

5th grade: Yearlong Lessons & Skills

SKILLS	UNIT 1: The First Americans		UNIT 2: Cultures Meet		UNIT 3: Settling the Colonies			UNIT 4: The American Revolution		UNIT 5: Governing the Nation		UNIT 6: Westward Expansion	
	CH 1: Early People	CH 2: American Indians	CH 3: The Age of Exploration	CH 4: Building the First Colonies	CH 5: New England Colonies	CH 6: Middle Colonies	Ch 7: Southern Colonies	CH 8: The Colonies Unite	CH 9: The Revolutionary War	CH 10: The Constitution	CH 11: The American Republic	CH 12: The Changing Frontier	CH 13: Moving West
READING													
Sentence Level Deconstruction		Iroquois		New France	Town MTG Participation		Conflicts w/ Native Americans	Boston Tea Party					
Chronology (Passage Level)					Triangular Trade		Slavery	Stamp Act Proc. of 1763 (2)					
Cause and Effect (Passage Level)							Slavery	Amer. Rev. & Proc. of 1763 & Stamp Act		Shay's Rebellion			
Compare & Contrast (Passage Level)					Triangular Trade					Articles of Confed vs. Constitution			
Point of View, Message, Debate (Passage Level) [modeled/scaffolded]													
Thesis/Evidence (Passage Level)		Iroquois	European Exploration										
Identifying the Thesis													
Other Graphic Organizing Chart for notes					Town MTG Participation			Amer. Rev.					
Primary Source/s used					Triangular Trade					Articles of Confed vs. Constitution			
Text or Primary Source Analysis / Comparing Multiple Sources (See below: a-e)					Triangular Trade								
a) Sourcing Worksheet: Who, what, where, why, etc													
b) EAR/ EARS (Evidence, Analysis and Relevance+Source)										Preamble			
c) APPARTS (Author, place/ time, Prior knowledge, audience, reason, main idea, significance)													
d) CAMPS (Context, author & audience, message, perspective, significance)													
e) SOAPS (subject, occasion, audience, purpose, speaker)													
f) Analyzing ART								Stamp Act					
WRITING													
Short Answer Questions							Slavery						
Basic Paragraph Outline- with sentence starters & cues to designate: Thesis/Topic Sentence (TS), Evidence (E), Specific Evidence (SpEv), Analysis (A), & Concluding Sentence (CS)		Iroquois			Town MTG Participation			Tea Party		Preamble			
Basic Paragraph Outline- no sentence starters, but with cues: TS- E-A-CS or TS-E#1-E#2-E#3-A-CS					Triangular Trade		Conflicts w/ Native Americans	Amer. Rev Sta,p Act		Shay's Rebellion			
Paragraph: 3 categories			European Exploration										
Intermediate Paragraph Outline: TS- E- SpEv-E-SpEv-A-CS													
Advanced Paragraph Outline: TS- E- SpEv-A-E-SpEv-A-CS													
Writing Prompt with scaffolding to guide students through an essay			European Exploration		Town MTG Participation								
5-paragraph Essay Outline													
Topic Sentence Practice: Choosing a Topic Sentence to answer a Focus Question					Town MTG Participation			Amer. Rev.					
Thesis: Writing & Developing a Topic Sentence or Thesis			Conquistadores										
Evidence: Ordering, Sequencing, placing in chronological order					Town MTG Participation								
Evidence: Choosing & Gathering Evidence to support a thesis		Iroquois											
Evidence: Categorizing,Sorting & Evaluating Evidence-"Keep it, Junk It"			Conquistadores										
Analysis: Activities for students to practice analyzing								Amer. Rev. Tea Party-PG Proc of 1763					
Historical Inquiry & Prediction, Guided Scaffolding Response													

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