






ENGLISH IV | UNIT 2: Reflecting on Society

INSTRUCTIONAL MODEL

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

 Audio |  Video |  Downloadable / Printable Document |  Online Assessment |  EL Highlights

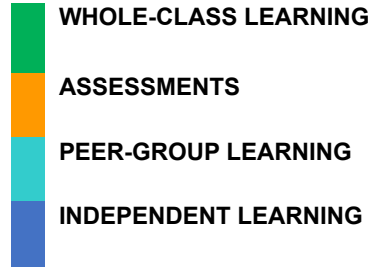
Page PAGE 1 of
NUMPAGES 1

ESSENTIAL QUESTION: ***How valid are social roles?***

PERFORMANCE BASED ASSESSMENT: **Explanatory**

Text

NOTES:



Unit 2 Overview

In this unit, students will read about various people and their different views of societal roles.

Unit Goals

Students will be able to:

- Read texts that explore the idea of social roles in art and in life and develop my own perspective.
- Answer a thematic question about social roles by using vocabulary from my reading.
- Understand and use academic vocabulary related to explanatory texts.
- Recognize and analyze elements of different genres, including poetry and argumentative essays.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused and structured explanatory essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, build on others' ideas, develop consensus, and communicate effectively.
- Integrate visuals and text into an effective formal presentation.

Selections & Media

Mentor Text

- *Standing Up to Absolute Power* (1030L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1066-1485: *England: The Beginnings*
- Poetry: *The Prologue from the Canterbury Tales*, Geoffrey Chaucer, translated by Nevill Coghill (NP)
- Poetry: *The Wife of Bath's Tale*, Geoffrey Chaucer, translated by Nevill Coghill(NP)
- Media, Video: *The Prologue From the Canterbury Tales: The Remix*, Patience Agbabi

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Audio |



Video|



Downloadable / Printable Document |



Online Assessment |



EL Highlights

Peer-Group Learning

- Historical Account: *from The Worms of the Earth Against the Lions*, Barbara W. Tuchman (1380L)
- Essay: *Shakespeare's Sister*, Virginia Woolf (1120L)
- Essay/Poetry: *On Seeing England . . . • XXIII*, Jamaica Kincaid • Derek Walcott (1190L • NP)
- Public Document: *Passenger Manifest for the MV Empire Windrush*

Independent Learning

- Argument: *What We Mean When We Say the People*, Edmund Burke (1240L)
- Novel Excerpt: *from Candide*, Voltaire (990L)
- Interview/Poetry: *from An Interview With Benjamin Zephaniah • The British • Who's Who*, Eric Doumerc (990L • NP)
- Novel Excerpt: *Chapter V: Children on the Road*, William Morris (980L)
- Mock Epic: *from The Rape of the Lock*, Alexander Pope

Performance-Based Assessment

Explanatory Essay

Students will write an explanatory essay answering the following question:











How valid are social roles?

Unit Reflection










Students will reflect on the unit goals, learning strategies, the text and social roles.

| SEPTEMBER 19 | 20 | 21 | 22 | 23 |
|-------------------|---|--|--|--|
| UNIT INTRODUCTION | <p>OVERVIEW Whole-Class Learning Historical Perspectives Focus Period: 1066-1485</p> <p>SELECTION The Prologue <i>from</i> The Canterbury Tales</p> | <p>SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer</p> | <p>SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer</p> | <p>SELECTION The Prologue <i>from</i> The Canterbury Tales Geoffrey Chaucer</p> |

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| SE pp 168-175 | Geoffrey Chaucer SE pp 176-193 | SE pp 194-209 | SE pp 210-211 | SE pp 212-213 |
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| <p>INTRODUCE</p> <p>Motivate and Engage Students engage in a discussion based on the following questions: “What if you feel that your opinion has merit—what do you do then?”</p> <p>Watch the Video/Discuss It Students will watch the video “ The Medieval Age and The Canterbury Tales” and discuss the question:</p> <p><i>What personal qualities enable some people to pick up a pen, paintbrush, microphone, or camera, and share what they see with the public?</i></p> <p> Watch the Video</p> <p>Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts:</p> <p>Whole-Class Learning <i>If you had the power to redesign society, what changes would you make?</i></p> <p>Peer-Group Learning <i>Give and follow oral instructions about how to complete a specific, complex task.</i></p> | <p>WHOLE-CLASS LEARNING</p> <p>Essential Question <i>How valid are social roles?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>ENGLAND: THE BEGINNINGS</p> <p>Voices of the Period Students analyze what the listed quotations reveal about society’s values during this important time in British history.</p> <p>History of the Period Students discuss which groups were battling for power and representation and how this might have affected the founding father of the U.S..</p> <p>Literature Selections</p> | <p>READ</p> <p>Read the Selection</p> <ul style="list-style-type: none">  The Prologue from The Canterbury Tales: Selection Audio  The Prologue from The Canterbury Tales: Accessible Leveled Text <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes | <p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Inquiry and Research Locate Relevant Sources Students use tips to locate and determine the relevance of a source – keyword search and skimming.</p> <p>Literary/Text Elements Characterization and Context Students analyze social, economic, and historical contexts and their influence on characterization.</p> <ul style="list-style-type: none">  Exit Ticket: Characterization and Context  Reteach and Practice: Characterization and Context (RP) | <p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: valiantly; personable; sincerity; eminent; discreet; diligent</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Latin Suffix: -able Students complete activities relating to the Latin Suffix: -able</p> <ul style="list-style-type: none">  Exit Ticket: Latin Suffix: -able  Reteach and Practice: Latin Suffix: -able (RP) <p>Author’s Craft Dramatic Structure in Poetry Students analyze stylistic elements such as closed couplets and enjambment.</p> <ul style="list-style-type: none">  Exit Ticket: Dramatic Structure in Poetry  Reteach and Practice: Dramatic Structure in Poetry (RP) |

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| <p>Performance-Based Assessment <i>How valid are social roles?</i></p> <p>Unit Goals Students will deepen perspective on the topic of social roles by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary Annotation; theoretical; prescribe; conviction; tenacious</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p>Mentor Text Students will read “<i>Standing Up to Absolute Power</i>” They will then be able to participate in discussions about challenging accepted social practices.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Mentor Text.</p> | <p>Students compare and contrast the genres of fiction and nonfiction.</p> <p>PREPARE TO READ</p> <p>Concept Vocabulary valiantly; personable; sincerity; eminent; discreet; diligent</p> <p>Comprehension Strategy Make Inferences</p> <p> Close-Read Guide: Poetry</p> <p> Close-Read Guide: Fiction</p> <p>READ</p> <p>Read the Selection</p> <p> The Prologue from The Canterbury Tales: Selection Audio</p> <p> The Prologue from The Canterbury Tales: Accessible Leveled Text</p> | | | |
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| <p>Icebreaker Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: How valid are social roles?</p> <p>EQ Notes Students add thoughts and observations about the reading</p> | | | | |
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| TEKS and ELPS | | | | |
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| <p>ELPS 3.E.i Share information in cooperative learning interactions.</p> | <p>TEKS 4.F Make inferences and use evidence to support understanding.</p> <p>ELPS 4.F.iii Use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language.</p> <p>4.G.ii Demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs.</p> | <p>TEKS 4.F Make inferences and use evidence to support understanding.</p> | <p>TEKS 6.D Evaluate how historical, social, and economic context of setting influence characterization.</p> <p>11.E Locate relevant sources.</p> | <p>TEKS 7.B Analyze effects of dramatic structure in poetry.</p> <p>ELPS 5.C.iii Employ English spelling rules with increasing accuracy as more English is acquire.</p> |

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| 26 | 27 | 28 | 29 | 30 |
| <p>SELECTION The Prologue <i>from</i> The Canterbury Tales</p> | <p>SELECTION The Wife of Bath's Tale Geoffrey Chaucer</p> | <p>SELECTION The Wife of Bath's Tale Geoffrey Chaucer</p> | <p>SELECTION The Wife of Bath's Tale Geoffrey Chaucer</p> | <p>SELECTION The Wife of Bath's Tale Geoffrey Chaucer</p> |

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| Geoffrey Chaucer | | | | |
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| <p>SE pp 214-215</p> <p>SHARE IDEAS</p> <p>Composition Character Sketch / Outline Students create a character sketch of that person as well as an outline of the story which that person might tell on the road to Canterbury. Include genre characteristics of stories in your work and use elements of storytelling.</p> <p> Reteach and Practice: Character Sketch / Outline (RP)</p> <p>Speaking and Listening: Sound Argument Students formulate and present a sound argument in which you agree or disagree with Condren’s statement.</p> <p> Reteach and Practice: Sound Argument (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p> Selection Test: The Prologue from The Canterbury Tales Geoffrey Chaucer</p> | <p>SE p 216-229</p> <p>PREPARE TO READ</p> <p>Concept Vocabulary deformity; dejected; crone; misalliance; anguish; wallowed</p> <p>Comprehension Strategy Monitor Comprehension</p> <p> Close-Read Guide: Fiction</p> <p> Close-Read Guide: Poetry</p> <p>READ</p> <p>Read the Selection</p> <p> The Wife of Bath’s Tale: Selection Audio</p> <p> The Wife of Bath’s Tale: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes | <p>SE pp 230-231</p> <p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Inquiry and Research Develop Research Questions Students deepen understanding of this story by developing research questions used to guide an informal inquiry</p> <p>Literary/Text Elements Thematic Development Students analyze thematic development, considering the interplay of those elements—their similarities, differences, echoes, and repetitions—and the deeper message they combine to express.</p> <p> Exit Ticket: Thematic Development</p> <p> Reteach and Practice: Thematic Development (RP)</p> | <p>SE pp 232-233</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deformity; dejected; crone; misalliance; anguish; wallowed</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Prefixes That Negate Students complete activities relating to Prefixes That Negate</p> <p> Exit Ticket: Prefixes That Negate</p> <p> Reteach and Practice: Prefixes That Negate (RP)</p> <p>Author’s Craft Complex Plot Structures Students analyze plot stages such as exposition, rising action, climax, resolution.</p> <p> Exit Ticket: Complex Plot Structures</p> <p> Reteach and Practice: Complex Plot Structures (RP)</p> | <p>SE pp 234-235</p> <p>SHARE IDEAS</p> <p>Composition Literary Analysis Students write a literary analysis in which you respond to the following statement: In “The Wife of Bath’s Tale,” women are elevated and abused, and respected and rejected.</p> <p> Reteach and Practice: Literary Analysis (RP)</p> <p>Research Research Plan Students create a research plan based on this question: What justice systems existed in England in the late 1300s?</p> <p> Reteach and Practice: Research Plan (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p> Selection Test: The Wife of Bath’s Tale</p> |

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| TEKS and ELPS | | | | |
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| <p>TEKS 1.C Formulate sound arguments and present using elements of classical speeches to communicate ideas effectively.</p> <p>10.A Compose literary texts using genre characteristics and craft.</p> <p>ELPS 3.F.ii Give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</p> <p>5.G.ii Describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p> | <p>TEKS 4.I Monitor comprehension and make adjustments when understanding breaks down.</p> <p>ELPS 2.D.ii Seek clarification [of spoken language] as needed.</p> <p>4.F.v Use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language.</p> <p>4.F.ix Use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language.</p> | <p>TEKS 6.A Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot.</p> <p>11.A Develop questions for informal inquiry</p> | <p>TEKS 6.C Critique and evaluate how complex plot structures contribute to and advance action</p> <p>ELPS 1.A.i Use prior knowledge to understand meanings in English.</p> | <p>TEKS 10.E Compose literary analysis using genre characteristics and craft.</p> <p>11.D Modify major research question as necessary to refocus research plan.</p> |

| OCTOBER 3 | 5 | 6 | 7 | 11 |
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| CREATIVE WRITING: Create Your Own Prologue | CREATIVE WRITING: Create Your Own Prologue | PERFORMANCE TASK: DISCOVERY FOCUS ON CURRENT EVENTS Research Critical Issues in Society Today | PERFORMANCE TASK: DISCOVERY FOCUS ON CURRENT EVENTS Research Critical Issues in Society Today | PERFORMANCE TASK: DISCOVERY FOCUS ON CURRENT EVENTS Research Critical Issues in Society Today |
| CREATE Composition Modeled Poetry Students write a their own poem modeled after The Prologue <i>from</i> The Canterbury Tales by Geoffrey Chaucer Research Research Plan Students create a research plan based on this question: EQ Notes Students add thoughts and observations about the reading. | CREATE Composition Modeled Poetry Students write a their own poem modeled after The Prologue <i>from</i> The Canterbury Tales by Geoffrey Chaucer Research Research Plan Students create a research plan based on this question: EQ Notes Students add thoughts and observations about the reading. | Write an Explanatory Essay Students research topics regarding this question: If you had the power to redesign society, what changes would you make? PreWriting/Planning Students take notes and deepen their understanding of a topic | Write an Explanatory Essay Students research topics regarding this question: If you had the power to redesign society, what changes would you make? PreWriting/Planning Students take notes and deepen their understanding of a topic | Write an Explanatory Essay Students research topics regarding this question: If you had the power to redesign society, what changes would you make? PreWriting/Planning Students take notes and deepen their understanding of a topic |
| TEKS and ELPS | | | | |
| TEKS 4.E Make connections to ideas in other texts. ELPS 2.E.iii Use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. | TEKS 4.H Synthesize information from a variety of text types to create new understanding. 5.C Use text evidence and original commentary to support an evaluative response. 7.A Read and analyze British literature across literary periods. | TEKS 9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. 9.B.i. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended | TEKS 9.B. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. | TEKS 9.C. Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency within and between sentences. 9.D. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. |

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| | <p>10.A Compose literary texts using genre characteristics and craft.</p> <p>10.C Compose argumentative texts using genre characteristics and craft.</p> <p>11.F Synthesize information from a variety of sources.</p> | <p>situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> | <p>10.B. Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</p> <p>ELPS 5.F.iii Write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>5.G.i Narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p> | <p>9.E. Publish written work for appropriate audiences.</p> <p>ELPS 5.E.i Employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations .</p> <p>5.F.i Write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired.</p> |
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| 13 | 14 | 17 | 18 | 19 |
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| <p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 241-245</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 246-249</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 250-253</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 254-255</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 254-255</p> |
| <p>PERFORMANCE TASK</p> <p>Write an Explanatory Essay Students write an essay responding to this question:</p> <p>If you had the power to redesign society, what changes would you make?</p> <p>PreWriting/Planning</p> | <p>PERFORMANCE TASK</p> <p>Drafting Students organize and write a first draft.</p> <ul style="list-style-type: none"> • Read like a writer • Create coherence • Evaluate Sources • Integrate Researched Information | <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft using the revision guide for argument.</p> <ul style="list-style-type: none"> • Read like a writer • Take a closer look at your draft | <p>TEST PRACTICE</p> <p>Writing: Explanatory Essay Students write an explanatory essay in which you examine the formative nature of our actions and the choices that lead to them.</p> | <p>TEST PRACTICE</p> <p>Writing: Explanatory Essay Students write an explanatory essay in which you examine the formative nature of our actions and the choices that lead to them.</p> |

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| <p>Students freewrite, , and structure their essay.</p> | | <p>Editing Students edit for conventions and proofread for accuracies.</p> <ul style="list-style-type: none"> • Read like a writer • Focus on sentences • Focus on Spelling and Punctuation <p>Publishing and Presenting Students create a final version of their essay and share with class or school community.</p> | | |
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| TEKS and ELPS | | | | |
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| <p>TEKS 9.B.ii. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> | <p>TEKS 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed upon criteria.</p> <p>2.A. Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.</p> <p>4.G Evaluate details read to analyze key ideas.</p> <p>5.F. Respond using acquired content and academic vocabulary as appropriate.</p> <p>5.H. Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.</p> <p>ELPS 2.D.ii Seek clarification [of spoken language] as needed.</p> <p>4.C.i Develop basic sight vocabulary used routinely in written classroom materials.</p> <p>4.E.i Read linguistically accommodated content area material with a decreasing</p> | <p>TEKS 8.A Evaluate author's purpose, audience, and message.</p> <p>ELPS 2.C.iv Learn academic vocabulary heard during classroom instruction and interactions.</p> | <p>TEKS 1.C Formulate sound arguments and present using elements of classical speeches.</p> <p>5.H Respond orally with purposeful vocabulary.</p> <p>7.D Critique and evaluate characteristics and structural elements of informational texts.</p> <p>ELPS 2.D.ii Seek clarification [of spoken language] as needed.</p> | <p>TEKS 4.A Establish purpose for reading assigned texts.</p> <p>ELPS 2.C.iii Learn basic vocabulary heard during classroom instruction and interactions.</p> <p>4.D.i Use prereading supports to enhance comprehension of written text.</p> <p>4.F.iii Use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language.</p> <p>4.G.iii Demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs.</p> |

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| | <p>need for linguistic accommodations as more English is learned.</p> <p>4.F.viii Use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language.</p> <p>4.F.x Use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language.</p> | | | |
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| <p>PERFORMANCE TASK: Give and Follow Complex Directions</p> <p>SE pp 308-309</p> | <p>PERFORMANCE TASK: Give and Follow Complex Directions</p> <p>SE pp 308-309</p> | <p>PERFORMANCE TASK: Give and Follow Complex Directions</p> <p>SE pp 308-309</p> | <p>PERFORMANCE TASK: Presentations</p> | <p>SIX WEEKS TESTING</p> |
| <p>PERFORMANCE TASK</p> <p>Give and Follow Complex Directions Students research how to perform a specific, complex task. Then, teach the rest of your class that task, providing detailed oral instructions to guide them step by step.</p> <p>Plan With Your Group Students choose an activity, conduct research, and write instructions.</p> <p>Give Complex Instructions Students plan and practice the presentation, present to the class, and respond appropriately.</p> <p>Follow Complex Instructions Students clarify meaning by asking pertinent questions.</p> | <p>PERFORMANCE TASK</p> <p>Give and Follow Complex Directions Students research how to perform a specific, complex task. Then, teach the rest of your class that task, providing detailed oral instructions to guide them step by step.</p> <p>Plan With Your Group Students choose an activity, conduct research, and write instructions.</p> <p>Give Complex Instructions Students plan and practice the presentation, present to the class, and respond appropriately.</p> <p>Follow Complex Instructions Students clarify meaning by asking pertinent questions.</p> | <p>PERFORMANCE TASK</p> <p>Give and Follow Complex Directions Students research how to perform a specific, complex task. Then, teach the rest of your class that task, providing detailed oral instructions to guide them step by step.</p> <p>Plan With Your Group Students choose an activity, conduct research, and write instructions.</p> <p>Give Complex Instructions Students plan and practice the presentation, present to the class, and respond appropriately.</p> <p>Follow Complex Instructions Students clarify meaning by asking pertinent questions.</p> | <p>PERFORMANCE TASK</p> <p>Present & Instruct Students will present their topics to the class and instruct the class with step by step directions</p> | <p>SIX WEEKS TESTING</p> |

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| TEKS and ELPS | | | | |
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| <p>TEKS 7.E Critique and evaluate characteristics and structural elements of argumentative texts.</p> | <p>TEKS 8.F Evaluate how author’s syntax contributes to effectiveness.</p> <p>9.B.ii Develop drafts into focused, structured writing in open-ended situations by developing an engaging idea reflecting depth of thought with effective use of details and examples.</p> | <p>TEKS 4.F Make inferences and use evidence to support understanding.</p> | <p>TEKS 4.F Make inferences and use evidence to support understanding.</p> <p>ELPS 4.F.vii Use support from peers and teachers to enhance and confirm understanding.</p> | |

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| 27 | 28 | | | |
| SIX WEEKS TESTING | SIX WEEKS TESTING | | | |
| SIX WEEKS TESTING | SIX WEEKS TESTING | | | |

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