# CAR Unit Template

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

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.7.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**RI.7.5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**RI.7.6.** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.7.8.** 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.

### 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.7.9. - WALT** authors choose to use and alter historical events when creating fiction |  |  |  |  |
| **RL.7.9. - WALT** compare, contrast, and reflect on a fictional account and its historical account |  |  |  |  |
| **RL.7.9. - WALT** understand how and why author uses history to create fiction |  |  |  |  |
| **RI.7.5. - WALT** the structure and sections of a text contribute to the development of the ideas |  |  |  |  |
| **RI.7.5. - WALT** analyze the structure an author uses to organize a text |  |  |  |  |
| **RI.7.5. - WALT** analyze how major sections contribute to the whole text |  |  |  |  |
| **RI.7.5. - WALT** analyze how major sections contribute to the development of the author’s ideas |  |  |  |  |
| **RI.7.6. - WALT** an author’s point of view can be distinct from that of others |  |  |  |  |
| **RI.7.6. - WALT** determine an author’s point of view in a text |  |  |  |  |
| **RI.7.6. - WALT** determine an author’s purpose for writing a text |  |  |  |  |
| **RI.7.6. - WALT** analyze how the author distinguishes his/her position from the position of others |  |  |  |  |
| **RI.7.8. - WALT** arguments and claims need to be supported by sound reasoning |  |  |  |  |
| **RI.7.8. - WALT** arguments and claims need to be supported by evidence that is relevant and sufficient |  |  |  |  |
| **RI.7.8. - WALT** trace the argument and specific claims in a text |  |  |  |  |
| **RI.7.8. - WALT** evaluate an argument by assessing whether the reasoning is sound |  |  |  |  |
| **RI.7.8. - WALT** evaluate an argument by assessing whether the evidence is relevant to the claims |  |  |  |  |
| **RI.7.8. - WALT** evaluate an argument by assessing whether the evidence is sufficient to support the claims. |  |  |  |  |

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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