# CAR Unit Template

## Unit Title: ELA - Pulling It All Together through History - Unit 4 - Module B

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.7.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 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).

**L.7.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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.7.7. WALT** questions can be answered by conducting short research projects |  |  |  |  |
| **W.7.7. WALT** conduct short research projects to answer a question |  |  |  |  |
| **W.7.7. WALT** draw on several sources to answer a question |  |  |  |  |
| **W.7.7. WALT** when conducting short research projects, we may need to generate additional related, focused questions to further our research and investigation |  |  |  |  |
| **W.7.7. WALT** generate additional related, focused questions to further research and investigation |  |  |  |  |
| **W.7.8. WALT** print and digital sources are ways to gather relevant information |  |  |  |  |
| **W.7.8. WALT** gather relevant information from multiple print and digital sources |  |  |  |  |
| **W.7.8. WALT** use search terms correctly |  |  |  |  |
| **W.7.8. WALT** assess the credibility and accuracy of each source |  |  |  |  |
| **W.7.8. WALT** quote and paraphrase the data and conclusion of others |  |  |  |  |
| **W.7.8. WALT** avoid plagiarism and follow a standard format for citation |  |  |  |  |
| **SL.7.4. WALT** claims and findings should be presented in a focused, coherent manner |  |  |  |  |
| **SL.7.4. WALT** present claims and findings |  |  |  |  |
| **SL.7.4. WALT** emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples |  |  |  |  |
| **SL.7.4. WALT** use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation) |  |  |  |  |
| **SL.7.5. WALT** claims and findings can be clarified by including multimedia components and visual displays to presentations |  |  |  |  |
| **SL.7.5. WALT** include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points |  |  |  |  |
| **L.7.3.A WALT** use knowledge of language and its conventions when writing, speaking, reading, or listening |  |  |  |  |
| **L.7.3.A WALT** choose language that expresses ideas precisely and concisely |  |  |  |  |
| **L.7.3.A - WALT** recognize and eliminate wordiness and redundancy |  |  |  |  |
| **L.7.4.D - WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence |  |  |  |  |
| **L.7.4.D - WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots |  |  |  |  |
| **L.7.4.D - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.7.4.D - WALT** 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) |  |  |  |  |
| **L.7.6 - WALT** acquire accurately grade-appropriate general academic words and phrases |  |  |  |  |
| **L.7.6 - WALT** use accurately grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |  |

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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