# CAR Unit Template

## Unit Title: ELA - Looking from Multiple Perspectives -Unit 2 - Module A

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.7.5.** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.7.7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.7.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### 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.7.5. - WALT** authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning |  |  |  |  |
| **RL.7.5. - WALT** identify the different structures of poetry (e.g., soliloquy, sonnet) and drama |  |  |  |  |
| **RL.7.5. - WALT** analyze how the structure or form of a poem or drama contributes to its meaning |  |  |  |  |
| **RL.7.7. - WALT** lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery |  |  |  |  |
| **RL.7.7. - WALT** compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version |  |  |  |  |
| **RL.7.7. - WALT** analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film) |  |  |  |  |
| **R.I 7.2. - WALT** central ideas are developed over the course of a text |  |  |  |  |
| **RI.7.2. - WALT** a text may contain more than one central idea |  |  |  |  |
| **RI.7.2. - WALT** determine two or more central ideas of a text |  |  |  |  |
| **RI.7.2. - WALT** analyze the development of two or more central ideas over the course of a text |  |  |  |  |
| **RI.7.2. - WALT** provide an objective summary of the text. |  |  |  |  |
| **RI.7.7. - WALT** compare and contrast texts in different mediums |  |  |  |  |
| **RI.7.7. - WALT** analyze how one subject can be portrayed differently in different mediums |  |  |  |  |
| **RI.7.9. - WALT** authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts |  |  |  |  |
| **RI.7.9. - WALT** two or more authors can interpret events differently |  |  |  |  |
| **RI.7.9. - WALT** evidence helps shape interpretation of a topic |  |  |  |  |
| **RI.7.9. - WALT** analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts |  |  |  |  |
| **W.7.1.A - WALT** arguments and claims need to be supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.7.1.A – WALT** writers may present alternate or opposing claims in their arguments to strengthen their own argument |  |  |  |  |
| **W.7.1. A - WALT** introduce claim(s) in argumentative writing |  |  |  |  |
| **W.7.1.A - WALT** acknowledge alternate or opposing claims in argumentative writing |  |  |  |  |
| **W.7.1.A - WALT** organize the reasons and evidence logically in argumentative writing |  |  |  |  |
| **W.7.1.B – WALT** support claim(s) with logical reasoning and relevant evidence in argumentative writing |  |  |  |  |
| **W.7.1.B - WALT** use accurate, credible sources in argumentative writing |  |  |  |  |
| **W.7.1.B - WALT** demonstrate an understanding of the topic or text in argumentative writing |  |  |  |  |
| **W.7.1.C - WALT** arguments and claims need to be supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.7.1.C - WALT** use words, phrases, and clauses to create cohesion in argumentative writing |  |  |  |  |
| **W.7.1.C - WALT** clarify the relationships among claim(s), reasons, and evidence in argumentative writing |  |  |  |  |
| **W.7.1.D - WALT** arguments and claims need to be supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.7.1.D - WALT** writing can establish and maintain a formal style in argumentative writing |  |  |  |  |
| **W.7.1.D - WALT** establish and maintain a formal style/academic style, approach, and form in argumentative writing |  |  |  |  |
| **W.7.1.E - WALT** arguments and claims need to be supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.7.1.E - WALT** provide a concluding statement or section that follows from and supports the argument presented in argumentative writing |  |  |  |  |
| **W.7.9.B - WALT** draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writingExample: Draw evidence to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims |  |  |  |  |
| **SL.7.2. - WALT** information in diverse media and formats can be analyzed |  |  |  |  |
| **SL.7.2. - WALT** analyze the main ideas and supporting details presented in diverse media and formats |  |  |  |  |
| **SL.7.2. - WALT** explain how the main ideas and supporting details clarify a topic, text, or issue under study |  |  |  |  |

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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