# CAR Unit Template

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

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**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.9-10.8.** 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.

A. 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.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

**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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**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.

E. Provide a concluding paragraph or section that supports the argument presented.

**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.

**L.9-10.4.** 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.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.9-10.4.** 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.

 D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### 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.9-10.6 – WALT** analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States |  |  |  |  |
| **RL.9-10.7 – WALT** a work can emphasize or leave out certain representations of a subject or key scene |  |  |  |  |
| **RL.9-10.7 – WALT** analyze the representation of a subject or a key scene in two different artistic mediums |  |  |  |  |
| **RL.9-10.7 – WALT** identify what is emphasized or absent in each work |  |  |  |  |
| **RI.9-10.8 – WALT** describe and evaluate the argument and specific claims in a text |  |  |  |  |
| **RI.9-10.8 – WALT** assess whether reasoning is valid |  |  |  |  |
| **RI.9-10.8 – WALT** assess whether evidence is relevant and sufficient |  |  |  |  |
| **W.9-10.1.A – WALT** introduce precise claims and to distinguish them from alternate and opposing claims in argumentative writing |  |  |  |  |
| **W.9-10.1.A – WALT** create an organization that establishes clear relationships among claim(s), counterclaim(s), reason(s), and evidence in argumentative writing |  |  |  |  |
| **W.9-10.1.A– WALT** synthesizing information from alternate viewpoints and incorporating that evidence into our writing to support the claim and the counterclaim better informs the reader of the complexity of the argument |  |  |  |  |
| **W.9-10.1.B – WALT** develop claim(s) and counterclaim(s) by using sound reasoning and evidence in argumentative writing |  |  |  |  |
| **W.9-10.1.B – WALT** identify the strengths and limitations of claim(s), counterclaim(s) and evidence in argumentative writing |  |  |  |  |
| **W.9-10.1.B – WALT** the goal of argument writing is to convince your readers to accept your point of view and that if you utilize techniques such as logical fallacy or propaganda to persuade your readers you may lose your argument and its credibility |  |  |  |  |
| **W.9-10.1.C – WALT** use cohesive transitions (e.g. words, phrases, clauses) to link major sections of a text and to clarify the relationships among claim(s), reasons, and counterclaim(s) |  |  |  |  |
| **W.9-10.1.E – WALT** provide a concluding paragraph or section that supports the argument presented |  |  |  |  |
| **W.9-10.8 – WALT** gather relevant information from multiple authoritative print and digital sources |  |  |  |  |
| **W.9-10.8 – WALT** avoid plagiarism |  |  |  |  |
| **SL.9-10.3 – WALT** identify any false reasoning or distorted evidence |  |  |  |  |
| **L.9-10.4.A – WALT** use context as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.9-10.4.D – WALT** verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary |  |  |  |  |

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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