

5th grade UNITS	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			
SKILLS	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 Triangular Trade	Rich Farmlands	Slavery 1 Slavery 2	Boston Tea Party							
Chronology (Passage Level)															
Cause and Effect (Passage Level)							Slavery 1	Amer. Rev.							
Compare & Contrast (Passage Level)					Triangular Trade										
Point of View, Message, Debate (Passage Level)															
Thesis/Evidence (Passage Level)															
Identifying the Thesis															
<i>Text & Primary Source Analysis / Comparing Multiple Sources (a-e)</i>					Triangular Trade										
a) Who, what why, etc WKSHT developed by Phyllis															
b) EAR/ EARS (Evidence, Analysis and Relevance+Source)															
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)															
Other Graphic Organizing Chart for notes					Town MTG Participation Triangular Trade			Amer. Rev.							
WRITING															
Basic Paragraph Outline- w/sentence starters & markers to designate Thesis (T), Evidence (E), Spec. Evidence, Anal, & Concluding Sentence (CS)		Iroquois			Town MTG Participation Triangular Trade			Tea Party Amer. Rev.							
Basic Paragraph Outline-w/markers (T.S/Ev./Anal/C.S.)															
Intermediate Paragraph Outline															
Advanced Paragraph Outline															
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															
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															
Analysis: Activities for students to practice analyzing						Slavery 1-PG		Amer. Rev. Tea Party-PG							
Writing Prompt for 5-paragraph essay					Town MTG Participation										
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			