Little Egg Harbor School District Curriculum Guide

English as a Second Language (ESL): Sixth Grade

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Grade: Sixth	**Content Area:** English as a Second Language

ESL K-6 LITTLE EGG HARBOR SCHOOL DISTRICT

New Jersey's English Language Development Standards, the WIDA Standards, address the knowledge and skills needed by Multilingual Learners MLs in grades pre-k through 12 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of MLs in grades PreK-12. These standards were adopted by New Jersey in order to meet the requirements of the federal No Child Left Behind Act (Title III), which states that MLs must meet the same challenging standards that all students are expected to meet. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into five grade level clusters (K, 1, 2-3, 4-5, 6) and five English language proficiency levels with both formative and summative frameworks. This ESL Curriculum reflects the full implementation of the New Jersey Student Learning Standards and WIDA Standards in English as a Second Language. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at: WIDA Main Portal.

Recommended Pacing Guide	
Unit One: Exploration	September - October approximately 45 days
Unit Two: Survival	November - January approximately 45 days
Unit Three: Society and Culture	February - March approximately 45 days
Unit Four: Ancient Civilization	April - June approximately 45 days

Unit 1: Exploration	**Duration:** 45 days

WIDA English Language Proficiency Standards
The WIDA English Language Proficiency (ELP) Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
• **ELD St. 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
• **ELD St. 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

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Language Expectations by Key Language Use and Communication Mode (adjusted for proficiency level)
• **PLD.6-8.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created to meet a purpose through generic *(not genre-specific)* organizational patterns in texts *(introduction, body, conclusion)*
• **PLD.6-8.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through a variety of cohesive devices that connect larger meaningful chunks of text *(class/ subclass, whole/part)
• **PLD.6-8.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day
• **PLD.6-8.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through simple or compound sentences with familiar ways of combining clauses *(using coordinating conjunctions: African savannas are unique **and** they have amazing wildlife.)*
• **PLD.6-8.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*
• **PLD.6-8.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using expanding text that conveys intended purpose using generic *(not genre-specific)* organizational patterns *(introduction, body, conclusion)*
• **PLD.6-8.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through an expanding number of cohesive devices *(given/new, whole/ part, class/subclass)*
• **PLD.6-8.EXP.Dis-Den.PL3:** Elaborate or condense ideas through a variety of types of elaboration *(adding classifiers: cumulus and cumulonimbus clouds)*
• **PLD.6-8.EXP.Sent-GC.PL3:** Extend or enhance meanings through simple or compound sentences with familiar ways of combining clauses *(with some coordinating conjunctions: He goes to Hogwarts School **and** his friends are…)*
• **PLD.6-8.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and disciplinary language with an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*

Interdisciplinary Connections
Language Arts Standards
• **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. • **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an

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informational text says explicitly as well as inferences drawn from the text.

- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics Standards

- **6.NS.A.** Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Science Standards

- **1-ESS-1-1** Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- **2-ESS1-1** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Computer Science and Design Thinking

- **8.1.8.CS.3:** Justify design decisions and explain potential system trade-offs.
- **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- **9.2.8.CAP.8:** Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

Evidence of Student Learning

Formative Tasks:	**Alternative Assessments:**
• Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures	• Recite songs and chants • Rubric • Presentations • Journal entries • Projects • Writing samples

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• Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Become more sophisticated thinkers and problem solvers. • Plan how to use resources to make decisions, and take steps to address academic challenges. • Use thinking more flexibly to separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. • Use interest in inquiry to explore various cultural points of view.	**Essential Questions:** • What can we learn about other planets by studying Earth? • How do Earth's features compare with the features of other planets? • How does science fiction inspire exploration? • What are geologic features?
Learning Objectives	
Learning Objectives • Students will acquire and use grade level and academic vocabulary. • Students will explore space systems and Earth through media and context. • Students will use a variety of language structures to describe facts and details. • Students will use infographics to analyze science articles.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Use multiple means to engage, interpret, represent, and express ideas in the classroom.	**Varied Levels of Text:** • "Earth in Space" by Glen Phelan • "Mars" by Elizabeth Carney • "13 Planets" by David Aguilar

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● Identify and explicitly teach language with a focus on making meaning. ● Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. ● Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. ● Reach - National Geographic/Cengage	● "The Fox" in the Moon by Juan Quintana and Michael Ryall ● "You Are the First Kid on Mars "by Patrick O'Brien

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently

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- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 2: Survival	**Duration:** 45 days

WIDA English Language Proficiency Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

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- **ELD St. 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- **ELD St. 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Language Expectations by Key Language Use and Communication Mode
(adjusted for proficiency level)

- **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
- **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
- **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
- **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
- **PLD.K.INT.WP-Prec.PL3**:
  Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
- **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
- **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
- **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
- **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections

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Language Arts Standards
• **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. • **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. • **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. • **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Mathematics Standards
• **6.SP.A** Develop understanding of statistical variability
Science Standards
• **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive • **K-ESS-2** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs

Computer Science and Design Thinking
• **8.1.8.CS.3:** Justify design decisions and explain potential system trade-offs. • **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem. • **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills
• **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas. • **9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. • **9.4.5.DC.8:** Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Evidence of Student Learning	
Formative Tasks: • Student participation	**Alternative Assessments:** • Recite songs and chants

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• Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	• Rubric • Presentations • Journal entries • Projects • Writing samples
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Become more sophisticated thinkers and problem solvers. • Plan how to use resources to make decisions, and take steps to address academic challenges. • Use thinking more flexibly to separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. • Use interest in inquiry to explore various cultural points of view.	**Essential Questions:** • What does it take to survive? • How do different species adapt for survival? • What qualities help people in a survival situation, such as a natural disaster? • Why do adaptations occur in nature?
Learning Objectives	
Learning Objectives • Students will acquire and use grade level and academic vocabulary. • Students will gather information to make comparisons. • Students will use reading supports to identify main ideas and details. • Students will follow instructions to create visual maps. • Students will read with accuracy, rate and phrasing.	

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Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Use multiple means to engage, interpret, represent, and express ideas in the classroom. ● Identify and explicitly teach language with a focus on making meaning. ● Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. ● Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. ● Reach - National Geographic/Cengage	**Varied Levels of Text:** ● “Adaptations” by Talia Reed ● “How Tiger Got His Stripes” by Anna Olivia ● “Animal Adaptations” by Peter Winkler ● “Bat Loves the Night” by Nicola Davies ● “Giant Cave Crocs” by Rob Waring ● “The Big Wave” by Pearl S. Buck

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding

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- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talent
- Review of foundational skills and/or concepts
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 3: Society and Culture	**Duration:** 45 days

WIDA English Language Proficiency Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the

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school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
• **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
• **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
• **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
• **PLD.K.INT.WP-Prec.PL3**: Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
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• **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
• **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
• **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
• **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
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Interdisciplinary Connections

Language Arts Standards

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Social Studies Standards

- **6.1.8.CivicsHR.3.b:** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

- **6.3.8.CivicsDP.3:** Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Computer Science and Design Thinking

- **8.1.8.CS.3:** Justify design decisions and explain potential system trade-offs.
- **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- **9.1.8.FI.2:** Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- **9.2.8.CAP.8:** Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- **9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Evidence of Student Learning

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Formative Tasks: ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● Checklists ● Progress Monitoring	**Alternative Assessments:** ● Recite songs and chants ● Rubric ● Presentations ● Journal entries ● Projects ● Writing samples
Summative Assessments: ● Unit Tests ● Sequential Language Story SUmmaries ● Student Performance Checklist ● Vocabulary Assessments ● Projects ● Writing Samples	**Benchmark Assessments:** ● Unit Tests ● Progress Reports

Knowledge & Skills	
Enduring Understandings: ● Become more sophisticated thinkers and problem solvers. ● Plan how to use resources to make decisions, and take steps to address academic challenges. ● Use thinking more flexibly to separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. ● Use interest in inquiry to explore various cultural points of view.	**Essential Questions:** ● How do choices affect who you are? ● How do our choices shape our lives? ● How can choices affect/challenge tradition? ● Why do people take a stand? ● How can taking a stand make a difference?
Learning Objectives	
Learning Objectives ● Students will acquire and use grade level and academic vocabulary. ● Students will utilize reading strategies to set a purpose, predict and confirm predictions. ● Students will analyze literary elements: first-person point of view. ● Students will write complete sentences using sensory details. ● Students will learn to determine importance by analyzing history articles.	

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Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Use multiple means to engage, interpret, represent, and express ideas in the classroom. ● Identify and explicitly teach language with a focus on making meaning. ● Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. ● Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. ● Reach - National Geographic/Cengage	**Varied Levels of Text:** ● “Make a Difference” by Jennifer A. Smith and Michael Murphy ● “Building a Dream” by Sarah Glasscock ● “A Girl Named Helen Keller” by Margo Lundell ● “Mamo Is Trading Again” by Janine Wheeler

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues

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- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
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Culturally Diverse:

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- Respect cultural traditions
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Unit 4: Ancient Civilization	**Duration:** 45 days

<u>WIDA English Language Proficiency Standards</u>

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- **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
- **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode
(adjusted for proficiency level)

- **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
- **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
- **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
- **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
- **PLD.K.INT.WP-Prec.PL3**:
  Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
- **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
- **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
- **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
- **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

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Interdisciplinary Connections

Language Arts Standards

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Social Studies Standards

- **6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- **6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- **6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- **6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Computer Science and Design Thinking

- **8.1.8.CS.3:** Justify design decisions and explain potential system trade-offs.
- **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- **9.2.8.CAP.8:** Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

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- **9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Evidence of Student Learning	
Formative Tasks: ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● Checklists ● Progress Monitoring	**Alternative Assessments:** ● Recite songs and chants ● Rubric ● Presentations ● Journal entries ● Projects ● Writing samples
Summative Assessments: ● Unit Tests ● Sequential Language Story SUmmaries ● Student Performance Checklist ● Vocabulary Assessments ● Projects ● Writing Samples	**Benchmark Assessments:** ● Unit Tests ● Progress Reports

Knowledge & Skills	
Enduring Understandings: ● Become more sophisticated thinkers and problem solvers. ● Plan how to use resources to make decisions, and take steps to address academic challenges. ● Use thinking more flexibly to separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. ● Use interest in inquiry to explore various cultural points of view.	**Essential Questions:** ● How can we bring the past to life? ● How do archaeologists help us uncover the past? ● How do writers help bring the past to life? ● What are aspects of ancient civilizations? ● What impact can stories of the past have on readers?
Learning Objectives	

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Learning Objectives

- Students will acquire and use grade level and academic vocabulary.
- Students will ask and answer questions to gather data about ancient civilizations.
- Students will collaborate with peers using past and future progressive tenses.
- Students will use chronological order to write descriptions of ancient Egypt.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Use multiple means to engage, interpret, represent, and express ideas in the classroom.
- Identify and explicitly teach language with a focus on making meaning.
- Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences.
- Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making.
- Reach - National Geographic/Cengage

Varied Levels of Text:

- “India in the Past and Present” by Susan E. Goodman
- “The Last Temples of the Maya” by Rob Waring
- “The First Civilizations” by National Geographic School Publishing
- “Gilgamesh the King” by Ludmila Zeman

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student

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- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
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