# CAR Unit Template

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

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.

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.

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

**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.

**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).

**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.

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B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

**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.

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### 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.9-10.8 – WALT** identify false statements and claims |  |  |  |  |
| **W.9-10.1.B – WALT** through the incorporation of specific language you may craft your argument to appeal to appropriate audiences and purposes |  |  |  |  |
| **W.9-10.1.B – WALT** avoid common logical fallacies and propaganda devices in argumentative writing |  |  |  |  |
| **W.9-10.1.B – WALT** anticipate the audience’s knowledge level and concerns in argumentative writing |  |  |  |  |
| **W.9-10.1.E – WALT** establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) |  |  |  |  |
| **W.9-10.6 – WALT** information can be shared, linked and displayed flexibly and dynamically using technology |  |  |  |  |
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| **W.9-10.6 – WALT** use technology to produce, share, and update individual or shared writing products |  |  |  |  |
| **W.9-10.6 – WALT** use technology to display information flexibly and dynamically |  |  |  |  |
| **W.9-10.8 – WALT** use advanced searches effectively |  |  |  |  |
| **W.9-10.8 – WALT** assess the usefulness of each source in answering the research question |  |  |  |  |
| **W.9-10.8 – WALT** integrate information into the text selectively to maintain the flow of ideas |  |  |  |  |
| **W.9-10.8 – WALT** follow a standard format for citation (MLA or APA Style Manuals) |  |  |  |  |
| **L.9-10.4 – WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases |  |  |  |  |
| **L.9-10.4 – WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies |  |  |  |  |
| **L.9-10.4.B – WALT** identify and correctly use patterns of word changes that indicate different meanings or parts of speech |  |  |  |  |
| **L.9-10.4.C – WALT** consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its’ part of speech, or its etymology |  |  |  |  |

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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