources when forming their ideas? (W.9.8, SL.9.2)
- Process
 - How do students formulate research questions? (SL.9.4)
 - How can students gather reliable information? (W.9.8, SL.9.2)
 - How can reading multiple reliable resources influence our understanding of a topic? (W.9.8)
 - How do students avoid plagiarism by citing and embedding outside information? (W.9.8, RI.9.1)
 - How do students organize their research in order to effectively convey an idea? (W.9.2)
- Reflective
 - Why is it important to ensure sources are accurate and credible? (W.9.8, SL.9.2)
 - What part of the research process is the most challenging? (W.9.8)

FOCUS STANDARDS

- **Writing**
 - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.9.2**
 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W.9.8**
- **Speaking and Listening**
 - Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. **SL.9.2**
 - Present information, findings, and supporting evidence clearly, concisely, and logically such that

listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL.9.4**

- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.9.5**

- **Reading: Informational**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.9.1**
- Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RI.9.2**
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **RI.9.3**
- Analyze documents of historical and literary significance, including how they address related themes and concepts. **RI.9.9**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. **RI.9.10**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **RI.9.11**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RI.9.12**
- Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10. **RI.9.13**

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UNIT 4: Constructing an Argument



ESSENTIAL QUESTION

BIG IDEAS

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 address a counterargument.

GUIDING QUESTIONS

- Content
 - How do authors use evidence to create and sustain an argument? (RI.9.6)
 - How do authors use appeals (logos, ethos, pathos) to strengthen their arguments? (RI.9.8)
 - How do students determine bias and fallacious reasoning when evaluating sources? (RI.9.8)
- Process
 - How do students establish a central claim? (W.9.1)
 - How can students use multiple reliable resources to support their claim? (W.9.7)
 - How can students anticipate readers' questions to address a counterclaim? (W.9.1)
 - How do students avoid plagiarism by citing and embedding outside information? (W.9.1)
 - How do students organize their research in order to effectively support their claim? (W.9.7)
 - How can students use their research to compel their audience to take a course of action? (W.9.7)
- Reflective
 - Why is argument important to your life? (W.9.1)
 - How can we use arguments effectively to get what we want? (W.9.1)
 - Why is it important to use evidence from reliable and valid sources to support an argument? (RI.9.8, SL.9.3)
 - How is communication a form of power? (W.9.1)

FOCUS STANDARDS

- Writing
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.9.1**
 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.9.7**

- **Reading: Informational**

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.. **RI.9.6**
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. **RI.9.7**
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI.9.8**

- **Speaking and Listening**

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL.9.3**
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **SL.9.8**