

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			