

<u>Marking Period 1</u> (MP1)	ESL Curriculum Pacing Guide Grade 6
MP1 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions



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	<ul style="list-style-type: none"> • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s) <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



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	<p>NJSLS-ELA</p> <p>Language Domain</p> <p>NJSLS.L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. NJSLS.L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLS.L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. NJSLS.L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Reading Domain</p> <p>NJSLS.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 a literary text. NJSLS.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 an informational text. NJSLS.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. NJSLS.RI.TS.6.4. Use text structure, search tools, and genre features (e.g., graphics, captions) to locate and integrate information. NJSLS.RI.PP.6.5. Identify the author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation. NJSLS.RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>Writing Domain</p> <p>NJSLS.W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLS.W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making, editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>



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	<p>NJSLS.W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>NJSLS.W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening Domain</p> <p>NJSLS.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.</p> <p>NJSLS.SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.)</p> <p>NJSLS.SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
	<p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



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	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. • 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. • 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans • 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. • 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. • 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) • 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. • 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. • 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. • 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. • 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the



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	<p>American Revolution</p> <ul style="list-style-type: none"> • 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. • 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. • 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. • 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. • 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. • 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. • 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. • 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. • 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. • 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. • 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. • 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.



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	<ul style="list-style-type: none"> • 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. • 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. • 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. • 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted • 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. • 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. • 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. • 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South • 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. • 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



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	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. • 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
MP1 Topics	<p>The first marking focuses on the adaptation of early man into his environment. It will also cover technologies from the stone age and will give students a chance to interpret prehistory primary source information. Through writings, discussions, and PBL projects, the students will display an understanding of:</p> <ul style="list-style-type: none"> • How agriculture had a direct impact on creating our first cities • Civilization spanning from Mesopotamia, China, India, Egypt, and Africa • Empires of Corresponding civilizations <p>Theme - Adaptation</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. How did early man adapt to his/her environment in order to survive? 2. To what extent did adaptation play a role in the survival of early man? <p>Enduring Understandings</p> <p>The tools/evidence historians use to study the past.</p> <p>The similarities and differences of the Paleolithic and Neolithic periods.</p> <p>The political, economic, geographic and social changes brought about as a result of the Neolithic Revolution.</p> <p>The major characteristics of civilization.</p> <p>The influence of geographic factors on the development of early civilizations.</p>



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MP1 Skills/Concepts	<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format
MP1 Core Materials	Novels: The Boy of the Painted Cave, or The Golden Goblet or Wildman Island



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MP2 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints



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	<ul style="list-style-type: none"> • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s) <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



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	<p>NJSLS-ELA</p> <p>Language Domain</p> <p>NJSLS.L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. NJSLS.L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLS.L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. NJSLS.L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Reading Domain</p> <p>NJSLS.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 a literary text. NJSLS.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 an informational text. NJSLS.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. NJSLS.RI.TS.6.4. Use text structure, search tools, and genre features (e.g., graphics, captions) to locate and integrate information. NJSLS.RI.PP.6.5. Identify the author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation. NJSLS.RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>Writing Domain</p> <p>NJSLS.W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLS.W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making, editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>



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	<p>NJSLS.W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>NJSLS.W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening Domain</p> <p>NJSLS.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.</p> <p>NJSLS.SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.)</p> <p>NJSLS.SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



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	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ➤ 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ➤ 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ➤ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans ➤ 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ➤ 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ➤ 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) ➤ 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ➤ 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ➤ 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ➤ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.



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	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ➤ 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ➤ 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ➤ 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ➤ 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. ➤ 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. ➤ 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. ➤ 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. ➤ 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.



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	<ul style="list-style-type: none"> ➤ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ➤ 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. ➤ 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ➤ 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. ➤ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted ➤ 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ➤ 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. ➤ 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ➤ 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ➤ 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. ➤ 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. ➤ 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South ➤ 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ➤ 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. ➤ 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life ➤ 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 6
	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ➤ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. ➤ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
<p>MP2</p> <p>Topics</p>	<p>The second marking period focuses on the rise of Ancient Egypt and Ancient Greece. It will cover Greek society and economy as well as Egyptian culture. It will also cover how the geography of Ancient Egypt and Ancient Greece influenced relationships of different city states. Students will have an understanding on the origin of democracy and its beginnings. Through comparing and contrasting as well as writing, student will have an understanding of how the development of democracy has affected the society in which they live in today. Through writings, discussions, and PBL projects, the students will display an understanding of the marking period theme and skills.</p> <p>Theme: How government and democracy work</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What is power, who should have it and WHY? 2. Why do we need governments? 3. How does geography shape society? 4. How do myths and legends support the development of the “hero/heroin” character? 5. How did ancient civilization explain natural phenomena through myths and legends? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Myths give Gods a human quality that helps us relate to them. • Myths today may give us a life lesson we need to learn that still impacts our life today. • Qualities of Hero’s have not changed over time but the methods and way they act may have changed. • Myths and legends were used to explain the world in a way people could relate to. • Governments tend to borrow ideas from other governments in order to create new civilizations.



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 6
MP2 Skills/Concepts	<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format
MP2 Core Materials	Novels: Percy Jackson & The Olympians: The Lightning Thief



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
<p>MP3</p> <p>Standards</p>	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<ul style="list-style-type: none"> • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s) <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<p>NJSLS-ELA</p> <p>Language Domain</p> <p>NJSLS.L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. NJSLS.L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLS.L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. NJSLS.L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Reading Domain</p> <p>NJSLS.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 a literary text. NJSLS.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 an informational text. NJSLS.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. NJSLS.RI.TS.6.4. Use text structure, search tools, and genre features (e.g., graphics, captions) to locate and integrate information. NJSLS.RI.PP.6.5. Identify the author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation. NJSLS.RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>Writing Domain</p> <p>NJSLS.W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLS.W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making, editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<p>NJSLS.W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>NJSLS.W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening Domain</p> <p>NJSLS.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.</p> <p>NJSLS.SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.)</p> <p>NJSLS.SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ➤ 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ➤ 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ➤ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans ➤ 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ➤ 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ➤ 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) ➤ 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ➤ 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ➤ 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ➤ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ➤ 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ➤ 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ➤ 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ➤ 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. ➤ 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. ➤ 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. ➤ 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. ➤ 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<ul style="list-style-type: none"> ➤ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ➤ 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. ➤ 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ➤ 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. ➤ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted ➤ 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ➤ 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. ➤ 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ➤ 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ➤ 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. ➤ 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. ➤ 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South ➤ 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ➤ 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. ➤ 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life ➤ 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ➤ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. ➤ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
<p>MP3</p> <p>Topics</p>	<p>The third marking focuses on the Early to Late Roman Empire, as well as its transformation to the Byzantine empire and the Middle Ages. Students will analyze the development of European civilization during the Middle Ages and the reasons feudalism developed in Western Europe. In addition, the unit examines the emergence of empires resulting from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. Through writings, discussions, and PBL projects, the students will display an understanding of the marking period theme and skills.</p> <p>Theme: Good vs. Evil</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What distinguishes one culture from another? 2. How do empires impact world views, cultures and economies? 3. Why do people conquer other people? 4. How do empires impact world view, culture, economy, and politics? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • People conquer other people to meet the needs of their society. • Geography and natural resources Influence Empire building in two ways you need resources to build an empire, or you build an empire in order to obtain resources. • Empires impact world view, culture, economy, and politics by spreading culture, ideas, and reshaping borders. • All the societies were similar during the Medieval Europe times and were all shaped by men trying to gain power or the church gaining power and being the center of all lives. • The feudal system had a large impact political, economics, and religion, social and culturally in that the empires were fueled by men trying to gain power and the church spreading and converting people.



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 6
MP3 Skills/Concepts	<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format
MP3 Core Materials	Novel: Tuck Everlasting by Natalie Babbitt.

