# CAR Unit Template

## Unit Title: ELA – ELA – Informative / Explanatory Writing– Unit 4 – Module A

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RI.11-12.2.** 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.11-12.3.** 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.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**RI.11-12.8.** Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**L.11-12.6.** 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.

### 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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| **RL.11-12.2 – WALT** two or more themes interact and build upon one another in a text |  |  |  |  |
| **RL.11-12.2 – WALT** two or more themes interact and build on one another to produce a complex text |  |  |  |  |
| **RL.11-12.2 – WALT** determine two or more themes or central ideas of a text |  |  |  |  |
| **RL.11-12.2 – WALT** analyze two or more themes or central ideas as they develop over the course of the text |  |  |  |  |
| **RL.11-12.2 – WALT** provide an objective summary of the text |  |  |  |  |
| **RI.11-12.2. – WALT** there may be more than one central idea of a text |  |  |  |  |
| **RI.11-12.2. – WALT** identify more than one central idea of a text and analyze how these ideas interact throughout the text |  |  |  |  |
| **RI.11-12.2. – WALT** analyze the development of central ideas and how they interact |  |  |  |  |
| **RI.11-12.2. – WALT** provide an objective summary |  |  |  |  |
| **RI.11-12.3 – WALT** analyze complex ideas of a text |  |  |  |  |
| **RI.11-12.3 – WALT** analyze a sequence of events in a text |  |  |  |  |
| **RI.11-12.5 – WALT** we can evaluate the effectiveness of author’s structure in exposition or argument |  |  |  |  |
| **RI.11-12.5 – WALT** evaluate effectiveness of author’s structure. |  |  |  |  |
| **RI.11-12.5 – WALT** determine whether structure clarifies, convinces, or engages the audience |  |  |  |  |
| **RI.11-12.6 - WALT** an author’s style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text |  |  |  |  |
| **RI.11-12.6 - WALT** determine the author’s point-of-view and purpose in particularly effective text |  |  |  |  |
| **RI.11-12.6 - WALT** analyze how the author’s style and content contribute to the power, persuasiveness or beauty of the text |  |  |  |  |
| **RI.11-12.8 – WALT** we can describe the reasoning within the premises, purposes, and arguments in works of public advocacy |  |  |  |  |
| **RI.11-12.8 – WALT** certain U.S. and global texts are seminal |  |  |  |  |
| **RI.11-12.8 – WALT** we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts |  |  |  |  |
| **RI.11-12.8 – WALT** describe the reasoning in seminal U.S. texts and global texts including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy |  |  |  |  |
| **RI.11-12.8 – WALT** evaluate the path of reasoning in seminal U.S. texts and global texts include the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy |  |  |  |  |
| **RI.11-12.9 – WALT** certain historical and literary documents are significant for their themes, purposes, and rhetorical features |  |  |  |  |
| **RI.11-12.9 – WALT** analyze documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history |  |  |  |  |
| **RI.11-12.9 – WALT** reflect on documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history |  |  |  |  |
| **SL.11-12.3 – WALT** evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric |  |  |  |  |
| **SL.11-12.3 – WALT** assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone |  |  |  |  |
| **L.11-12.6 – WALT** independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression |  |  |  |  |

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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