



Paramount Unified School District Educational Services



English Language Arts Curriculum Guide Moderate/Severe "A" Teaching to Standards: English 2016-2017



	2014-2015	2015-2016	2016-2017	2017-2018
	Unit 1	Unit 2	Unit 3	Unit 4
Theme	Change	Values and Decision Making	Social Justice	Global Awareness
Reading Focus	<u>Text</u> <i>Holes</i> , by Louis Sachar <i>We Beat the Street: How a Friendship Pact Led To Success</i> , by Sampson Davis, George Jenkins, Rameck Hunt <i>"Still I Rise,"</i> by Maya Angelou <i>Changes</i>	<u>Text</u> <i>The Outsiders</i> , by S.E. Hinton <i>Neighbors</i> , by John Sherrill <i>"Dreams,"</i> by Langston Hughes <i>Gandhi</i>	<u>Text</u> <i>Number the Stars</i> , by Louis Lowry <i>The Diary of Anne Frank</i> <i>"When You Turn Out the Lights,"</i> by Shel Silverstein and an Unknown Author	<u>Text</u> <i>Dragonwings</i> , by Laurence Yep <i>Sadako and the Thousand Paper Cranes</i> <i>"One Tribe,"</i> by Black Eyed Peas
Writing Focus	Comprehension Sequence 2-3 Events Main Idea	Comprehension Sequence 2-3 Events Identify main Idea	Comprehension Sequence 2-3 Events Identify main Idea	Comprehension Sequence 2-3 Events Identify main Idea
Research Focus	Changes	Gandhi	Danish Resistance Movement	Class-Chosen
Standards	RI 6.1-6.3 RI 7.1-7.3, 7.4 RI 8.2 RI 9/10.1-2, 9/10.4 W 6.1-6.6 W 7.1-7.6 W 8.2-8.3 W 9/10.2-3 SL 6.1-6.2, 6.4 SL7.1-7.2 SL 8.2 SL 9/10.1-2 L 7.4	RI 6.1-6.3 RI 7.1-7.3, 7.4 RI 8.2 RI 9/10.1-2, 9/10.4 W 6.1-6.6 W 7.1-7.6 W 8.2-8.3 W 9/10.2-3 SL 6.1-6.2, 6.4 SL7.1-7.2 SL 8.2 SL 9/10.1-2 L 7.4	RI 6.1-6.3 RI 7.1-7.3, 7.4 RI 8.2 RI 9/10.1-2, 9/10.4 W 6.1-6.6 W 7.1-7.6 W 8.2-8.3 W 9/10.2-3 SL 6.1-6.2, 6.4 SL7.1-7.2 SL 8.2 SL 9/10.1-2 L 7.4	RI 6.1-6.3 RI 7.1-7.3, 7.4 RI 8.2 RI 9/10.1-2, 9/10.4 W 6.1-6.6 W 7.1-7.6 W 8.2-8.3 W 9/10.2-3 SL 6.1-6.2, 6.4 SL7.1-7.2 SL 8.2 SL 9/10.1-2 L 7.4



Unit 3 (1st Quarter)
Theme: Social Justice
August 17th - October 21th
47 Days

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY	Sources
1	13 Days 8/17 – 8/30	Introduce theme and Number the Stars Introduce Vocabulary	
2	13 Days 8/31 – 9/16	Chapter 1	Teaching to Standards Lesson 1
3	10 Days 9/19 – 9/30	Chapter 2	Teaching to Standards Lesson 1
4	10 Days 10/3 - 10/14	Chapter 3	Teaching to Standards Lesson 2
5	5 DAYS 10/17 - 10/21	Number the Stars Chapters 1-3 Assessment	Assessment Window: 10/17-10/21 Scores Due: 10/28/16



Unit 3 (2nd Quarter)

Theme: Social Justice

October 31st - January 19th
37 Days

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY		Sources
1	4 Days 10/31 - 11/3	Review Chapters 1-3 Introduce Vocabulary		
2	10 Days 11/4 - 11/18	Chapter 4		Teaching to Standards Lesson 2
3	10 Days 11/28 - 12/9	Chapter 5		Teaching to Standards Lesson 3
4	10 Days 12/12 - 1/13	Chapter 6		Teaching to Standards Lesson 3
5	3 DAYS 1/17 - 1/19	Number the Stars Chapters 4-6 Assessment	Assessment Window: 1/17-1/19 Scores Due: 1/27/17	



Unit 3 (3rd Quarter)

Theme: Social Justice

January 25th - March 25th
48 Days

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY	Sources
1	3 Days 1/23 - 1/25	Review Chapters 1-6 Introduce Vocabulary	
2	10 Days 1/26 - 2/8	Chapter 7	Teaching to Standards Lesson 4
3	10 Days 2/9 - 2/24	Chapter 8	Teaching to Standards Lesson 4
4	10 Days 2/27 - 3/10	Chapter 9	Teaching to Standards Lesson 5
5	10 Days 3/13 - 3/24	Chapter 10	Teaching to Standards Lesson 5
6	5 DAYS 3/27 - 3/31	Number the Stars Chapters 6-10 Assessment	Assessment Window: 3/27-3/31 Scores Due: 4/7/17



Unit 3 (4th Quarter)

Theme: Social Justice

April 3th - June 8th
39 Days

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY		Sources
1	25 Days 4/3 - 5/12	Diary of Anne Frank		Teaching to Standards Lesson 7
2	11 Days 5/15 - 5/30	When You Turn Out the Light		Teaching to Standards Lesson 6
3	8 DAYS 5/31 - 6/8	Diary of Anne Frank/ When you Turn Out the Light Assessment	Assessment Window: 5/31-6/8 Scores Due: 6/9/17	



	Core Content Connector (CCSS Reference)
6	<p>6.RL.b1: <i>"Describe how the plot unfolds in a story."</i> (6.RL.3)</p> <p>6.RL.b2: <i>"Refer to details and examples in a text when explaining what the text says explicitly."</i> (6.RL.1)</p> <p>6.RL.c1: <i>"Select key details about a character and relate those details to a theme within the text."</i> (6.RL.2)</p> <p>6.RL.c2: <i>"Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details."</i> (6.RL.2)</p> <p>6.RL.c3: <i>"Summarize a text from beginning to end in a few sentences without including personal opinions."</i> (6.RL.2)</p> <p>6.RL.d1: <i>"Analyze a character's interactions throughout a story as they relate to conflict and resolution."</i> (6.RL.3)</p>
7	<p>7.RL.h1: <i>"Use a variety of strategies to derive meaning from a variety of literary texts."</i> (7.RL.10)</p> <p>7.RL.i3: <i>"Determine the theme or central idea of a text."</i> (7.RL.2)</p> <p>7.RL.k1: <i>"Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)."</i> (7.RL.3)</p> <p>7.RL.m1: <i>"Compare and contrast the points of view of different characters in the same text."</i> (7.RL.6)</p>
8	<p>8.RL.h1: <i>"Use a variety of strategies to derive meaning from a variety of text."</i> (8.RL.10)</p> <p>8.RL.i1: <i>"Refer to details and examples in a text when explaining what the text says explicitly."</i> (8.RL.1)</p> <p>8.RL.j1: <i>"Determine the theme or central idea of a text."</i> (8.RL.2)</p> <p>8.RL.j2: <i>"Analyze the development of the theme or central idea over the course of the text including its relationships to the characters, setting and plot."</i> (8.RL.2)</p> <p>8.RL.k2: <i>"Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character"</i> (8.RL.3)</p>
9/10	<p>910.RL.b1: <i>"Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text."</i> (9-10.RL.1)</p> <p>910.RL.b2: <i>"Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text."</i> (9-10.RL.1)</p> <p>910.RL.c1 : <i>"Determine the theme or central idea of a text."</i> (9-10.RL.2)</p> <p>910.RL.c2: <i>"Determine how the theme developed."</i> (9-10.RL.2)</p> <p>910.RL.c3: <i>"Determine how key details support the development of the theme of a text."</i> (9-10.RL.2)</p> <p>910.RL.d1: <i>"Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise."</i> (9-10.RL.5)</p>
11/12	<p>1112.RL.b1: <i>"Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text."</i> (11-12.RL1)</p> <p>1112.RL.b2: <i>"Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text."</i> (11-12.RL.1)</p> <p>1112.RL.c1: <i>"Determine two or more themes or central ideas of a text."</i> (11-12.RL.2)</p> <p>1112.RL.c2: <i>"Determine how the theme develops"</i> (11-12.RL.2)</p> <p>1112.RL.c3: <i>"Provide/create an objective summary of a text."</i> (11-12.RL.2)</p> <p>1112.RL.d1: <i>"Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning."</i> (11-12.RL.5)</p>



INSTRUCTIONAL SEQUENCE

Lesson 2
Chapter 1
12 days
September 1 – September 19

RESOURCE(S):
Student Text pages 15-21

STANDARDS:
6-12.RL.1
6-12.RL.2
6-12.RL.3

ACADEMIC VOCABULARY:
War
Soldiers
Pretend

LESSON UNDERSTANDING(S):

- ❖ The girls got stopped by German soldiers
- ❖ Annemarie and Ellen live in Denmark
- ❖ The girls should walk another way to school
- ❖ Newspaper, sugar, and butter are things they couldn't have

ESSENTIAL QUESTION(S):

1. Who stopped the girls?
2. Where did Annemarie and Ellen live?
3. Who should walk another way to school?
4. What things could they not have?

READ THE TEXT:

- ❖ *Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other.*
- ❖ *Partner/small group activity using a Thinking Map to formatively assess understanding.*

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P9 Read "Annemarie, her younger sister, Kristi, and her best friend, Ellen Rosen lived in Copenhagen, Denmark."- The girls lived in Denmark during a time where there was a war.
 - P10 Read "The soldiers asked the girls questions" – The soldiers were bad people and they took things from people.
 - P11 Read "Ellen said she was scared, and Annemarie said she was too." – The soldiers made them scared to be outside.
 - P12 Read "Mrs. Johansen and Mrs. Rosen talked about how the soldiers stopping people on the street made them worried."- People are being questioned and it was scary for their families
 - P13 Read "they whispered that he wanted the girls to walk to school a different way"- They wanted to make sure that they don't get stopped by soldiers.
 - P13 Read "Peter, bought them a newspaper they were not supposed to have." – They took away many things from families such as newspaper, butter, and sugar.
 - P14 Read "There would be no sugar until the war ended and the soldiers left."- The soldiers would make sure they do not have any of these items in their house.



❖ ***Text-dependent Questions***

- Where did Annemarie and Ellen live?
- Who asked the girls questions?
- How were the families feeling?
- What items were they not supposed to have?

❖ ***Vocabulary Study***

- Matching
- Flash Cards

❖ ***Language Skills***

- Bingo vocabulary words.
- Trace/ Write vocabulary words

❖ ***Thinking Map Opportunities***

- Bubble map- War is in the middle- No Sugar, No butter, People are scared.

EXPRESS UNDERSTANDING

- ❖ Selection assessment including the following
 - **Matching Vocabulary:**
 - War, soldier, pretend
 - **Reading Comprehension:**
 1. Where did Annemarie and Ellen live? (Denmark)
 2. The girls were stopped by? (Soldiers)
 3. What did the soldiers take? (Sugar)
 - **Writing**
 - Write about a time you were scared.



INSTRUCTIONAL SEQUENCE

Lesson 3

Chapter 2

12 days

September 13 – September 23

RESOURCE(S):

Student Text pages 15-21

STANDARDS:

6-12.RL.1

6-12.RL.2

6-12.RL.3

ACADEMIC VOCABULARY:

Soldiers

Ocean

Protected

Accident

Upset

Dangerous

LESSON UNDERSTANDING(S):

- ❖ King of Denmark is Christian X
- ❖ Everyone protected the king
- ❖ The shop was closed because of the soldiers.
- ❖ The Rosens are Jewish.

ESSENTIAL QUESTION(S):

1. Who is Christian X?
2. Who protected the King?
3. Who closed the shop?
4. What are the Rosens?

READ THE TEXT:

- ❖ *Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other.*
- ❖ *Partner/small group activity using a Thinking Map to formatively assess understanding.*

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P15 Read “Annemarie thought about the real king of Denmark, called King Christian X”- Christian X was the king of Denmark and he protected the people.
 - P16 Read “The man answered that everyone in Denmark protected the king”- Every person and people wanted to protect the king
 - P17 Read “Sweden was still a free country?”- A free country is when the government doesn’t tell people what to do.
 - P19 Read “Peter came to the apartment, he talked to Mr. and Mrs. Johansen about things Annemarie did not understand”- Peter was a friend who helped the family and understood what is going on with the soldiers.
 - P20 Read “When they got there, the shop was closed”- They were expecting the shop to be open but it was closed.
- ❖ **Text-dependent Questions**
 - Who is Christian X?
 - Which country was still free?
 - Who came to the apartment?
 - What are the Rosens?



❖ **Vocabulary Study**

- Matching
- Flash Cards

❖ **Language Skills**

- Bingo vocabulary words.
- Trace/ Write vocabulary words

❖ **Thinking Map Opportunities**

- Flow Map to sequence the events.
 - For example, Event #1: Kirsti jacket was missing a button. Event #2: The sewing shop was closed. Event #3: Mrs. Johansen talked to Mrs. Rosen about the shop being closed.

EXPRESS UNDERSTANDING:

- ❖ Selection assessment including the following:
 - **Matching Vocabulary:**
 - Soldiers, ocean, protected, accident, upset, dangerous
 - **Reading Comprehension:**
 1. Everyone protected the _____. (King)
 2. What was closed? (Sewing Shop)
 3. The Rosens are _____. (Jewish)
 - **Writing**
 - Write about time you had to protect something or someone.



INSTRUCTIONAL SEQUENCE

Lesson 4

Chapter 3

12 Days

October 6 – October 21

RESOURCE(S):

Student text pages 22-29

STANDARDS:

6-12.RL.1

6-12.RL.2

6-12.RL.3

ACADEMIC VOCABULARY:

Upset

War

Pretend

LESSON UNDERSTANDING(S):

- ❖ Ellen wore a necklace.
- ❖ The Nazi's had a list of local Jews, and they were coming to their houses to take them away.
- ❖ Annemarie heard the soldiers and she knew if they saw the Star of David Necklace, they would know Ellen was Jewish.

ESSENTIAL QUESTION(S):

1. Why did Ellen wear the necklace?
2. Who pulled the necklace off Ellen as the soldiers came?
3. Why did the Rosen's hide from the Nazi's

READ THE TEXT:

- ❖ *Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other.*
- ❖ *Partner/small group activity using a Thinking Map to formatively assess understanding.*

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P26 Read "Ellen asked how Lise died, but Annemarie did not know." Lise, Annemarie's sister, died during an accident.
 - P27 Read "After the girls went to sleep, a pounding on the door of the apartment woke them up." The soldiers came into the Annemarie's apartment to search for the Rosens.
 - P28 Read "The soldiers made the girls get up. They asked them lots of questions." The soldiers made the girls wake up and asked them where the Rosen's were.
- ❖ **Text-dependent Questions**
 - What did Annemarie see around Ellen's neck?
 - Mrs. Rosen invited Annemarie and Ellen to come watch the lighting of the candles. How do you think this made the girls feel?
 - Why couldn't Ellen wear the Star of David Necklace?



	<ul style="list-style-type: none"> ❖ Vocabulary Study <ul style="list-style-type: none"> ▪ Use the words in sentences ▪ Spelling Tests ▪ Matching ▪ Circle map of the words ❖ Language Skills <ul style="list-style-type: none"> ▪ Match vocabulary words. ▪ Have flash cards for each of the words in a sentence like "Ellen wore a necklace." The students must unscramble and put into the right order with the punctuation and capitalization in the correct place. ❖ Thinking Map Opportunities <ul style="list-style-type: none"> ▪ Students create a flow map sequencing three events that took place in the chapter. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Selection assessment including the following: <ul style="list-style-type: none"> • Matching Vocabulary: <ul style="list-style-type: none"> ○ Upset, War, and Pretended • Reading Comprehension: <ol style="list-style-type: none"> 1. Is Ellen Jewish or Christian? 2. Who came looking for Jewish people at Annemarie's? 3. Who did Annemarie invite to come over and watch her mother light the candles? • Sequence Events: <ul style="list-style-type: none"> ○ Ellen setup for Jewish New Year, Peter took Ellen and her family to a safe place to hide from the Nazi's, Soldiers came to search the apartment, and Annmarie held onto Ellen's necklace the whole time the soldiers where there searching. • Writing: <ul style="list-style-type: none"> ○ Why was it dangerous for Jewish People? How did they avoid being caught?
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INSTRUCTIONAL SEQUENCE	
<p>Lesson 5 5 Days October 24 – October 28</p>	<p>Number the Stars Chapters 1-3 Assessment</p>