

11th grade: Yearlong Lessons & Skills

SKILLS:	UNIT 1: American Beginnings to 1877				UNIT 2: Immigration: Bridge to the 20th Century				UNIT 3: US as a World Power: Modern Amer. Emerges: 1896-1929		Unit 4: WWI	UNIT 5: The Roaring 20's		UNIT 6: Great Depression		UNIT 7: WWII & Its Aftermath				Unit 8: The Civil Rights Movement		Unit 9: JFK: LBJ's Great Society	Unit 10: Vietnam War	Unit 11: Passage to a New Century				
READING	CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8	CH 9	CH 10	CH 11	CH 12	CH 13	CH 14	CH 15	CH 16	CH 17	CH 18	CH 19	CH 21	CH 23	CH 20	CH 22	CH 23	CH 24	CH 25	CH 26	
Sentence Deconstruction				Civil War		Railroads	Immigration			Imperialism Panama Canal			Marcus Garvey		TVA			Cold War	Suburbs		Civil Rights	Cuban Missile	Vietnam			Conservatism		
Chronology (Passage Level)				Civil War						Panama Canal													Vietnam					
Cause and Effect (Passage Level)							Immigration		Jungle																			
Compare & Contrast (Passage Level)			Andrew Jackson & Seneca Falls	Civil War			Immigration			Imperialism										MLX/ X						Conservatism		
Differing Points of View, Message, Debate (Passage Level)				Gettysburg Address			Plessy v. Ferg			Imperialism								Cold War	Suburbs	MLX/ X	Civil Rights	Cuban Missile						
Thesis/Evidence (Passage Level)										Panama Canal																		
Identifying the Thesis										Imperialism																		
Text or Primary Source Analysis / Comparing Multiple Sources below: a-e)	(See		Indian Removal Act				Immigration			Panama Canal			Marcus Garvey		TVA			Cold War		MLX/ X	Civil Rights	Cuban Missile	Vietnam			Conservatism		
a) Sourcing Worksheet: Who, what, where, why, etc:							Immigration								TVA													
b) EAR/ EARS (Evidence, Analysis and Relevance+Source)																			Suburbs			Cuban Missile						
c) APPARTS (Author, Place, Time, Prior Knowledge, Audience, Message, Main Idea, Significance)				Emanc. Proc. (Eng. Class)																			Vietnam			Conservatism		
d) CAMPS (Context, author & audience, message, perspective, significance)			Indian Removal Act																									
e) SOAPS (subject, occasion, audience, purpose, speaker)			Seneca Falls						Jungle																			
Other Graphic Organizing Chart for notes																							Vietnam					
WRITING																												
Basic Paragraph Outline- with sentence starters & cues to designate: Thesis/Topic Sentence (TS), Evidence (E), Specific Evidence (SpEv), Analysis (A), & Concluding Sentence (CS)				Civil War & Gettysburg Address															Suburbs	MLX/ X						Conservatism		
Basic Paragraph Outline- no sentence starters, but with cues: TS- E-A-CS or TS-E#1-E#2-E#3-A-CS							Immigration																					
Basic Paragraph Response w/o Structure (NO cues TS- E-A-CS. Etc)													Marcus Garvey		TVA													
Intermediate Paragraph Outline: TS- E- SpEv-E-SpEv-A-CS			Andrew Jackson							Panama Canal																		
Advanced Paragraph Outline: TS- E- SpEv-A-E-SpEv-A-CS																			Suburbs									
Writing Prompt for 5-paragraph essay										Imperialism								Cold War										
5-paragraph Essay Outline																												
Thesis/ Topic Sentence Practice: Choosing a Topic Sentence to answer a Focus Question																												
Thesis: Writing & Developing a Topic Sentence or Thesis							Plessy v. Ferg			Imperialism																	Conservatism	
Evidence: Ordering, Sequencing, placing in chronological order																												
Evidence: Choosing & Gathering Evidence to support a thesis			Boston Massacre							Imperialism								Cold War								Civil Rights		
Evidence: Categorizing, Sorting & Evaluating Evidence-“Keep It, Junk It”				Civil War																								
Analysis: Activities for students to practice analyzing										Imperialism					FDR Speech			Cold War								Civil Rights	Conservatism	

DEGREE OF TEACHER SCAFFOLDING: How does your scaffolding change throughout the course of the year as you work with your students on the skills?

- A) **"TEACHER MODELS"** Teacher-Directed: Teacher models, students follow along; whole class activity
- B) **"TEACHER & CLASS SHARED PRACTICE"** Teacher-Guided, WHOLE CLASS activity: First teacher models, then asks students to elicit answers to complete the activity as a whole class.
- C) **"TEACHER-GUIDED, THEN STUDENT INDEPENDENT PRACTICE"** Teacher-Guided at beginning to model for whole class; then student works alone or in pairs to complete the activity. Teacher might go over work as a whole class at end to check for understanding
- D) **"STUDENT INDEPENDENT PRACTICE"** Student works alone or in pairs to complete the activity