

7th grade

Arkansas History

1st Semester

Unit Pacing Guide including Common Core State Standards

1st Quarter

Aug.22- Sept. 3

Unit 1: The Natural State

AR_ELC 1- Students shall research the geographical regions of Arkansas.

RH.6-8.7- Integrate visual information with other information in print and digital resources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Sept. 4- Sept. 14

Unit 2: Prehistoric Cultures and Indians

AR_ELC 2- Students shall examine the pre-territorial periods of Arkansas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5-Describe how a text presents information (sequentially, comparatively, casually.)

RH.6-8.7- Integrate visual information with other information in print and digital resources.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sept. 18-21

Unit 3: Early Explorers (Part 1)

AR_ELC 3- Students shall explain the significant contributions of early explorers.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Cite specific textual evidence to support analysis of primary sources.

Cite specific textual evidence to support analysis of secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5-Describe how a text presents informatio (sequentially, comparatively, casually.)

RH.6-8.7- Integrate visual information with other information in print and digital resources.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Sept. 24-28

Unit 4: Freedom Week- mandatory

Celebrate Freedom Week (Arkansas Act 682 of 2003) during the week of Sept. 24-28, 2012.

RH.6-8.3- Identify key steps in a text's description of a process related to history.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5-Describe how a text presents information (sequentially, comparatively, casually.)

RH.6-8.7- Integrate visual information with other information in print and digital resources

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
*Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal style and objective tone.
Provide a concluding statement or section that follows from and supports the information or explanation presented.*

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oct. 1-5

Unit 3: Early Explorers (Part 2)

AR_ELC 3- Students shall explain the significant contributions of early explorers.

Oct. 8- 17

Unit 5: On the Road to Statehood **(The Louisiana Purchase, Frontier Arkansas, Pre-Territorial Arkansas, Territorial and Antebellum Arkansas)**

AR_ELC 4- Students shall examine factors related to statehood.

AR_ELC 6- Students shall identify political, social, and economic changes in Arkansas.

AR_ELC 7- Students shall examine the political, social, and economic growth in Arkansas.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Cite specific textual evidence to support analysis of primary sources.

Cite specific textual evidence to support analysis of secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

2nd Quarter

Oct. 23- Nov. 9

Unit 6: Civil War and Reconstruction

AR_ELC 5- Students shall examine the causes and the effects of the Civil War on Arkansas.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Cite specific textual evidence to support analysis of primary sources.

Cite specific textual evidence to support analysis of secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

a. Identify facts in a text and how facts were distinguished from opinion found in the same text

b. Identify opinion found in text and justify how it was categorized as opinion

c. Summarize a reasoned judgment found in text by listing both pros and cons identified by one or more viewpoints.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

Establish and maintain a formal style.

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

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Nov. 12-20,26-30

Unit 7: Toward a New Century- Good Times and Bad Times (Economic growth, 18th and 19th Amendments, WWI, oil boom, Roaring Twenties, The Great Mississippi Flood, The Great Depression, FDR and the New Deal programs)

AR_ELC 8- Students shall discuss the effects of the Great Depression in Arkansas.

AR_ELC 6- Students shall identify political, social, and economic changes in Arkansas.

AR_ELC 7- Students shall examine the political, social, and economic growth in Arkansas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Dec. 3-19

Unit 8: World War II and the Civil Rights Movement

AR_ELC 9- Students shall examine the effects of World War II and other events upon the modernization of Arkansas.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Cite specific textual evidence to support analysis of primary sources.

Cite specific textual evidence to support analysis of secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the central ideas or information of primary and secondary sources.

Provide an accurate summary of the source distinct from prior knowledge and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Determine the meaning of words and phrases as they are used in a text.

Identify vocabulary found within words and phrases used in text that are specific to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

a. Identify facts in a text and how facts were distinguished from opinion found in the same text

b. Identify opinion found in text and justify how it was categorized as opinion

c. Summarize a reasoned judgment found in text by listing both pros and cons identified by one or more viewpoints.

WHST.6-8.1. Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

Establish and maintain a formal style.

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

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.