

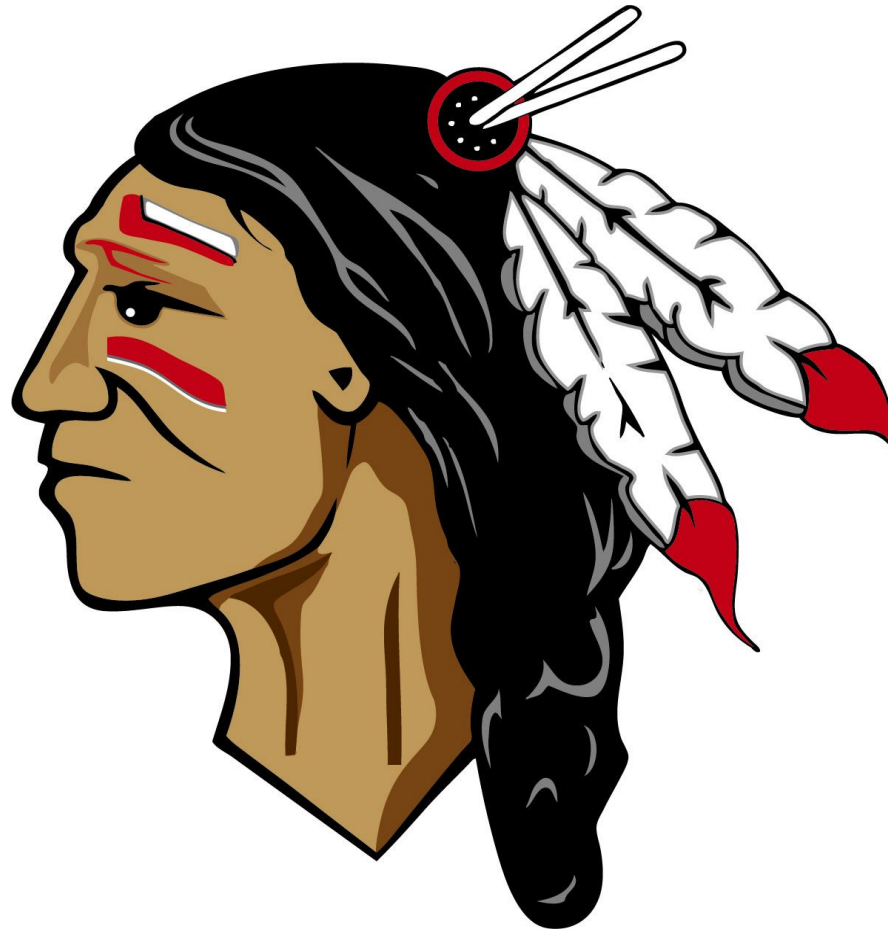
Westside Middle School

7th Grade Arkansas History/ World Geography Curriculum Map

2019-2020

Teacher: Lingenfelter

Revised: 8.214.19



Map is still under construction and will be revised throughout the year.

WESTSIDE MIDDLE SCHOOL 7TH GRADE SOCIAL STUDIES CURRICULUM MAP

Teacher: Lingenfelter

Quarter 1&2: Arkansas History

Unit 1 Students will study the six geographic regions of Arkansas and compare their characteristics. Key emphasis will be on natural resources and representing them spatially on a map. This unit is foundational for them to understand the cultural diversity of the state and how it affects historical processes in the future.

Unit 2 Students will analyze the development of Arkansas from the arrival of its first peoples to territorial status. Key emphasis will be on the impact of geography as well as key events and persons.

Unit 3 Students will analyze how Arkansas progressed from early statehood through Reconstruction.

Unit 4 Students will analyze the post Reconstruction regrowth of Arkansas through the Civil Rights Movement.

Unit 5 Students will examine changes in Arkansas as it enters the modern era.

Essential Questions:

Students will consider.....

How is Arkansas unique?

How does the geography of Arkansas influence the lives of its people?

What features are founded in the six geographic regions of Arkansas?

How does the geography impact the economy of Arkansas?

What makes each region of Arkansas attractive to tourists?

How does the geography of Arkansas influence the lives of its people?

How can different perspectives lead to conflict?

How can we have compromise?

How did Native Americans adapt to the environment in Arkansas?

Why were European explorers interested in exploring Arkansas and starting settlements?

What national events led to increased American settlement in Arkansas?

What problems and progress did Arkansas experience in its early history?

What specific conflicts shaped politics during Arkansas' early history?

Why did Arkansas choose secession?

How did the Civil War impact Arkansas?

How was Reconstruction both a success and a failure?

Was life as a sharecropping free black better than the life of a plantation slave?

What changes did the growth of railroads bring to Arkansas and our local area?

How did the Progressive Movement change daily life of Arkansans?

What were the benefits of the New Deal in Arkansas?

Did the New Deal create new wealth or simply create work at the public expense?

How did Arkansan soldiers, sailors, airmen, Marines and civilians contribute to World War II?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will....

Standard Coding: History, **Civics/Government**, **Economics**, **Geography** (not using because I'm colorblind)

Unit 1: The Natural State

G.1.AH.7-8.1 Compare and contrast the six geographic regions of Arkansas using geographic representations and available geospatial technologies

G.1.AH.7-8.2 Analyze the availability of resources and their effects on the development of each geographic region of the state (e.g., diamonds, bauxite, oil, timber, agricultural, wild game)

G.1.AH.7-8.3 Evaluate the reciprocal impact of humans and water systems in Arkansas over time (e.g., trade, transportation, recreation, flood control)

G.1.AH.7-8.4 Analyze effects of weather, climate, and natural phenomena on the environment of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)

E.3.AH.7-8.1 Examine the impact of natural resources on the economy of Arkansas (e.g., agriculture, timber, hydroelectricity, mining, tourism)

E.3.AH.7-8.2 Analyze the economic impact of transportation systems in Arkansas (e.g., rivers, railroad, highways)

Unit 2: Prehistory Through Settlement

H.7.AH.7-8.1 Evaluate ways that historical events in Arkansas were shaped by circumstances in time and place

G.1.AH.7-8.4 Analyze effects of weather, climate, and natural phenomena on the environment of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)

G.2.AH.7-8.1 Analyze the impact of geography on settlement and movement patterns over time using geographic representations and a variety of primary and secondary sources (e.g., Louisiana Purchase survey, westward movement, voluntary and involuntary migration and immigration)

G.2.AH.7-8.2 Analyze relationships between the geography of Arkansas and economic development over time (e.g., tourism, agriculture)

G.2.AH.7-8.3 Examine ways the geography of Arkansas affected cultural characteristics of places and regions

E.3.AH.7-8.3 Analyze how various regions of Arkansas developed and changed economically

Unit 3: Statehood Through Reconstruction

H.7.AH.7-8.1 Evaluate ways that historical events in Arkansas were shaped by circumstances in time and place

H.7.AH.7-8.2 Summarize the process by which Arkansas achieved statehood

H.7.AH.7-8.3 Analyze the historical significance of selected Civil War battles, events, and people on various regions of Arkansas

H.7.AH.7-8.4 Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution of 1874, Freedmen's Bureau, sharecropping, segregation laws)

E.3.AH.7-8.3 Analyze how various regions of Arkansas developed and changed economically

G.2.AH.7-8.3 Examine ways the geography of Arkansas affected cultural characteristics of places and regions

G.1.AH.7-8.4 Analyze effects of weather, climate, and natural phenomena on the environment of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)

CG.5.AH.7-8.2 Examine features of government in Arkansas with reference to the Arkansas Constitution

CG.5.AH.7-8.3 Analyze the political process in Arkansas (e.g., voting, party politics, role of media, changes in the election process, term limits)

CG.5.AH.7-8.1 Examine the functions and powers of the three branches of government in Arkansas

CG.5.AH.7-8.4 Examine rights and responsibilities of citizenship in Arkansas

CG.6.AH.7-8.2 Examine the effects of social issues on the evolution of political parties in Arkansas

Unit 4: Post Reconstruction Through The Civil Rights Movement

E.3.AH.7-8.1 Examine the impact of natural resources on the economy of Arkansas

E.3.AH.7-8.2 Analyze the economic impact of transportation systems in Arkansas (e.g., rivers, railroad, highways)

E.3.AH.7-8.3 Analyze how various regions of Arkansas developed and changed economically

G.2.AH.7-8.3 Examine ways the geography of Arkansas affected cultural characteristics of places and regions

G.2.AH.7-8.2 Analyze relationships between the geography of Arkansas and economic development over time (e.g. tourism, agriculture)

G.1.AH.7-8.2 Analyze the availability of resources and their effects on the development of each geographic region of the state (e.g., trade, transportation, recreation, flood control)

G.1.AH.7-8.4 Analyze effects of weather, climate, and natural phenomena on the environment of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)

CG.5.AH.7-8.2 Examine features of government in Arkansas with reference to the Arkansas Constitution

CG.5.AH.7-8.3 Analyze the political process in Arkansas (e.g., voting, party politics, role of media, changes in the election process, term limits)

CG.5.AH.7-8.4 Examine rights and responsibilities of citizenship in Arkansas

H.7.AH.7-8.1 Evaluate ways that historical events in Arkansas were shaped by circumstances in time and place

H.7.AH.7-8.7 Examine social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas

H.7.AH.7-8.8 Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)

H.7.AH.7-8.11 Construct *historical arguments* about the contributions made by various political and military leaders in Arkansas

Unit 5: Civil Rights Movement to Now!

G.1.AH.7-8.1 Compare and contrast the six geographic regions of Arkansas using geographic representations and available geospatial technologies

G.1.AH.7-8.2 Analyze the availability of resources and their effects on the development of each geographic region of the state (e.g., diamonds, bauxite, oil, timber, agriculture, wild game)

G.1.AH.7-8.4 Analyze effects of weather, climate, and natural phenomena on the environment of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)

G.2.AH.7-8.2 Analyze relationships between the geography of Arkansas and economic development over time (e.g., tourism)

E.3.AH.7-8.1 Examine the impact of natural resources on the economy of Arkansas (e.g., agriculture, timber, hydroelectric, mining, tourism)

E.3.AH.7-8.2 Analyze the economic impact of transportation systems in Arkansas (e.g., rivers, railroad, highways)

E.3.AH.7-8.3 Analyze how various regions of Arkansas developed and changed economically

E.3.AH.7-8.4 Examine contributions of Arkansas entrepreneurs on economic development in Arkansas

E.4.AH.7-8.1 Examine contributions of Arkansas entrepreneurs in the national and global economies

E.4.AH.7-8.2 Analyze the impact of Arkansas businesses and industries on local, national, and global economies (e.g., agriculture, tourism, timber, technology, medical and scientific research, finance)

E.4.AH.7-8.3 Investigate Arkansas' global economic contributions through educational and humanitarian efforts (e.g., Fulbright Institute, Clinton School of Public Service, Heifer International, corporate and private foundations)

CG.5.AH.7-8.1 Examine the functions and powers of the three branches of government in Arkansas

CG.5.AH.7-8.2 Examine the features of government in Arkansas with reference to the Arkansas Constitution

CG.5.AH.7-8.3 Analyze the political process in Arkansas (e.g., voting, party politics, role of media, changes in the election process, term limits)

CG.5.AH.7-8.4 Examine rights and responsibilities of citizenship in Arkansas

CG.6.AH.7-8.1 Analyze the role of government and public policy on social concerns in Arkansas over time (e.g., unemployment, education, poverty, immigration, culture)

CG.6.AH.7-8.2 Examine the effects of social issues on the evolution of political parties in Arkansas

H.7.AH.7-8.8 Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)

H.7.AH.7-8.9 Examine social and cultural transformations in Arkansas (e.g., counterculture, drug culture, breakdown of the family, feminist movement, music, art, clothing)

H.7.AH.7-8.10 Research contributions made by Arkansans in the fields of art, medicine, politics, science, and technology in the 20th and 21st centuries

H.7.AH.7-8.11 Construct historical arguments about the contributions made by various political and military leaders in Arkansas

Ongoing Geography Standards For All Units

Arkansas Disciplinary Literacy Focus Standards (Included in Units 1-6) **Reading**

Writing

Ongoing Disciplinary Literacy Standards

Reading

Writing

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>Unit 1</p> <ul style="list-style-type: none"> -Graphic organizer overview -Historical comic strip with student dialogue -Recognize the six regions on a map -Recognize the attractions located in various regions -Compare and contrast the ecosystem of Crowley's Ridge compared to surrounding areas. -Discuss the perceptions of Arkansas on other parts of the world. -Examine the importance of Arkansas waterways for business and recreational purposes. -How does the geography of each of the six regions affect their local economies. -How has Arkansas' geology has affected commerce (oil, bauxite). -Discuss population changes in various parts of Arkansas. -Discuss the history of Crowley's Ridge. -Discover where Arkansas is located using latitude and longitude. <p>Unit 2</p> <ul style="list-style-type: none"> -Analyze who were the early Indians were in Arkansas. (Dalton, Woodland, and Mississippian) -Discuss salt production and trade. -Analyze the impact of Hernando De Soto's expedition. -Analyzing French explorers mapping of the Mississippi. -Compare and contrast the Spanish and French treatment of Native Americans. -Discuss the importance of the Louisiana Purchase and subsequent expeditions. -Establish early towns located in Arkansas. 	<ul style="list-style-type: none"> -Pretests -Jeopardy -Kahoot -Historical Dialogue -Exit Slips -Journals -Creative Writing -Test -Quiz -Projects 	<p>"Arkansas Journey" by Dr. Trey Berry and Ian R. Greaves</p> <p>"Arkansas Odyssey" by Michael B. Dougan</p> <p>"The History of Craighead County Arkansas" by Harry Lee Williams</p> <p>"Roadside History of Arkansas" by Alan C. Paulson</p> <p>"Arkansas A Narrative History" by Jeannie M. Whayne, Thomas A. DeBlack, George Sabo III, Morris S. Arnold</p> <p>"It's Official: The Real Stories Behind Arkansas's State Symbols (Second Edition)" by David Ware</p> <p>"The ASU Story" by Lee A. Dew</p> <p>"Jonesboro and Arkansas' Historic Northeast Corner" by Ray and Diane Hanley</p> <p>"The Arkansas Handbook" by Diann Sutherlin</p> <p>"Blood in Their Eyes: The Elaine Race Riot of 1919" by Grif Stockley</p>	<p>Unit 1</p> <p>Ozark Mountains, Arkansas River Valley, Ouachita Mountains, West Gulf Coastal Plain, Mississippi Alluvial Plain, Crowley's Ridge</p> <p>Unit 2</p> <p>Sloan Site, Dalton, Woodland, Mississippian, Caddo, Osage, Quapaw, Delaware, Shawnee, Cherokee, Manifest Destiny, animism, antebellum, cotton gin, Louisiana Purchase, New Madrid Earthquake, Trail of Tears (Indian Removal Act)</p> <p>Unit 3</p> <p>bushwackers, jayhawkers, abolitionists, antebellum, secede, guerilla warfare, contraband, skirmish, Union, Confederacy, Emancipation Proclamation, Battle of Prairie Grove, Battle of Pea Ridge, Red River Campaign, Battle of Poison Spring, freedmen, Freedmen's Bureau, carpetbaggers, scalawags, Ku Klux Klan, Redeemer Democrats, Reconstruction, crop liens, sharecropping, disenfranchise, Militia War, Brooks-Baxter War</p> <p>Unit 4</p> <p>fraternal organization, corruption, entrepreneurs, robber barons, monopoly, St. Louis, Iron Mountain and Southern Railroads; timber industry, bauxite, Temperance Movement, Jim Crow Laws, lynching, Convict Lease System, The Spanish American War, World War I, Women's Suffrage,</p>

<p>-Discover challenges that early settlements faced.</p> <p>Unit 3</p> <p>-Early influencers of Arkansas politics.</p> <p>-Examine the creation of the territorial government and how it functioned.</p> <p>-Development of mail and transportation in the state.</p> <p>-Discuss how law and order helped to civilize the wild frontier of Arkansas.</p> <p>-Summarize the process by which Arkansas achieved statehood.</p> <p>-Analyze the rapid growth of slavery for cotton growth.</p> <p>-The daily life of a slave in the American South</p> <p>-Examine abolitionists activities from the Missouri Compromise through Harper's Ferry</p> <p>-Discuss the end of The Family's rule over Arkansas.</p> <p>-Compare and contrast the surrender of the Little Rock Arsenal and Fort Sumter.</p> <p>-Compare and contrast the assets of the Union and Confederacy</p> <p>-Examine the price of the Civil War on small and large communities.</p> <p>-Discuss why the Five Tribes sided with the Confederacy.</p> <p>-Examine the Battle of Pea Ridge.</p> <p>-Compare and contrast asymmetrical (guerrilla) warfare versus symmetrical warfare in Civil War Arkansas.</p> <p>-Examine how decisive Union victories in Arkansas help end the war.</p> <p>-Examine local skirmishes in Craighead County.</p> <p>-Analyze how Abraham Lincoln's Ten Percent Plan affected Arkansas.</p> <p>-Examine how the Union blockade affected Arkansas' economy and war effort.</p> <p>-Discuss how runaway and freed blacks joined the Union cause.</p>			<p>Spanish Flu, Elaine Massacre, Arkansas Power and Light, mass media, boom towns, Southern Tenants Farmers' Union, The Great Flood of 1927, Rosenwald Schools, economic depression, Great Depression, Great Migration, Dyess Colony, Civilian Conservation Corps, electrification, Depression era criminals, dictator, Pearl Harbor, Dutch Harbor, Arkansas defense plants, rationing, war bonds, Japanese internment camps, arms race, The Cold War, braceros, segregation, integration, the Little Rock Nine</p> <p>Unit 5</p> <p>Sit-in, civil disobedience, 39th Infantry Brigade, OIF II, Sadr Rebellion, The Great Recession, aquaculture, export, import, philanthropism,tyranny, constitution,liberal, consevative</p>
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<ul style="list-style-type: none"> -Discuss different responses to freedom by freed blacks. -Compare and contrast slavery and tenant farming. -Examine the changes in the South brought by the Freedmen's Bureau. -Summarize the changes in Reconstruction caused by Abraham Lincoln's assassination. -Examine how the Democratic Party regained control of the state government. -Examine the requirements for Arkansas to reenter the United States. -Discuss the formation of the Ku Klux Klan. -Analyze the use of violence against the Republican Party and blacks during Reconstruction. -Examine Governor Clayton Powell and Congress' response to the escalating violence during Reconstruction. -Analyze how the Brooks-Baxter War returned power to the Democratic Party. -Discuss the Compromise of 1877. <p>Unit 4</p> <ul style="list-style-type: none"> -Examine the actions of the Redeemer Democrats. -Analyze the effects of the St. Louis, Iron Mountain and Southern railroads on Arkansas. -Discuss how timber and mining affected Arkansas' economy -Analyze the effects of Progressivism on Arkansas' culture. -Examine the struggle of blacks to maintain and gain civil rights. -Demonstrate the affect of the technological boom of the 1920's. -Analyze the reasons and results of Great Migration. -Analyze New Deal programs in Arkansas -Examine the Dyess Colony's troubled existence and demise. -Discuss famous criminals of the Great 			
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<p>Depression and their connections to Arkansas.</p> <ul style="list-style-type: none"> -Analyze the contributions of the Arkansas National Guard in World War II -Examine civilian contributions to the war effort. -Discuss Roosevelt's removal of Americans of Japanese descent to internment camps in Arkansas. -Examine how returning veterans influenced Arkansas. -Construct arguments about the legitimacy of the Civil Rights Movement beginning with Central High School <p>Unit 5</p> <ul style="list-style-type: none"> -Analyze changes brought to the state by Winthrop Rockefeller. -Examine the rise of women in Arkansas politics. -Analyze the governorship and presidency of Bill Clinton. -Analyze the changing political patterns from a democratic monopoly to a red state. -Examine the Arkansas National Guards contributions in Afghanistan and Iraq. -Discuss the growth of aquaculture, oil and natural gas and timber industries. -Discuss the contributions of the tourism industry to Arkansas. -Analyze the legacy of several large corporations anchored in Arkansas. -Examine the three branches of government at work in Arkansas. 			
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Quarter 3&4: World Geography

Unit 1 Students will analyze the basic skills necessary to use a variety of maps to ascertain a variety of data.

Unit 2 Students will analyze the physical geography of North America. Students will analyze the recent political, economic, and environmental changes in North America.

Unit 3 Students will analyze the physical geography of Central America. Students will analyze the recent political, economic, and environmental changes in Central America.

Unit 4 Students will explain the physical geography of South America. Students will analyze the cultures and economies of South America.

Unit 5 Students will analyze the physical geography of Europe. Students will explain the cultural diversity of Europe.

Unit 6 Students will analyze the physical geography of Russia and Central Asia. Students will analyze the recent political, economic, and environmental changes in Russia and Central Asia.

Unit 7 Students will explain the physical geography of Sub-Saharan Africa. Students will analyze the cultures and economies of Sub-Saharan Africa.

Unit 8 Students will analyze the physical geography of Southwest Asia and Northern Africa. Students will explain the cultural diversity of Southwest Asia.

Unit 9 Students will analyze the physical geography of South Asia. Students will analyze the recent political, economic, and environmental changes in South Asia.

Unit 10 Students will explain the physical geography of East Asia. Students will analyze the cultures and economies of East Asia.

Unit 11 Students will analyze the physical geography of Southeast Asia. Students will explain the cultural diversity of Southeast Asia.

Unit 12 Students will analyze the physical geography of Antarctica, Australia, New Zealand and Oceania . Students will explain the cultural diversity of before described regions.

Essential Questions:

Students will consider.....

How does geography influence our lives?

What can maps tell us about a people or region?

How do people affect their environment?

Why are cultures similar and different?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will....

Standard Coding: World in Spatial Terms, Human Systems, Environment & Society

Unit 1: Geographer's Toolbox

WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

WST.1.7.2 Construct geographic representations for the purpose of asking and answering specific geographic questions

WST.1.7.3 Explain relationships between places and regions using geographic representations

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

ES.9.7.2 Examine symbiotic relationships between humans and their physical environments

ES.10.7.1 Explain how culture has influenced decisions about the use of resources over time

ES.10.7.2 Examine physical and human processes that influence formation and sustainability of resources

ES.10.7.3 Evaluate the sustainability of resources achieved through civic actions

Unit 2: North America

WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

WST.1.7.2 Construct geographic representations for the purpose of asking and answering specific geographic questions

WST.1.7.3 Explain relationships between places and regions using geographic representations

WST.1.7.4 Analyze how environmental and cultural characteristics of places and regions have changed over time

WST.2.7.1 Construct visual and written explanations of the spatial organization and spatial patterns of people, places and environments

WST.2.7.2 Compare spatial connections among people, places, and their environments over time

WST.4.7.2 Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including geographic representations and available geospatial technology

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.5.7.2 Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

HS.6.7.1 Explain the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

HS.7.7.1 Explain primary, secondary, tertiary, and quaternary economic activities

ES.9.7.3 Analyze the positive and negative consequences of human changes on the physical environment

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions

Unit 3: Central America & the Caribbean

WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

WST.1.7.2 Construct geographic representations for the purpose of asking and answering specific geographic questions

WST.1.7.3 Explain relationships between places and regions using geographic representations

WST.1.7.4 Analyze how environmental and cultural characteristics of places and regions have changed over time

WST.3.7.1 Analyze the combinations of physical and human characteristics that make places and regions similar to and different from other places and regions

WST.3.7.2 Analyze perceptions people have of places and regions around the world based on direct experiences (e.g., living in a place, travel) and indirect (e.g., media, books, family, friends)

WST.4.7.1 Explain physical and cultural changes in places and regions over time using a variety of sources including geographic representations (e.g., boundaries, languages, beliefs, climate, technology, migration)

HS.6.7.2 Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)

HS.7.7.2 Compare advantages and disadvantages of one location over another in the access to factors of production

HS.8.7.3 Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 4: South America

WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

WST.1.7.2 Construct geographic representations for the purpose of asking and answering specific geographic questions

WST.1.7.3 Explain relationships between places and regions using geographic representations

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

HS.8.7.1 Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities)

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.10.7.1 Explain how culture has influenced decisions about the use of resources over time

ES.10.7.3 Evaluate the sustainability of resources achieved through civic actions.

Unit 5: Europe

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.7.7.3 Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global)

HS.8.7.3 Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)

Unit 6: Russia & the Eurasian Republics

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 7: Sub-Saharan Africa

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 8: Southwest Asia & North Africa

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 10: East Asia

HS.7.7.1 Explain primary, secondary, tertiary, and quaternary economic activities

HS.7.7.2 Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

HS.8.7.2 Explain levels of cooperation among people in various places and regions who solve human and environmental issues

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 11: Southeast Asia

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.5.7.2 Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

ES.10.7.2 Examine physical and human processes that influence formation and sustainability of resources

Unit 12: Australia, the Pacific Realm, and Antarctica

HS.5.7.2 Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

HS.7.7.3 Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global)

HS.8.7.2 Explain levels of cooperation among people in various places and regions who solve human and environmental issues

ES.9.7.2 Describe symbiotic relationships between humans and their physical environments

ES.9.7.3 Analyze positive and negative consequences of human changes on the physical environment

Arkansas Disciplinary Literacy Focus Standards (Included in Units 7-12)

Reading

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

Writing

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

WHST.6-8.2.A 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.

WHST.6-8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.E Establish and maintain a formal style and objective tone.

WHST.6-8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>1. Identify the main idea or information in a primary or secondary source, summarizing the text accurately and without bias. (RH 6-8.2)</p> <p>2. Determine which steps matter most in a process studied in history (e.g., how a bill becomes a law, how interest rates are raised and lowered). (RH 6-8.3)</p> <p>3. Discuss the structural approach the author uses to present information in a text (e.g. sequential, comparison/contrast, cause-effect). (RH 6-8.5)</p> <p>4. Combine visual information, such as charts, graphs, images, or maps, with print or digital texts, drawing conclusions about the topic they are discussing. (RH 6-8.7)</p> <p>5. Write/explain historical events, choosing only the details and information related to the topic. (WHST 6-8.2)</p> <ul style="list-style-type: none">• Introduce topic in a way in which it is clear and allows readers to anticipate what will come after (WHST 6-8.2a)• Organize information into general categories and elaborate upon through	<p>Pretest Unit Assessment Semester Assessment Projects Exit slips Geography Flashcards Kahoot EPIC Graphic Organizer Exit Slip</p>	<p>Chromebooks National Geographic Textbook Informational text Graphic Organizers Informational Documents</p>	<p>Unit 1:Geographer's Toolbox Continent, terrace, latitude, longitude, prime meridian, hemisphere, scale, cartographer, elevation, relief, solstice, equinox, tectonic plates, continental drift, plain, plateau, butte, tsunami, hydrologic cycle, raw materials, nonrenewable resources, renewable resources, ecosystem</p> <p>Unit 2: North America Contiguous, temperate, glaciers, Great Plains, commercial agriculture, cordillera, rain shadow effect, peninsula, subsistence farming, aquifers, colonize, plantations, Constitution, Manifest Destiny, pioneers, transcontinental, Olmec, Maya, hieroglyphics, tribute, conquistador, epidemic, annexation, indigenous, immigrant, manufacturing, naturalization, due process, globalization, nationalized, cartel</p>

the use of graphics and document design (WHST 6-8.2a)

- Further build on ideas by including compelling information, insightful facts, examples, concrete details, and evidence, usually in the form of quotations (WHST 6-8.2b)

6. Write with clarity and coherence, developing and organizing your ideas and creating a style that is appropriate to your audience, purpose, and occasion. (WHST 6-8.4)

Unit 3: Central America

Isthmus, rainforests, archipelago, cash crops, scarcity, viceroy, tourism, infrastructure, standard of living, displaced, global warming theory, malnutrition, remittances, ecotourism, canal

Unit 4: South America

adapt, subsistence farming, tributary, biodiversity, greenhouse gas, mestizo, language family, topography, cuisine, coup, biofuel, megacity, slum

Unit 5

uplands, bay, fjord, navigable, dialect, heritage, staple, cosmopolitan, tariff, currency, euro, sovereignty, eurozone, demographics, exchange, assimilation

Unit 6

steppe, permafrost, tundra, taiga, peat, hydroelectric power, greenhouse gas, semiarid, arid, communism, socialism, propaganda, nomad, yurt