

Unit 4

Argument Research Lab

An Inquiry Community of Researchers & Authors

In the fourth Unit of ARC Core Fusion, students apply their growing academic skills to rigorous academic discourse as they read, research, analyze, and argue. Thematic inquiry expands into a Social Studies topic: Westward Expansion.

Students will continue to:	In this Unit:
Read grade-level Core Texts, as well as self-selected texts....	Including two grade-level works of nonfiction.
Participate in rigorous academic discourse as part of a whole-class intellectual community...	Now including formal and informal debate.
Engage in high-volume reading through both assigned and self-selected text for at least 30 minutes per day.	
Apply Reading Standards...	To trace, analyze, compare, and evaluate arguments and make text-based arguments, both oral and written.
Acquire academic and technical vocabulary and high-utility morphemes.	
Produce short constructed responses...	Now making text-based arguments.
Integrate knowledge from multiple sources to produce and publish...	A research-based argument essay.
Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.	RI.7.4, RI.7.6, RI.7.8, RI.7.9, W.7.1, W.7.7, W.7.8, L.7.1, L.7.4, L.7.5, and L.7.6.



Teacher Guide



Classroom Core Text



Core Text Section Set



Research Card



Argument Writing Cards

Westward Expansion Research Library



Teacher- and Student-Facing Digital Platforms

Unit 4 Argument Research Lab Pacing Guide: Grade 7

Phase	Week	Build Knowledge & Vocabulary	Learn & Apply Standards	Assess Progress
Phase I: Develop Expertise in the Unit and Individual Research Topics	1	Introduction to Westward Expansion Research Topic Selection Morphemes: ex-, pan(s), -ion (RI.4/L.4/L.5)	Research, debate, and analyze claims made by experts as students investigate the diverse groups of people interacting in the American West during the 19th century. (RI.4/RI.6/RI.8/RI.9/W.1/W.7/W.8/L.6)	- Research Topic Selection - Morphology: Word Map - Constructed Response #1: Pre-Assessment (Rubric for a Proficient Argument)
	2	Manifest Destiny Morphemes: e-, migr-, -ate (RI.4/L.4/L.5)	- Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others, compare and contrast authors' presentations of information, and trace and evaluate arguments in texts about Manifest Destiny and the Indian Removal Act. (RI.4/RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written; Craft claims and acknowledge alternate or opposing claims. (W.1/SL.3/SL.4) - Draft and revise a text-based argument; Choose among simple, compound, complex, and compound-complex sentences; Edit for conventions. (W.1/W.4/W.5/L.1)	- Graphic organizers demonstrate knowledge of a driving ideology of the era and the significance and impact of specific events on the era in general and on a specific group of people. - Morphology: Word Map - Constructed Response #2 (Rubric for a Proficient Argument)
	3	Guns, Germs, and Gold Morphemes: de-, scend (RI.4/L.4/L.5)	- Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others, compare and contrast authors' presentations of information, and trace and evaluate arguments in texts about the Mexican-American War, disease, and the California Gold Rush. (RI.4/RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written; Strengthen claims with qualifiers. (W.1/SL.3/SL.4) - Draft and revise a text-based argument; Choose among sentence types; Edit for conventions. (W.1/W.4/W.5/L.1)	- Graphic organizers and other notes demonstrate knowledge of the significance and impact of phenomena and specific events of the era. - Morphology: Word Map - Constructed Response #3 (Rubric for a Proficient Argument)
	4	The Civil War Morphemes: se-, ced(e) (RI.4/L.4/L.5)	- Analyze how multiple authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts; trace and evaluate arguments in texts about the Civil War. (RI.4/RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written. (W.1) - Draft and revise a text-based argument; Choose among sentence types; Edit for conventions. (W.1/W.4/W.5/L.1)	- Graphic organizers and other notes demonstrate knowledge of the causes and consequences of the Civil War. - Morphology: Word Map - Constructed Response #4 (Rubric for a Proficient Argument)
	5	The Transcontinental Railroad Morphemes: tele, gram (RI.4/L.4/L.5)	- Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others, compare and contrast authors' presentations of information, and trace and evaluate arguments in texts about the Transcontinental Railroad. (RI.4/RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written; Apply Aristotle's Rhetorical Devices. (W.1/SL.3/SL.4) - Draft and revise a text-based argument; Choose among sentence types; Edit for conventions. (W.1/W.4/W.5/L.1)	- Graphic organizers and other notes demonstrate knowledge of the Transcontinental Railroad and its significance and impact. - Morphology: Word Map - Constructed Response #5: Mid-Assessment (Rubric for a Proficient Argument)
	6	The Battle of Little Bighorn and Massacre at Wounded Knee Morphemes: op-, pos(e) (RI.4/L.4/L.5)	- Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others, compare and contrast authors' presentations of information, and trace and evaluate arguments in texts about the Battle of Little Bighorn and Massacre at Wounded Knee. (RI.4/RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written; Engage in debate games. (W.1/SL.3/SL.4)	- Graphic organizers and other notes demonstrate knowledge of the significance and impact of the Battle of Little Bighorn and Massacre at Wounded Knee. - Morphology: Word Map
Phase II: Research-Based Argument Essay Writing	7	Draft a Research-Based Argument Essay (RI.4/RI.8/W.1/W.4/W.5) - Drafting Launch: Claim - Outline: Counterclaims and Rebuttal - Quick-Write First Draft - Organization: Body Paragraphs - Introduction and Conclusion Morphemes: an-, ces(t), -or (RI.4/L.4/L.5)		- Research-Based Argument Essay (Rubric for a Proficient Argument) - Morphology: Word Maps
	8	Revise and Edit Argument Essay (RI.4/W.1/W.4/W.5/W.8/L.1/L.3/L.4/L.5) - Logos: Logical Fallacies - Pathos: Stories, Anecdotes, and Examples & Powerful Language - Ethos: Credibility and Tone - Editing: Formal Style Morphemes: re-, flect, -ion (RI.4/L.4/L.5)		
	9	Publish and Present Argument Essay (W.1/W.6/SL.4/SL.5/SL.6) Formal Debate (W.1/SL.3/SL.4) Present: Capstone Poem (W.6/SL.6)		- Presentation of Knowledge and Ideas Rubric (SL.4/SL.5/SL.6) - Capstone Project: Poem Checklist - Post-Assessment (Rubric for a Proficient Argument)