

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		
	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	
<b>READING</b>																						
Sentence Deconstruction				State Constitutions Articles of Confed.	Citizenship: Rights & Responsibilities	Hamilton & Jefferson		Missouri Compromise	Jackson's Indian Policy	Mex-Amer. & Treaty Guadalupe			Anti-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)						
<b>WRITING</b>																						
Basic Paragraph Outline- w/sentence starters & markers to designate Thesis (T), Evidence (E), Spec. Evidence, Anal, & Concluding Sentence (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																						
<b>DEGREE OF TEACHER SCAFFOLDING: How does your scaffolding change throughout the course of the year as you work with your students on the skills?</b>																						
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							