# CAR Unit Template

## Unit Title: ELA – Research – Unit 3 – Module B

**Grade level: Grade 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**W.11-12.1.** 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 and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**W.11-12.1.** 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.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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.11-12.1.** 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 (e.g., articulating implications or the significance of the topic).

**W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

**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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| **W.11-12.1 – WALT** arguments must have valid reasoning and relevant and sufficient evidence to support claim(s) |  |  |  |  |
| **W.11-12.1 – WALT**  arguments include an analysis of substantive topics or texts |  |  |  |  |
| **W.11-12.1A – WALT** introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing |  |  |  |  |
| **W.11-12.1.A – WALT** distinguish the claim(s) from alternate and opposing claims in argumentative writing |  |  |  |  |
| **W.11-12.1.A – WALT** logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing |  |  |  |  |
| **W.11-12.1.A – WALT** the logical organization of claims and counterclaims will impact the reader’s understanding of the writer’s purpose |  |  |  |  |
| **W.11-12.1.B – WALT** avoid common logical fallacies in argumentative writing |  |  |  |  |
| **W.11-12.1.B – WALT** develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing |  |  |  |  |
| **W.11-12.1.B – WALT** identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's’ knowledge level, concerns, values, and possible biases in argumentative writing |  |  |  |  |
| **W.11-12.1.C – WALT** 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.11-12.1.D – WALT** establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) |  |  |  |  |
| **W.11-12.1.D – WALT** attend to the norms and conventions of the discipline in which they are writing |  |  |  |  |
| **W.11-12.1.E – WALT** provide a concluding paragraph or section that supports the argument presented |  |  |  |  |
| **W.11-12.1.E – WALT** articulate implications or the significance of the topic |  |  |  |  |
| **W.11-12.7 – WALT** synthesize multiple sources on the subject to demonstrate understanding of the subject |  |  |  |  |
| **W.11-12.8 – WALT** use advanced searches effectively |  |  |  |  |
| **SL.11-12.5 – WALT** strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations |  |  |  |  |
| **SL.11-12.5 – WALT** strategically use digital media to add interest to presentations |  |  |  |  |
| **L.11-12.2.A – WALT** observe hyphenation conventions |  |  |  |  |
| **L.11-12.6 – WALT** 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 |  |  |  |  |

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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