

English IV

Unit 1: The Ties that Bind

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2.](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature. Close Reading of Text.11-12.1.](#) Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

Writing Domain

W.NW.11–12.3. [Writing.Narrative Writing.11-12.3](#). Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. [Speaking and Listening.Integrate Information.11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.11-12.3](#). Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 [Speaking and Listening.Present Information.11-12.4](#). Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)	

Central Idea/Enduring Understanding:

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

Various types of texts are used to communicate ideas.

Essential/Guiding Question:

What are the different ways we define ‘family’? What ties hold families together and what is the fallout when those ties break?

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<p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p>Content: Textual Evidence Relevant Connections Explicit/Inferential Information Theme Central Idea Author's Choice Objective Summary Elements of Story/Drama Sequence of Events Text Structure Literary Analysis</p> <p>Narrative writing Revision Editing</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none">● Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text.● Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary.● Analyze and evaluate the effectiveness of an author's narrative or dramatic structure.● Write narratives that develop real or imagined experiences using effective technique and structured sequences.● Produce clear and coherent writing appropriate to task, purpose, and audience.● Develop and strengthen writing by planning, revising, editing, and rewriting.

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<p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p><i>Tuesdays with Morrie</i> (Full text)</p> <p>StudySync: <i>The Joy Luck Club</i> (Excerpt)</p> <p>Narrative Writing Task Narrative Writing</p>	<ul style="list-style-type: none"> • Conduct both short and sustained research projects to answer questions and demonstrate understanding. • Gather, evaluate, and integrate relevant information from multiple sources • Use technology to produce and publish writing and collaborate with others. • Demonstrate command of the English language when writing and speaking. • Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. • Determine and clarify the meaning of unknown and multiple-meaning words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in meaning. • Initiate and participate effectively in a range of collaborative discussions. • Integrate multiple sources of information from diverse media to make informed decisions and solve problems. • Evaluate a speaker's point of view, reasoning, and use of evidence. • Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience. • Make strategic use of digital media to enhance understanding and engagement in presentations. • Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of intergenerational relationships and the tensions therein. Students also explore how disability, immigration, and multi-cultural experiences shape those relationships.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>End of Unit 1 Assessment Extended Writing Project: Narrative Writing</p>	<p><u>Other Evidence:</u></p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>	<p><u>Resources:</u></p> <p><u>StudySync</u></p> <ul style="list-style-type: none"> ● Blasts ● Research Links ● Spotlight Skills ● StudySync TV ● Peer Reviews <p><u>IXL</u></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: Facing Conflict

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4.](#) Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

Writing Domain

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1.](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4.](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Central Idea/Enduring Understanding:

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

Various types of texts are used to communicate ideas.

Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

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<p>Content:</p> <p>Textual evidence Theme Central idea Universal theme Inference Complex characters Character motivation Symbolism Allusion Irony Tone Mood Structure Figurative language Archetype Diction Ambiguity</p> <p>Argumentative writing Thesis Claim / Counterclaim Evidence Analysis Tone</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. ● Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. ● Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. ● Write arguments that support claims with valid reasoning and sufficient evidence across substantive topics or texts. ● Produce clear and coherent writing appropriate to task, purpose, and audience. ● Develop and strengthen writing by planning, revising, editing, and rewriting. ● Demonstrate command of the English language when writing and speaking. ● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. ● Determine and clarify the meaning of unknown and multiple-meaning words and phrases.

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<p>Style Audience awareness Revision Editing MLA / APA citation Paraphrasing Quote integration Formal style</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p><i>Death of a Salesman</i> (Full text)</p> <p><i>A Passage to India</i> (Excerpt)</p> <p><i>Dreaming in Cuban</i> (Excerpt)</p> <p>Literary Analysis Task Argumentative Writing</p>	<ul style="list-style-type: none">● Demonstrate understanding of figurative language, word relationships, and nuances in meaning.● Initiate and participate effectively in a range of collaborative discussions.● Integrate multiple sources of information from diverse media to make informed decisions and solve problems.● Evaluate a speaker's point of view, reasoning, and use of evidence.● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience.● Make strategic use of digital media to enhance understanding and engagement in presentations.● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
<p><u>Interdisciplinary Connections:</u> The texts in this unit inform students' understanding of conflict and how conflict informs our relationships with others. Students will also examine the system of European Imperialism and how it shapes the modern social history in other countries.</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 2 Assessment
 Extended Writing Project: Literary Analysis Task:
 Argumentative Writing

Other Evidence:

Reading Assignments
 Writing Assignments
 Skill Assignments
 Blast Assignments
 Common Formative Assessments
 IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Peer Reviews
 Think-Pair-Share
 Turn and Talk
 Small Group Instruction
 Kagan Cooperative Learning Strategies
 Socratic Seminar
 Philosophical Chairs
 Four Corners
 Journaling

Resources:

StudySync

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

IXL

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but

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			are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 3: Research-Based Argument

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language. 11-12.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language. 11-12.2.](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works..

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. [Speaking and Listening.Integrate Information.11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.11-12.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 [Speaking and Listening.Present Information.11-12.4](#). Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

English IV

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	

[Central Idea/Enduring Understanding:](#)

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

Various types of texts are used to communicate ideas.

Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Effective written communication relies on choosing the proper form of writing.

Use writing to clearly communicate ideas, incorporating technology when appropriate.

Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.

Writing is developed by independent, purposeful and engaged writing for extended and short

[Essential/Guiding Question:](#)

What roles do women play in society? What choices are open to women and how do those choices shape their place in society across different time periods and cultures?

English IV

<p>periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p>Content:</p> <p>Textual evidence Central idea Summary Author's purpose Author's point of view Bias Rhetoric Ethos / Pathos / Logos Argument Claim / Counterclaim Tone Diction Text structure Logical fallacy Synthesis Credibility Primary / Secondary source Seminal U.S. texts Author's style Historical Context</p> <p>Informative / explanatory writing Thesis Claim / Counterclaim Evidence Analysis Tone Style Audience awareness Revision Editing Research MLA / APA citation Plagiarism Synthesis Source evaluation Paraphrasing Quote integration</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Determine two or more central ideas of a text, analyze how they develop and interact, and provide an objective summary. ● Analyze a complex set of ideas or sequence of events to explain how specific individuals, ideas, or events interact and evolve within the text. ● Determine the meaning of words and phrases as used in a text and analyze how an author refines key terms throughout a text. ● Analyze and evaluate the effectiveness of an author's exposition or argument structure. ● Integrate and evaluate multiple sources of information presented in different media or formats to address a question or problem. ● Describe and evaluate the reasoning in foundational U.S. and global texts by examining premises, purposes, and arguments. ● Analyze and reflect on documents of historical or literary significance, considering their themes, purposes, rhetorical features, and context. <ul style="list-style-type: none"> ● Write informative or explanatory texts to examine and convey complex ideas clearly and accurately. ● Produce clear and coherent writing appropriate to task, purpose, and audience. ● Develop and strengthen writing by planning, revising, editing, and rewriting. ● Conduct both short and sustained research projects to answer questions and demonstrate understanding. ● Gather, evaluate, and integrate relevant information from multiple sources ● Use technology to produce and publish writing and collaborate with others. <ul style="list-style-type: none"> ● Demonstrate command of the English language when writing and speaking.

English IV

<p>Formal style</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>StudySync: The Uses of Enchantment</p> <p>StudySync: Introduction: Research-Based Argument Blast: Once Upon a Time Blast: A Step Forward Blast: Water Woes Blast: Science Un-Fair Blast: Book Smart Blast: Unfollowed! Blast: Falling Prices</p> <p>Research Simulation Task Argumentative Writing</p>	<ul style="list-style-type: none">● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension.● Determine and clarify the meaning of unknown and multiple-meaning words and phrases.● Demonstrate understanding of figurative language, word relationships, and nuances in meaning.● Initiate and participate effectively in a range of collaborative discussions.● Integrate multiple sources of information from diverse media to make informed decisions and solve problems.● Evaluate a speaker's point of view, reasoning, and use of evidence.● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience.● Make strategic use of digital media to enhance understanding and engagement in presentations.● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of research based writing through the examination of a variety of interdisciplinary topics including: fairy tales, sports history, international relations, environmental justice, space exploration, social media, business and economics, and the impact of literary fiction on the human psyche.

English IV

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>End of Unit 3 Assessment Extended Writing Project: Argumentative Writing</p>	<p>Other Evidence:</p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>	<p>Resources:</p> <p>StudySync</p> <ul style="list-style-type: none"> • Blasts • Research Links • Spotlight Skills • StudySync TV • Peer Reviews <p>IXL</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but</p>

English IV

		are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 4: Woman in the World

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language. 11-12.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language. 11-12.2.](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. [Reading Literature.Comparison of Texts.11-12.8](#). Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

English IV

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing. 11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing. Writing Process. 11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. [Writing. Range of Writing. 9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening. Participate Effectively. 11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. [Speaking and Listening. Integrate Information. 11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening. Evaluate Speakers. 11-12.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

English IV

<p>SL.PI.11–12.4 Speaking and Listening.Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.11–12.5. Speaking and Listening.Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱</p> <p>SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)	
<p>Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources</p>		<p>Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p>

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<p>to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	<p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>
<p>Content:</p> <p>Textual evidence Theme Central idea Universal theme Inference Complex characters Character motivation Symbolism Allusion Irony Tone Mood Point of view Structure Figurative language Diction Multiple plot lines Ambiguity</p> <p>Textual evidence Central idea Summary Author's purpose Author's point of view Argument Claim / Counterclaim Tone Diction Text structure Synthesis Credibility Author's style</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. ● Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. ● Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. ● Identify multiple interpretations of a story, drama, or poem and analyze how each version offers distinct meaning from the source text. ● Determine two or more central ideas of a text, analyze how they develop and interact, and provide an objective summary. ● Analyze a complex set of ideas or sequence of events to explain how specific individuals, ideas, or events interact and evolve within the text. ● Determine the meaning of words and phrases as used in a text and analyze how an author refines key terms throughout a text. ● Analyze and evaluate the effectiveness of an author's exposition or argument structure. ● Determine an author's point of view or purpose in texts and analyze how style and content contribute to the power or persuasiveness of the text. <ul style="list-style-type: none"> ● Write arguments that support claims with valid reasoning and sufficient evidence across substantive topics or texts. ● Produce clear and coherent writing appropriate to task, purpose, and audience. ● Develop and strengthen writing by planning, revising, editing, and rewriting.

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<p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p><i>The Namesake</i> (Excerpt)</p> <p><i>I never hear the word "Escape"</i></p> <p><i>Only Daughter</i> <i>The Wife of Bath's Tale</i>, from <i>Canterbury Tales</i></p> <p><i>I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban</i></p> <p>Argumentative Writing</p>	<ul style="list-style-type: none"> ● Demonstrate command of the English language when writing and speaking. ● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. ● Determine and clarify the meaning of unknown and multiple-meaning words and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in meaning. <ul style="list-style-type: none"> ● Initiate and participate effectively in a range of collaborative discussions. ● Integrate multiple sources of information from diverse media to make informed decisions and solve problems. ● Evaluate a speaker's point of view, reasoning, and use of evidence. ● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience. ● Make strategic use of digital media to enhance understanding and engagement in presentations. ● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of women's history and literature. Students examine writing by women writers in multiple cultures and analyze how various cultural experiences (race, class, ethnicity, etc.) shape their lives.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 4 Assessment
Extended Writing Project: Argumentative Writing

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments

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	Common Formative Assessments IXL		
Stage 3: Learning Plan			
<p><u>Learning Opportunities/Strategies:</u></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>	<p><u>Resources:</u></p> <p><u>StudySync</u></p> <ul style="list-style-type: none"> ● Blasts ● Research Links ● Spotlight Skills ● StudySync TV ● Peer Reviews <p><u>IXL</u></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources 		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Content	Resources	Standards
UNIT 1: The Ties that Bind		
23.5 Days		L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
Relationships, Routines, and Procedures	(2 Days) <ul style="list-style-type: none"> Building Relationships Icebreakers 	
IXL Flex Diagnostic IXL Daily Independent Practice	IXL Pre-Assessment: IXL Diagnostic (1 Day)	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4
Reading Literature	<i>Tuesdays with Morrie</i> (Full Text Study) (12 Days)	W.NW.11-12.3.A.B.C.D.E. W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7
Reading Literature	StudySync <i>The Joy Luck Club</i> (2 Days)	
CFA 1 (Unit 1, CFA 1)		
CFA 2 (Unit 1, CFA 2)	Pear Assessment (0.25 Day)	SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.
The Writing Process Narrative Writing Task Narrative Writing	Pear Assessment (0.25 Day) Study Sync Extended Writing Project (5 Days)	
End of Unit 1 Assessment	Pear Assessment (1 Day)	
UNIT 2: Facing Conflict		
21.5 Days		L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
IXL Daily Independent Practice	IXL	
Reading Literature	StudySync <i>Death of a Salesman</i> (Full Text Study) (10 Days)	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4
Reading Literature	StudySync <i>A Passage to India</i> (2.75 Days)	
Reading Literature	StudySync <i>Dreaming in Cuban</i> (2 Days)	W.AW.11-12.1.A.B.C.D.E. W.WP.11-12.4 W.RW.11-12.7
IXL Flex Diagnostic		
CFA 3 (Unit 2, CFA 1)	IXL (0.25 day)	SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5.
CFA 4 (Unit 2, CFA 2)	Pear Assessment (0.25 Day) Pear Assessment (0.25 Day)	

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Literary Analysis Task Argumentative Writing		SL.AS.11–12.6.
End of Unit 2 Assessment	Extended Writing Project (5 Days)	
	Peer Assessment (1 Day)	

UNIT 3: Research-Based Argument

23 Days		L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
IXL Daily Independent Practice	IXL	
Unit Essential Question	StudySync Blast: Research-Based Argument 101 (0.5 Days)	RI.CR.11-12.1 RI.CI.11-12.2
Reading: Informational Text	StudySync The Uses of Enchantment (4 Days) First Read: The Uses of Enchantment Skill: Reasons and Relevant Evidence Close Read: The Uses of Enchantment	RI.IT.11-12.3 RI.TS.11-12.4 RI.MF.11-12.6 RI.AA.11-12.7 RI.CT.11-12.8
Reading: Informational Text	StudySync Introduction: Research-Based Argument (1 Day)	W.IW.11-12.2.A.B.C.D.E.F. W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7
	<ul style="list-style-type: none"> ● Blast: Once Upon a Time (0.5 Day) ● Blast: A Step Forward (0.5 Day) ● Blast: Water Woes (0.5 Day) ● Blast: Science Un-Fair (0.5 Day) ● Blast: Book Smart (0.5 Day) ● Blast: Unfollowed! (0.5 Day) ● Blast: Falling Prices (0.5 Day) 	SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.
Research Simulation Task Argumentative Writing	StudySync Research-Based Argument (4 Days) Research-Based Argument: Prewrite	
	<ul style="list-style-type: none"> ● Skill: Research and Note-Taking ● Skill: Thesis Statement ● Skill: Organize Argumentative Writing 	
	Research-Based Argument: Plan (2 Days)	
	<ul style="list-style-type: none"> ● Skill: Peer Review 	
	Research-Based Argument: Draft (4 Days)	
	Research-Based Argument: Revise (4 Day)	
	<ul style="list-style-type: none"> ● Skill: Topic Sentences and Body Paragraphs 	

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<p>CFA 5 (Unit 3, CFA 1)</p> <p>CFA 6 (Unit 3, CFA 2)</p> <p>End of Unit 3 Assessment</p>	<ul style="list-style-type: none"> ● Skill: Introductions and Conclusions ● Skill: Sources and Citations <p>Research-Based Argument: Edit, Proofread, and Publish (1 Day)</p> <p>Pear Assessment (0.25 Day)</p> <p>Pear Assessment (0.25 Day)</p> <p>Pear Assessment (1 Day)</p>	
UNIT 4: Woman in the World		
<p>22 Days</p> <p>IXL Daily Independent Practice</p> <p>Reading Literature</p> <p>Reading Literature</p> <p>Reading Literature</p> <p>Reading Literature</p> <p>Reading Informational</p> <p>Argumentative Writing</p> <p>IXL Flex Diagnostic</p> <p>CFA 7 (Unit 4, CFA 1)</p> <p>CFA 8 (Unit 4, CFA 2)</p> <p>End of Unit 4 Assessment</p>	<p>IXL</p> <p>StudySync <i>The Namesake</i> (Excerpt) (2 Days)</p> <p>StudySync <i>I never hear the word "Escape"</i> (2.75 Days)</p> <p>StudySync <i>Only Daughter</i> (2 Days)</p> <p>StudySync <i>The Wife of Bath's Tale</i> from <i>Canterbury Tales</i> (2 Days)</p> <p>StudySync <i>I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban</i> (7 Days)</p> <p>StudySync Extended Writing Project (5 Days)</p> <p>IXL (0.25 day)</p> <p>Pear Assessment (0.25 Day)</p> <p>Pear Assessment (0.25 Day)</p> <p>Pear Assessment (1 Day)</p>	<p>L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.</p> <p>RL.CR.11-12.1 RI.CR.11-12.1 RL.CI.11-12.2 RI.CI11-12.2 RL.IT.11-12.3 RI.IT.11-12.3 RL.TS.11-12.4 RI.TS.11-12.4 RI.AA.11-12.7 RL.CT.11-12.8 RI.CT.11-12.8</p> <p>W.AW.11-12.1.A.B.C.D.E. W.WP.11-12.4 W.RW.11-12.7</p> <p>SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.</p>