SKILLS: 8th grade UNITS	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 Decontsruction				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)									Jackson's Indian Policy	Mex-Amer. &Treaty Guadalupe (x2)											
Compare & Contrast (Passage Level)				State Constitutions		Hamilton & Jefferson		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 (a-e)									Jackson's Indian Policy	Mex-Amer. &Treaty Guadalupe			Anti-Slavery & Women's Rights	Civil War		Reconstruction					Art Inquiry
a) Who, what why, etc WKSHT developed by Phyllis									Jackson's Indian Policy				Anti-Slavery			Reconstruction					Art Inquiry
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)													Women's Rights								
Other Graphic Organizing Chart for notes				Articles of Confed.									Anti-Slavery	Civil War (x2)		Reconstruction (KWL)					
WRITING																					
Basic Paragraph Outline- w/sentence starters & markers to designate Thesis (T), Evidence (E), Spec. Evidence, Anal, & Concluding Sentece (CS)				Articles of Confed.	Citizenship: Rights & Responsibilities			Missouri Compromise		Mex-Amer. &Treaty Guadalupe (x2)											
Basic Paragraph Outline-w/markers (T.S/Ev./Anal/C.S.)																					
Basic Paragraph Response w/o Structure (no markers: T.S, /Ev. Etc)														Civil War							
Primary Source: Making a Claim Paragraph {which pairs w/ the Who, What, Where, When, Why & How-Primary Source Analysis}									Jackson's Indian Policy				Women's Rights			Reconstruction					Art Inquiry
Intermediate Paragraph Outline																					
Advanced Paragraph Outline													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				State Constitutions																	
Evidence: Categorizing,Sorting & Evaluating Evidence-[Keep it, Junk It; Graphic Organizers/Outlines]				State Constitutions		Hamilton & Jefferson															
Analysis: Activities for students to practice analyzing																Reconstruction					
Writing Prompt for 5-paragraph essay																					

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