

SKILLS: 11th grade UNITS	UNIT 1: American Beginnings to 1877				UNIT 2: Immigration: Bridge to the 20th Century				UNIT 3: US as a World Power: Modern Amer. Emerges: 1890-1920		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			Immigration			Imperialism			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																				
Compare & Contrast (Passage Level)				Civil War			Immigration			Imperialism										MLX/ X						Conservatism	
Differing Points of View, Message, Debate (Passage Level)										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 (a-e)							Immigration			Panama Canal			Marcus Garvey		TVA			Cold War		MLX/ X	Civil Rights	Cuban Missile	Vietnam			Conservatism	
a) Who, what why, etc WKSHT developed by Phyllis							Immigration								TVA												
b) EAR/ EARS (Evidence, Analysis and Relevance+Source)																			Suburbs			Cuban Missile	Vietnam				
c) APPARTS (Author, place & time, Prior knowledge, audience, reason, main idea, significance)																											Conservatism
d) CAMPS (Context, author & audience, message, perspective, significance)																											
e) SOAPS (subject, occasion, audience, purpose, speaker)																											
Other Graphic Organizing Chart for notes																								Vietnam			
WRITING																											
Basic Paragraph Outline- w/sentence starters & markers to designate Thesis (T), Evidence (E), Spec. Evidence, Anal, & Concluding Sentence (CS)				Civil War																Suburbs	MLX/ X						Conservatism
Basic Paragraph Outline-w/markers (T.S/Ev./Anal/C.S.)							Immigration																				
Basic Paragraph Response w/o Structure (no markers: T.S. /Ev. Etc)												Marcus Garvey		TVA													
Intermediate Paragraph Outline										Panama Canal																	
Advanced Paragraph Outline																				Suburbs							
5-paragraph Essay Outline																						Civil Rights	Cuban Missile				
Thesis/ Topic Sentence Practice: Choosing a Topic Sentence to answer a Focus Question																											
Thesis: Writing & Developing a Topic Sentence or Thesis										Imperialism																	Conservatism
Evidence: Ordering, Sequencing, placing in chronological order																											
Evidence: Choosing & Gathering Evidence to support a thesis										Imperialism								Cold War				Civil Rights					
Evidence: Categorizing, Sorting & Evaluating Evidence-Keep It, Junk It				Civil War																							
Analysis: Activities for students to practice analyzing										Imperialism								Cold War				Civil Rights					Conservatism
Writing Prompt for 5-paragraph essay										Imperialism								Cold War				Civil Rights					
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, whole class activity								B) "TEACHER & CLASS SHARED PRACTICE" Teacher-Guided-WHOLE CLASS where 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) INDEPENDENT STUDENT PRACTICE: Student works alone or in pairs to complete the activity			