



Paramount Unified School District Educational Services



English Language Arts Curriculum Guide SDC 6th-8th Language Book D 2015-2016



10/22/15 JS&MI

| | Unit 1 Aug. 20-Oct. 18 32 days | Unit 2 Oct. 19-Jan. 22 49 days | Unit 3 Jan. 26-April 2 47 days | Unit 4 April 13-June 5 39 days |
|-----------------|---|---|---|--------------------------------------|
| Theme | Solve the Puzzle | Tolerance | Road to Civil Rights | Choices |
| Reading | <p>Anchor Text: <i>“A Collection of Puzzling Tales”</i></p> <p>Related Texts:</p> <ul style="list-style-type: none"> • <i>“The Disappearing Man”</i> • <i>“Puzzle People”</i> | <p>Anchor Text: <u><i>Who Was Anne Frank?</i></u></p> <p>Related Texts:</p> <ul style="list-style-type: none"> • <i>A Family in Hiding</i> • <i>“First they Came for the Jews”</i> • <u><i>I Never Saw Another Butterfly</i></u> | <p>Anchor Text: <i>“Martin Luther King, Jr.: The Freedom Dreamer”</i></p> <p>Related Texts:</p> <ul style="list-style-type: none"> • <i>“Mendez vs. Westminster Background”</i> • | |
| Writing | Expository | Informative/Explanatory | Narrative | Response to Text |
| Big Idea | Students will be focusing on how puzzles help us to persevere and solve everyday problems. | Students will be focusing on the importance of speaking of for others against acts of intolerance. | | |



Unit 21

Theme: Tolerance

October 19th -- January 22nd (48 days)

Essential Question for Unit: Why should others speak up against acts of intolerance?

| LESSON | Number of Days | TEXT(S)/ACTIVITY | Assessment Dates | Sources |
|--------|-----------------------|---|---|---|
| 1 | 10/19-10/23 5 Days | Overview: Introductory of the Holocaust-Power Point Introduction Text: First They Came for the Jews The Path to Nazi Genocide | | Power Point Poem Documentary Video |
| 2 | 10/26-11/4 8 Days | Instructional Text: <u>Who was Anne Frank?</u> Introduction, Chapter One, Chapter Two | | Novel |
| 3 | 11/5-11/16 7 Days | Instructional Text: <u>Who was Anne Frank?</u> Chapter Three, Chapter Four, Chapter Five, Chapter Six | | |
| 4 | 11/17-12/4 9 Days | Instructional Text: <u>Who was Anne Frank?</u> Chapter Seven, Chapter Eight, and Chapter Nine | | |
| 5 | 12/7-12/16 8 Days | Supplemental Text: "A Family in Hiding" | Selection Assessment December 16 | Language! Text Student Text page 100-108 |
| 6 | 12/17-12/18 2 Days | Instructional Text Poetry: <i>The Butterfly pg. 39</i> | | I Never Saw Another Butterfly |
| 7 | 1/11-1/20 7 Days | Writing Prompt: Based on the sources we have read about Anne Frank write an informative/explanatory essay that synthesizes the information you have read about Anne Frank's childhood, the time she spent in hiding, and the impact she has made on the world. Your essay must include an effect introduction and conclusion, headings to organize your information, images to enhance the information you provide, and a Works Cited page to cite your sources. | | WFBB Teacher Workbook Page 400-415 |
| 8 | 1/21-1/22 2 Days | Unit Assessment: WWII: Pearl Harbor (readworks.org) | Window: January 21-22 Scores Due: February 1 | |



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INSTRUCTIONAL SEQUENCE

LESSON 1: 5 DAYS

October 19-23, 2015

RESOURCE(S):

- Overview: Introductory of the Holocaust-Power point
- Introduction Text: First They Came for the Jews (Poetry)
- The Path to Nazi Genocide (Documentary video)

STANDARDS:

RI.8.1, 2, 3, 4, 5, 6, 10
SL.8.1
L.8.4, 4b, 5, 6

ACADEMIC VOCABULARY:

trade unionist
theologian
pacifist
communists
Jew
opposed
liberated

LESSON UNDERSTANDING(S):

- ❖ The events in a poem work together to convey the theme of the text.
- ❖ Writers make deliberate word choices that impact the meaning and tone of the text.
- ❖ When encountering prejudice, individuals can make a difference through acts of moral courage.

ESSENTIAL QUESTION(S):

- ❖ How do the events in the poem help me understand the theme?
- ❖ Why did the author choose to use this particular word or phrase? How does it affect the meaning and tone of the text?
- ❖ Why should other speak up against acts of intolerance?

READ THE TEXT:

- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Students read the entire selection independently.
- ❖ Partner/small group activity using a Thinking Map to formatively assess understanding.

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, 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.
- ❖ **Text-dependent Questions**
 1. Who are “they” that Niemoller writes about, as in, “First they came for...”? **(RL.8.6)**
 2. What does it mean when says, “came for”? **(RL.8.4)**
 3. Why does he repeat the phrase, “Then they came for...” several times? What effect does the repetition of this phrase have on the listener? **(RL.8.4)**
 4. What does he mean by, “I didn’t speak up”? **(RL.8.3)**
 5. Read the short biography of the author at the bottom of the page. How does this poem reflect his personal experiences? **(RL.8.6)**
 6. Why do you think Niemoller wrote this poem after the war? **(RL.8.2)**



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❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.8.4, L.8.5, L.8.6)**

❖ **Language Skills**

- Prefixes and suffixes – as part of the Vocabulary Study, teachers should emphasize word parts and how they aid in comprehension of new vocabulary. (L.8.4b)
- Students should brainstorm and define other words with similar prefixes or suffixes.

❖ **Thinking Map Opportunities**

- Use a Flow Map to sequence the key events in the Holocaust.
- Use two Circle Maps to define Jews and Germans from Hitler’s point of view.
- Use a Multi-Flow Map to show the causes of the Jews being trapped in Europe.
- Use a Tree Map to record the various methods the Nazis used to carry out Hitler’s “Final Solution.”

EXPRESS UNDERSTANDING:

- ❖ With a partner/small group, students will re-create Martin Niemöller’s quote to make a plea for personal and collective responsibility in our world today. Examples might be racism, school bullying, or civil rights. **(RI.8.2, SL.8.1)**

Example:

*First they came for _____
and I did not speak out
because I was not a _____*

*then they came for the _____
and I did not speak out
because I was not a _____ ...*



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LESSON 2: 8 DAYS

October 26-November 4, 2015

RESOURCE(S):

- Instructional Text: *Who was Anne Frank?* By Ann Abramson
- Introduction-Chapter 2

STANDARDS:

RL.8.1,2, 3, 4, 5, 6,7, 10
RI 8.7
W.8.2, 4, 5, 10
SL.8.1
L.8.4, 4b, 5, 5a, 6

ACADEMIC VOCABULARY:

National Socialist
Central Powers
Allies
Anti-Semitism

LESSON UNDERSTANDING(S):

- ❖ The dialogue and events in a story work together to develop characters, move the story forward, and convey the theme of the text.
- ❖ When encountering prejudice, individuals can make a difference through acts of moral courage.

ESSENTIAL QUESTION(S):

- ❖ How do the events and the dialogue in the story help me understand the characters and themes?
- ❖ How do we come to understand the point of view of the narrator, speaker, characters, and/or author?
- ❖ Why should others speak up against acts of intolerance?

READ THE TEXT:

- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Students read the entire selection independently.
- ❖ Partner/small group activity using a Thinking Map to formatively assess understanding.

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, 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.
- ❖ **Text-dependent Questions**
 1. Anne was described as outspoken. Write one detail from the story that proves Anne was outspoken.
 2. Analyze and explain the frightening changes that were happening in Germany.
 3. Why did the Frank family leave Germany? Where did they go and why?
 4. Why did Otto Frank decide not to move his family the second time?



❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen.

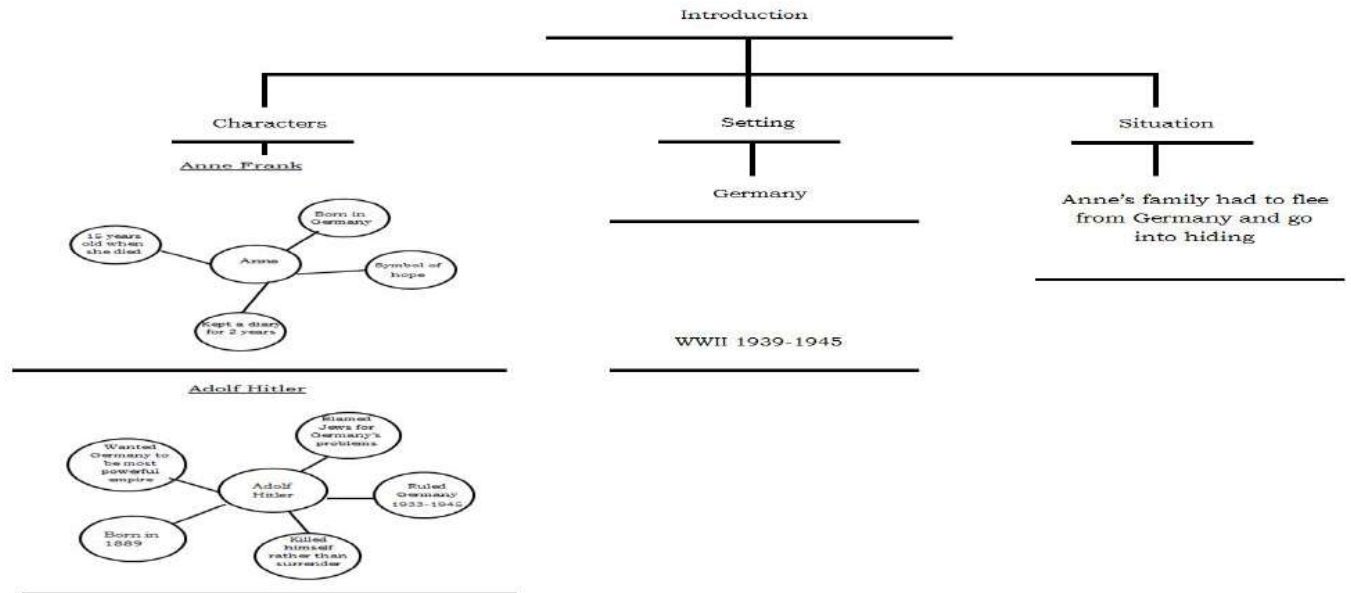
❖ **Language Skills**

- Prefixes and suffixes – as part of the Vocabulary Study, teachers should emphasize word parts and how they aid in comprehension of new vocabulary. (L.8.4b)
- Students should brainstorm and define other words with similar prefixes or suffixes.

❖ **Thinking Map Opportunities**

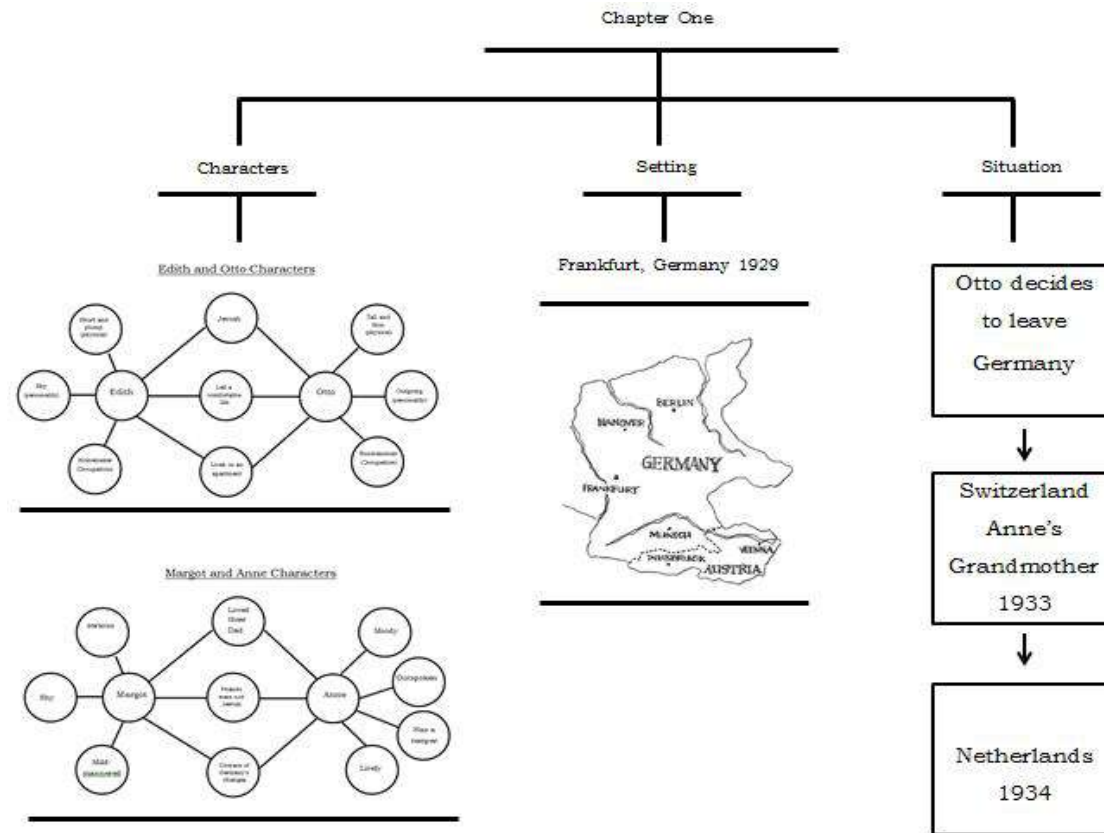
- Create a story element with characters, setting, main event, and connections using *Write From the Beginning and Beyond Response to Text*. P. 161 .

Examples Provided:





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EXPRESS UNDERSTANDING:

- Students assume the persona of the main character, Anne Frank, and write a diary entry for a given moment in time in the story. Diary entries should reflect character feelings and thoughts about a situation.



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LESSON 3: 7 DAYS

November 5- November 16, 2015

RESOURCE(S):

- Instructional Text: *Who was Anne Frank?* By Ann Abramson.
- Chapters 3-6

STANDARDS:

RL.8.1,2, 3, 4, 5, 6,7, 10
RI 8.7
W.8.2, 4, 5, 10
SL.8.1
L.8.4, 4b, 5, 5a, 6

ACADEMIC VOCABULARY:

Pamphlets
Justice
Resistance Fighters
Ghettos
Outcasts

LESSON UNDERSTANDING(S):

- ❖ The dialogue and events in a story work together to develop characters, move the story forward, and convey the theme of the text.
- ❖ When encountering prejudice, individuals can make a difference through acts of moral courage.

ESSENTIAL QUESTION(S):

- ❖ How do the events and the dialogue in the story help me understand the characters and themes?
- ❖ How do we come to understand the point of view of the narrator, speaker, characters, and/or author?
- ❖ Why should others speak up against acts of intolerance?

READ THE TEXT:

- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Students read the entire selection independently.
- ❖ Partner/small group activity using a Thinking Map to formatively assess understanding.

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, 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.

❖ ***Text-dependent Questions***

Chapter 3

1. Why didn't the adults discuss their fears about the future in front of the children?
2. Analyze and explain the meaning of the following excerpt: *"The people of the Netherlands were prisoners in their own country."*

Chapter 4

3. The Netherlands was now an occupied country. What does this mean?
4. Do you think it was fair how the Jewish people were being treated? Explain.



Chapter 6

5. Analyze and explain what the following sentence means: *Kitty was a friend who never argued and always listened.*"

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen.

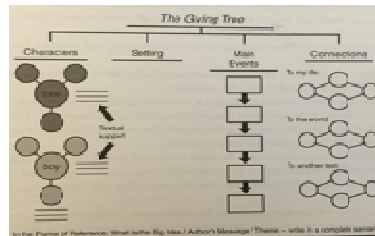
❖ **Language Skills**

- Prefixes and suffixes – as part of the Vocabulary Study, teachers should emphasize word parts and how they aid in comprehension of new vocabulary. (L.8.4b) ☐
- Students should brainstorm and define other words with similar prefixes or suffixes. ☐

❖ **Thinking Map Opportunities**

- Create a story element with characters, setting, main event, and connections using *Write From the Beginning and Beyond Response to Text*. P. 161.

Example:



EXPRESS UNDERSTANDING:

- Students assume the persona the main character, Anne, and write a diary entry for a given moment in time in the story. Diary entries should reflect character feelings and thoughts about a situation.



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| <p>LESSON 4: 9 DAYS November 17- December 4, 2015</p> <p>RESOURCE(S):</p> <ul style="list-style-type: none"> • Instructional Text: <i>Who was Anne Frank?</i> By Ann Abramson • Chapters 7-9 <p>STANDARDS: RL.8.1,2, 3, 4, 5, 6,7, 10 RI 8.7 W.8.2, 4, 5, 10 SL.8.1 L.8.4, 4b, 5, 5a, 6</p> <p>ACADEMIC VOCABULARY: quarrels annex scolded betrayed typhus</p> | <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ The dialogue and events in a story work together to develop characters, move the story forward, and convey the theme of the text. ❖ When encountering prejudice, individuals can make a difference through acts of moral courage. <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ How do the events and the dialogue in the story help me understand the characters and themes? ❖ Why should other speak up against acts of intolerance? <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads. ❖ Students read the entire selection independently. ❖ Partner/small group activity using a Thinking Map to formatively assess understanding. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ As you go through the text with students for the close read, 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. <p>❖ <i>Text-dependent Questions</i></p> <p><u>Chapter Seven</u></p> <ol style="list-style-type: none"> 1. How did Anne change over the year she has been hiding in the secret annex? Use evidence from the text to support your answer. 2. Paraphrase what Anne wrote to Kitty after hearing the broadcast on the radio about publishing diaries and letters. <p><u>Chapter 8</u></p> <ol style="list-style-type: none"> 3. Eight people in the Annex taken to the concentration camp, what happened to most of the people that were taken there? <p><u>Chapter 9</u></p> <ol style="list-style-type: none"> 4. How did Otto help Anne’s dream come true? Use evidence from the text to support your answer. |
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After the Book

5. Identify and describe one character trait that describes Anne Frank. Use two pieces of evidence from the text to support your answer.
6. What was the author's purpose in writing this book?

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.8.4, L.8.5, L.8.6)**

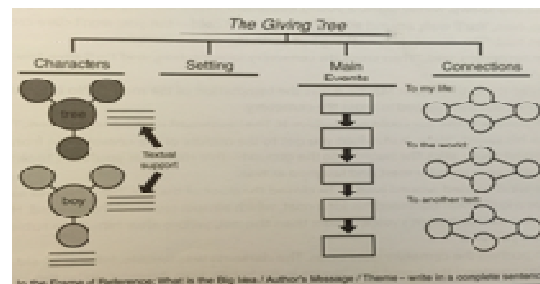
❖ **Language Skills**

- Prefixes and suffixes – as part of the Vocabulary Study, teachers should emphasize word parts and how they aid in comprehension of new vocabulary. (L.8.4b) ☐
- Students should brainstorm and define other words with similar prefixes or suffixes. ☐

❖ **Thinking Map Opportunities**

- Create a story element with characters, setting, main event, and connections using *Write From the Beginning and Beyond Response to Text*. P. 161.

Example:



EXPRESS UNDERSTANDING:

- Students assume the persona the main character, Anne, and write a diary entry for a given moment in time in the story. Diary entries should reflect character feelings and thoughts about a situation.



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LESSON 5: 8 DAYS

December 7 -December 16, 2015

RESOURCE(S):

- Supplemental Text: *A Family in Hiding: Anne Frank's Dairy* p. 100-108

STANDARDS:

RL.8.1,2, 3, 4, 5, 6,7, 10
RI 8.7
W.8.2, 4, 5, 10
SL.8.1
L.8.4, 4b, 5, 5a, 6

ACADEMIC VOCABULARY:

courage
uncivilized
chaos
menacing
obnoxious
discontent
scolding
disciplinarian

LESSON UNDERSTANDING(S):

- ❖ The dialogue and events in a story work together to develop characters, move the story forward, and convey the theme of the text.
- ❖ When encountering prejudice, individuals can make a difference through acts of moral courage.

ESSENTIAL QUESTION(S):

- ❖ How do the events and the dialogue in the story help me understand the characters and themes?
- ❖ Why should other speak up against acts of intolerance?

READ THE TEXT:

- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Students read the entire selection independently.
- ❖ Partner/small group activity using a Thinking Map to formatively assess understanding.

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, 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.
- ❖ **Text-dependent Questions**
- ❖ Explain why Anne and her Family were forced to hide the Annex.
- ❖ Assess the challenges that Anne faced in her life. Were they the same challenges that a typical teen faces? Why or why not?
- ❖ Explain how the confinement of the secret Annex affected Anne's relationship with her mother and father.
- ❖ Reread lines 222-228. Describe why Anne thought that it was particularly difficult for children to live in the conditions brought on by World War II and the Holocaust.



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| | <ul style="list-style-type: none">❖ Vocabulary Study❖ Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. (L.8.4, L.8.5, L8.6) ❖ Language Skills<ul style="list-style-type: none">• Prefixes and suffixes – as part of the Vocabulary Study, teachers should emphasize word parts and how they aid in comprehension of new vocabulary. (L.8.4b)• Students should brainstorm and define other words with similar prefixes or suffixes. ❖ Thinking Map Opportunities<ul style="list-style-type: none">• Use a Circle Map to define the setting.• Use a Bubble Map to describe individual characters, providing text evidence in the frame for each adjective.• Use a Double Bubble Map to compare two characters• Use a Flow Map to sequence short summaries of each scene. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">• Selection Assessment |
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LESSON 6: 2 DAYS

December 17-18, 2015

RESOURCES:

- *I Never Saw Another Butterfly* page 39

STANDARDS:

RL.8.1, 2, 3, 4, 5, 6, 10
RI.8.2, 3, 7
SL.8.1, 4
L.8.4, 5, 6

ACADEMIC VOCABULARY:

dazzling
ghetto
dandelion
personification

LESSON UNDERSTANDINGS:

- ❖ Writers make deliberate word choices that impact the meaning and tone of the text.
- ❖ Authors can express similar ideas within and across genres.
- ❖ There are advantages and disadvantages to using different media to convey an idea or topic.
- ❖ When encountering prejudice, individuals can make a difference through acts of moral courage.

ESSENTIAL QUESTIONS:

- ❖ Why did the author choose to use this particular word or phrase? How does it affect the meaning and tone of the text?
- ❖ How do authors communicate the same idea in different genres?
- ❖ What are the advantages and disadvantages of using a particular medium?
- ❖ Why should others speak up against acts of intolerance in society?

READ THE TEXT:

- ❖ Students read each designated selection independently. **(RL.8.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Partner/small group activity using a Thinking Map to formatively assess understanding. **(SL.8.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, 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.



❖ **Text-dependent Questions**

“The Butterfly”, p. 39

1. In the first stanza, what two things does the speaker compare? What is the effect of this comparison? **(RL.8.4)**
2. How does the personification in the poem affect the meaning and tone? **(RL.8.4)**
3. What is the overall mood of the poem? **(RL.8.2)**

Overall

4. How is this book of poems and artwork similar to Anne’s diary? How is it different? **(RL.8.7)**

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.8.4, L.8.5, L.8.6)**

❖ **Language Skills**

- Conduct a mini-lesson on personification, p. 889. Refer to the examples of personification in the poems listed above. **(L.8.5)**
- Have students try to find examples of personification in other poems in the book.

❖ **Thinking Map Opportunities**

- Use a Tree Map to record examples of different categories of sensory language (sight, sound, taste, smell, touch).

EXPRESS UNDERSTANDING:

- **Poem Analysis:** With a partner/small group, students will choose a poem from the book that was not read in class. They will analyze their chosen poem to determine the central idea. Students will then present their interpretations using a Thinking Map of their choice to aid them in writing their interpretation of the poem selected. **(RL.8.2, RL.8.4, SL.8.1, SL.8.4)**



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LESSON 7: 7 DAYS

January 11 – January 20, 2016

RESOURCE(S):

- *Who Was Anne Frank?*
- *A Family in Hiding: Anne Frank’s Diary*
- *Write from the Beginning...and Beyond: Expository/Informative, pp. 400-415*
- *Write from the Beginning...and Beyond: Setting the Stage*
- *Writing Workshop.686-691*
- *Writing and Grammar Handbook, pp.151-160*

STANDARDS:

W. 8.2.a-f, 4, 5, 6, 8, 10
L.8.1, 2, 6

ACADEMIC VOCABULARY:

headings
works cited

WRITING TASK:

Based on the sources we have read about Anne Frank write an informative/explanatory essay that synthesizes the information you have read about Anne Frank’s childhood, the time she spent in hiding, and the impact she has made on the world. Your essay must include an effect introduction and conclusion, headings to organize your information, images to enhance the information you provide, precise language, and a Works Cited page to cite your sources. **(W.8.2, W.8.4, W.8.5, W.8.6, W.8., W.8.10)**

LESSON UNDERSTANDINGS:

- ❖ The development, organization, and style of writing you choose to use are dependent on the task, purpose, and audience.
- ❖ When writing informative/explanatory text, the information needs to be carefully selected, organized, and relevant.
- ❖ Quality writing requires planning, revising, editing, and rewriting, no matter how good a writer you are.
- ❖ Technology allows you to produce professional-looking publications as well as share your ideas easily and efficiently with a wide audience.

ESSENTIAL QUESTIONS:

- ❖ What is the purpose of my writing and who is my audience? What, then, is the appropriate way to structure my writing?
- ❖ Which facts should I use in my essay? How should I organize the information?
- ❖ How can I make my writing better?
- ❖ Why should I use technology to produce and publish my writing?



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PREWRITING:

- Students should use a Tree Map to take notes and categorize the information about Anne Frank under different headings. **(W.8.2a-b, W.8.5)**
- Students should use the Basic Structure to organize the paragraphs of their essay. Teachers should guide students using Focused Modeled Writing (i.e., I do, you do) and Oral Rehearsal. **(W.8.2a-c, e, W.8.5)**

DRAFTING:

- Teach Strategy #9: Use Precise, Mature Language and Varied Sentence Structures, Write from the Beginning: Expository, pp. 254-261. **(W.8.2d, L.8.1, L.8.6)**
- If appropriate/possible, have students draft their essays at the computer. **(W.8.6)**
- Students should color code their paragraphs to match their Basic Structure. **(W.8.2a-b, W.8.5)**
- Students should enhance their formatting with headings. **(W.8.2a)**

REVISING:

- Focus on using appropriate and varied transitions to create cohesion. **(W.8.2c)**
- Use precise language and domain-specific vocabulary they have learned in this unit. **(W.8.2d, L.8.6)**
- Establish and maintain a formal style. **(W.8.2e)**
- Have students get a peer to revise their essay. **(W.8.5)**

EDITING:

- Edit for correct use of formatting to enhance the information (headings, bold, font size). **(W.8.2a)**
- Edit for correct use of conventions (grammar, punctuation, spelling, capitalization). **(L.8.1, 2)**

FINAL DRAFT:

- Students will type their final drafts. **(W.8.6)**



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| ASSESSMENT 2 DAYS WINDOW: January 21 – 22 | END-OF-UNIT ASSESSMENT |
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