

# 8th grade: Yearlong Lessons & Skills

SKILLS:	UNIT 1: Our Colonial Heritage and the American Revolution			UNIT 2: A New Nation & the Constitution			UNIT 3: The New Republic				Unit 4: The Nation Expands				UNIT 5: The Nation Breaks Apart		UNIT 6: A Growing America				ONGOING: Art Inquiry Lesson designed by Kathe
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 20	
Sentence Deconstruction		Mayflower Compact Boston Massacre Geography		State Constitutions Articles of Confed.	Citizenship: Rights & Responsibilities	Hamilton & Jefferson		Missouri Compromise	Jackson's Indian Policy	Mex-Amer. & Treaty Guadalupe			Ant-Slavery Women's Rights	Civil War		Reconstruction					
Chronology (Passage Level)										Mex-Amer. & Treaty Guadalupe											
Cause and Effect (Passage Level)		Mayflower Compact & Boston Massacre					Marbury v. Madison	Irving & Cooper	Jackson's Indian Policy	Mex-Amer. & Treaty Guadalupe (x2)											
Compare & Contrast (Passage Level)		13 Colonies		State Constitutions		Hamilton & Jefferson	Marbury v. Madison	Missouri Compromise					Women's Rights								
Differing Points of View, Message, Debate (Passage Level)													Anti-Slavery			Reconstruction					
Thesis/Evidence (Passage Level)																					
Identifying the Thesis																					
Text or Primary Source Analysis / Comparing Multiple Sources (See below: a-e)									Jackson's Indian Policy	Mex-Amer. & Treaty Guadalupe			Anti-Slavery & Women's Rights	Civil War		Reconstruction					Art Inquiry
a) Sourcing Worksheet: Who, what, where, why, etc									Jackson's Indian Policy				Anti-Slavery			Reconstruction					Art Inquiry
b) Analyzing ART		Boston Massacre						Irving & Cooper						Lincoln							
c) Analyzing Political Cartoons																					
b) EAR/ EARS (Evidence, Analysis and Relevance+Source)		Geography										Slavery-Resistance									
c) APPARTS (Author, place/ time, Prior knowledge, audience, reason, main idea, significance)														Lincoln							
d) CAMPS (Context, author & audience, message, perspective, significance)																					
e) SOAPS (subject, occasion, audience, purpose, speaker)														Women's Rights							
Other Graphic Organizing Chart for notes				Articles of Confed.									Anti-Slavery	Civil War (x2)		Reconstruction (KWL)					

WRITING	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 20	
Basic Paragraph Outline- with sentence starters & cues to designate: Thesis/Topic Sentence (TS), Evidence (E), Specific Evidence (SpEv), Analysis (A), & Concluding Sentence (CS)		Boston Massacre		Articles of Confed.	Citizenship: Rights & Responsibilities			Missouri Compromise		Mex-Amer. & Treaty Guadalupe (x2)											
Basic Paragraph Outline- no sentence starters, but with cues: E-A-CS or TS-E#1-E#2-E#3-A-CS	TS																				
Basic Paragraph Response w/o Structure (no cues TS.-E. Etc)							Marbury v. Madison							Civil War							
Primary Source: Making a Claim Paragraph [the writing activity pairs with the "a) Sourcing Worksheet: Who, what, where, why, etc" above]								Irving & Cooper	Jackson's Indian Policy				Women's Rights	Lincoln		Reconstruction					Art Inquiry
Intermediate Paragraph Outline: TS- E- SpEv-E-SpEv-A-CS		Geography																			
Advanced Paragraph Outline: TS- E- SpEv-A-E-SpEv-A-CS													Anti-Slavery			Reconstruction					
5-paragraph Essay: Outline or Prompt				State Constitutions		Hamilton & Jefferson								Civil War							
Thesis/ Topic Sentence Practice: Choosing a Topic Sentence to answer a Focus Question										Mex-Amer. & Treaty Guadalupe (x2)				Civil War							
Thesis: Writing & Developing a Topic Sentence or Thesis				State Constitutions																	
Evidence: Ordering, Sequencing, placing in chronological order																					
Evidence: Choosing & Gathering Evidence to support a thesis		Mayflower Compact & Boston Massacre		State Constitutions																	
Evidence: Categorizing/Sorting & Evaluating Evidence- "Keep it, Junk It"		13 Colonies		State Constitutions		Hamilton & Jefferson															
Analysis: Activities for students to practice analyzing																Reconstruction					

## 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