# CAR Unit Template

## Unit Title: ELA – Research – Unit 3 – Module A

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.11-12.3.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**L.11-12.3.** 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.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Analyze nuances in the meaning of words with similar denotations.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **RI.11-12.3 – WALT** a complex set of ideas or sequence of events can be analyzed |  |  |  |  |
| **RI.11-12.3 – WALT** individuals, ideas, or events interact and develop over the course of the text |  |  |  |  |
| **RI.11-12.3 – WALT** explain how ideas, individuals or events interact and develop over the course of the text |  |  |  |  |
| **RI.11-12.4 – WALT** an author uses and refines the meaning of key term(s) over the course of text |  |  |  |  |
| **RI.11-12.4 – WALT** determine figurative, connotative, and technical meaning of words in a text |  |  |  |  |
| **RI.11-12.4 – WALT** analyze how an author uses and refines the meanings of key term(s) over the course of the text |  |  |  |  |
| **RI.11-12.7 – WALT** multiple sources of information presented in different media or formats can be integrated to address a question or solve a problem |  |  |  |  |
| **RI.11-12.7 – WALT** multiple sources of information presented in different media or formats can be evaluated to address a question or solve a problem |  |  |  |  |
| **RI.11-12.7 – WALT** evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively) |  |  |  |  |
| **RI.11-12.7 – WALT** integrate information presented in different mediums or formats as a way to address a question or solve a problem |  |  |  |  |
| **L.11-12.5.A – WALT** syntax can be varied for effect |  |  |  |  |
| **L.11-12.5.A – WALT** an understanding of syntax can be applied when studying complex |  |  |  |  |
| **L.11-12.5.A – WALT** texts vary syntax for effect and to apply an understanding of syntax to the study of complex texts |  |  |  |  |
| **L.11-12.5.B – WALT** analyze the nuances in the meanings of words with similar denotations |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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