# CAR Unit Template

## Unit Title: ELA – ELA – Writing Argument – Unit 2 – Module A

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

**RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.

**RI.9-10.5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**RI.9-10.8.** Describe 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 reasoning.

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

D. 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.9-10.8.** 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 (MLA or APA Style Manuals).

**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.

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

B. Use a colon to introduce a list or quotation.

### 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.9-10.7 – WALT** a subject or a key scene can be represented differently across artistic mediums |  |  |  |  |
| **RI.9-10.1 – WALT** pieces of textual evidence vary in strength and relevance |  |  |  |  |
| **RI.9-10.1 – WALT** interpret and cite a text and make relevant connections for explicit and inferential meaning |  |  |  |  |
| **RI.9-10.1 – WALT** cite strong and thorough textual evidence |  |  |  |  |
| **RI.9-10.1 – WALT** support analysis of what the text says explicitly as well as inferentially |  |  |  |  |
| **RI.9-10.1 – WALT** determine where the text leaves the matter being studied uncertain |  |  |  |  |
| **RI.9-10.5 – WALT** Authorsdevelop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims |  |  |  |  |
| **RI.9-10.5 – WALT** analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text |  |  |  |  |
| **RI.9-10.6 – WALT** an author’s use of rhetorical devices can advance their point of view or purpose |  |  |  |  |
| **RI.9-10.6 – WALT** determine an author’s point of view or purpose in a text |  |  |  |  |
| **RI.9-10.6 – WALT** analyze how an author uses rhetorical devices to advance that point of view or purpose |  |  |  |  |
| **RI.9-10.8 – WALT** arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient |  |  |  |  |
| **RI.9-10.8 – WALT** arguments and specific claims in texts can use false statements and reasoning |  |  |  |  |
| **W.9-10.1 – WALT** arguments must have valid reasoning and relevant and sufficient evidence to support claim(s) |  |  |  |  |
| **W.9-10.1 – WALT** arguments include an analysis of substantive topics or texts |  |  |  |  |
| **W.9-10.1.D – WALT** attend to the norms and conventions of the discipline in which they are writing |  |  |  |  |
| **W.9-10.5 – WALT** addressing what is most significant for a specific purpose and audience strengthens writing |  |  |  |  |
| **W.9-10.5 – WALT** focus on addressing what is most significant for a specific audience and purpose |  |  |  |  |
| **W.9-10.8 – WALT** gathering relevant information from multiple sources requires effective search techniques and selectivity |  |  |  |  |
| **SL.9-10.3 – WALT** evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric |  |  |  |  |
| **SL.9-10.4 – WALT** content, organization, development, and style must be appropriate to task, purpose, and audience |  |  |  |  |
| **SL.9-10.4 – WALT** present information, findings, and supporting evidence clearly, concisely, and logically |  |  |  |  |
| **L.9-10.1.B – WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.9-10.1.B – WALT** use various types of phrases and clauses to convey specific meanings. |  |  |  |  |
| **L.9-10.1.B – WALT** use various types of phrases and clauses to add variety and interest to writing or presentations |  |  |  |  |
| **L.9-10.2.B – WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.9-10.2.B – WALT** use a colon to introduce a list or quotations |  |  |  |  |

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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