# CAR Unit Template

## Unit Title: ELA – Multiple Perspectives and Informational Text – Unit 1 – Module C

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.9-10.4.** 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RI.9-10.3.** 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.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, 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.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.5.** 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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| **RL.9-10.1 – WALT** support analysis of what the text says explicitly as well as inferentially |  |  |  |  |
| **RL.9-10.4 – WALT** words and phrases used throughout a whole text have a cumulative impact on the text’s meaning and tone |  |  |  |  |
| **RL.9-10.4 – WALT** analyze the cumulative impact of specific word choices on meaning and tone |  |  |  |  |
| **RL.9-10.5 – WALT** analyze the author's choices concerning how to structure text to order events |  |  |  |  |
| **RL.9-10.5 – WALT** analyze author’s choice how to manipulate time |  |  |  |  |
| **RL.9-10.5 – WALT** analyze the author's choice to create specific effects |  |  |  |  |
| **RL.9-10.9 – WALT** analyze and reflect on how author draws on and transforms source material from other pieces of literature |  |  |  |  |
| **RI.9-10.3 – WALT** analyze how the author unfolds an analysis or series of ideas or events |  |  |  |  |
| **RI.9-10.4 – WALT** words can have a cumulative impact on meaning and tone |  |  |  |  |
| **RI.9-10.4 – WALT** analyze the impact of specific word choice on meaning and tone |  |  |  |  |
| **RI.9-10.9 – WALT** reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts |  |  |  |  |
| **W.9-10.2.A – WALT** effectively include formatting, graphics and multimedia to aid comprehension |  |  |  |  |
| **W.9-10.2.E – WALT** establish and maintain a consistent style and tone |  |  |  |  |
| **W.9-10.5 – WALT** consult a style manual (such as MLA or APA Style) |  |  |  |  |
| **W.9-10.6 – WALT** technology can be used to produce, share, and update individual or shared writing projects |  |  |  |  |
| **W.9-10.6 – WALT** use technology to produce, share, and update individual or shared writing products. use technology to link to other information |  |  |  |  |
| **SL.9-10.1.D – WALT** respond to various perspectives |  |  |  |  |
| **SL.9-10.1.D – WALT** summarize points of agreement and disagreement |  |  |  |  |
| **SL.9-10.1.D – WALT** justify own views |  |  |  |  |
| **SL.9-10.1.D – WALT** make new connections to the evidence and reasoning presented |  |  |  |  |
| **SL.9-10.3 – WALT** identify any false reasoning or distorted evidence |  |  |  |  |
| **L.9-10.2.A – WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.9-10.2.A – WALT** use a semicolon to link two or more closely related independent clauses |  |  |  |  |
| **L.9-10.2.A – WALT** use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses |  |  |  |  |
| **L.9-10.2.C – WALT** spell correctly |  |  |  |  |
| **L.9-10.3.A – WALT** apply knowledge of language to comprehend more fully when reading, writing, speaking or listening |  |  |  |  |
| **L.9-10.3.A – WALT** vary word choice and sentence structure to demonstrate an understanding of the influence of language |  |  |  |  |
| **L.9-10.5.B – WALT** analyze 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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