

# 12th GRADE ELA Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for student with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that are used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

### Integration of Technology

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### 21<sup>st</sup> Century Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

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9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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).

### Career Education

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. ker

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.

9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).

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9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. • 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.  
9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.  
9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.  
9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

**Lower Cape May Regional School District 12<sup>th</sup> Grade ELA Curriculum**

**Content Area: BRITISH AND EUROPEAN LITERATURE**

<b>Course Title: English Language Arts</b>	<b>Grade level: 12</b>
<b>Unit 1: The Old English and Medieval Periods</b>	<b>Dates for Units-September thru October</b>
<b>Unit 2: European Literature (Middle Ages)</b>	<b>Dates for Units - November thru December</b>
<b>Unit 3: Renaissance &amp; Reformation/17th Century</b>	<b>Dates for Units - January thru March</b>
<b>Unit 4: 18th and Early 19th Century</b>	<b>Dates for Units - March thru April</b>

<b>Unit 5: Late 19th and 20th Century</b>	<b>Dates for Units - May thru June</b>
<b>Date Created: June 22, 2017</b>	<b>Board Approved On: 9/26/19</b>
<b>Date Revised: 07/2024</b>	

<b>Lower Cape May Regional School District 12th ELA Curriculum Unit 1 Overview</b>
<b>Content Area: BRITISH AND EUROPEAN LITERATURE</b>

<b>Unit Title: The Old English and Medieval Periods (A.D. 449 to 1485)</b>
<p><b>Unit Summary:</b></p> <p>In Unit 1, students will analyze the Essential Questions: “What is the relationship between literature and place?”, “How does Literature shape or reflect society?”, and “What is the relationship of the writer to tradition?” Students will read the following: <i>The Seafarer</i>, <i>The Wanderer</i>, <i>The Wife’s Lament</i>, <i>Beowulf</i> selections from <i>The Canterbury Tales</i>, <i>Sir Gawain and the Green Knight</i>, <i>Le Morte d’Arthur</i> and <i>The Decameron</i>. Students will also learn to pronounce and define SAT level vocabulary, and practice resume writing, cover letter writing, and practice interview skills. Students will also practice essay and research writing.</p>

<b>Learning Targets</b>	
<b>CPI</b>	<b>Cumulative Progress Indicators for Unit</b>
L.VI.11-12.4 L.KL.11-12.2	Vocabulary Assessments
RL.IT.11-12.3 RL.TS.11-12.4 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3	Objective and Subjective Tests and Quizzes
W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 L.VI.11-12.4 SL.II.11-12.2	Short Research Writing Assignment: Was King Arthur an actual historical figure or a myth?
SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3	Class participation
	Other applicable assessments and projects (bell ringers, journal, etc.)
<b>Unit Enduring Questions(s):</b> <ul style="list-style-type: none"> <li>● What is the relationship between literature and place?</li> <li>● How does Literature shape or reflect society?</li> <li>● What is the relationship of the</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Literature is affected. by the place in which it was written</li> <li>● Literature shapes and reflects society</li> <li>● Writers follow the traditions of the societies in which they live</li> </ul>

<p>writer to tradition</p>	
<p><b>Unit Objectives: <i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>● The process of weeding out pertinent information from sources.</li> <li>● How to follow MLA format</li> <li>● How to properly format a resume and cover letter</li> <li>● Classroom rules and procedures</li> <li>● How to utilize chromebooks, Google Classroom, and other instructional platforms for in class and out of class assignments</li> </ul>	<p><b>Unit Objectives: <i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Determine which information to utilize from sources in a research paper</li> <li>● Write a paper in MLA format</li> <li>● Complete a properly formatted resume and Cover Letter</li> <li>● Come to class prepared and following established class procedures and expectations.</li> <li>● Utilize technology to enhance understanding of lessons presented.</li> </ul>
<p><b>Lower Cape May Regional School District 12th ELA Curriculum</b></p> <p><b>Unit 2 Overview</b></p>	
<p><b>Content Area: BRITISH AND EUROPEAN LITERATURE</b></p>	
<p><b>Unit Title: European Literature -Middle Ages (1485 to 1625)</b></p>	
<p><b>Unit Summary:</b></p> <p>In Unit 2, students will analyze the question: “How did medieval man distinguish between the earthly and the divine?” Students will read complete works or excerpts from the following: <i>Hamlet, Macbeth, The Prince, Oedipus the King and Faust</i> . Nonfiction Primary Source Documents will include <i>Speech Before Her Troops and Examination of Don Luis Cordoba</i>. Students will learn to pronounce and define SAT level vocabulary and will also practice essay and research writing through an essay on Despotic Leaders and Despotic Leadership.</p>	

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<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
L.KL.11-12.2 L.VI.11-12.4 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3	Vocabulary assessments
RL.IT.11-12.3 RL.TS.11-12.4 RI.CR.11-12.1 RI.CI.11-12.2	Objective and subjective tests and quizzes
W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 L.VI.11-12.4 L.SS.11-12.1 L.KL.11-12.2 L.VI.11-12.3 SL.II.11-12.2	Major writing assignment :Despotic Leader Essay
SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3	Class participation
W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3	Benchmark assessment of comparative analytical essay for outside reading book and summer reading assignment
	Other applicable assessments and projects (bell ringers, journal entries, etc.)

**Unit Enduring Question(s):**

- “How did medieval man distinguish between the earthly and the divine?”
- “What drives the human spirit?”
- “Why do we make the decisions we make?”

**Unit Enduring Understandings:**

- the ramifications of our decisions
- the role “fate” plays in our lives (divine intervention vs self-driven)
- the essay writing and researching process

<p><b>Unit Objectives: <i>Students will know...</i></b></p> <ul style="list-style-type: none"><li>● the process of weeding out pertinent information from articles</li><li>● How to access online databases for research</li><li>● “What makes a good leader?”</li><li>● “Is it better to be feared, or loved?”</li><li>● How to better understand Shakespear’s word usage</li></ul>	<p><b>Unit Objectives: <i>Students will be able to.....</i></b></p> <ul style="list-style-type: none"><li>● Determine which information to utilize from a source</li><li>● Define a despotic or tyrannical leader</li><li>● Understand Shakesperian language, plays, and writings</li><li>● Utilize technology to better understand lessons and information</li></ul>
<p><b>Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:</b></p> <ul style="list-style-type: none"><li>-Teacher tutoring</li><li>-Peer tutoring</li><li>-Cooperative Learning Groups</li><li>-Modified Assignments</li><li>-Modified texts</li><li>-Differentiated Instruction</li><li>-Response to Intervention ( <a href="http://www.help4teachers.co.m">www.help4teachers.co.m</a> )</li><li>-Follow all IEP and 504 modifications –Adaptive Technology</li></ul>	

**Lower Cape May Regional School District 12th Grade ELA Curriculum  
Unit 3 Overview**

**Content Area: BRITISH AND EUROPEAN LITERATURE**

**Unit Title: Renaissance and Reformation/17th Century (1625 to 1798)**

**Target Course/Grade Level: 12th**

**Unit Summary:**

- In Unit 3, students will analyze the question: “How does Renaissance literature break with and build on literature of the middle ages?” and “How did seventeenth century writers regard the relationship between reason and emotion?” Students will read the following: *Paradise Lost*, *Divine Comedy*, *Gulliver’s Travels*, as well as selected poetry of the Renaissance. Students will learn to pronounce and define SAT level vocabulary, continue to practice writing skills, and practice interview skills. Students will research, prepare, write, and present a thesis on a chosen topic for their final Thesis Project and Paper. Students will also practice discerning “true” sources from “fake” sources.

**Interdisciplinary Connections:**

- History - Medieval England and Europe
- Life Skills-Writing a Thesis Paper

**21st Century Themes, Skills, and Standards:**

- - Technology utilization in the form of the research paper
  - 21st Century Life and Career Standards: CRP2, CRP4, CRP5, CRP7, CRP11, CRP12
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
RL.IT.11-12.3 L.VI.11-12.5 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3	Vocabulary assessments
RL.11-12.4 RI.11-12.1-3	Objective and subjective tests and quizzes
W.AW.11-12.1 W.IW.11-12.2 NW.11-12.3W. L.VI.11-12.4 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 SL.PI.11-12.4	Major writing assignment: Senior Thesis
SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3	Class participation

<p>W.AW.11-12.1                  W.IW.11-12.2                  W.NW.11-12.3                  RI.CR.11-12.1                  RI.CI.11-12.2                  RI.IT.11-12.3</p>	<p>Benchmark assessment of comparative analytical essay for outside reading book and in class readings</p>
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	<p>Other applicable assessments and projects (bellringers, journal entries, etc.)</p>
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<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● “How does Renaissance literature break with and build on literature of the Middle ages?”</li> <li>● “How did seventeenth-century writers regard the relationship between reason and emotion?”</li> <li>● How did the Christian Church and Beliefs effect European Society?</li> <li>● What is a Thesis Statement?</li> <li>● Why is it important to back your opinion with evidence?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>●the main differences between Renaissance literature and literature of the middle ages</li> <li>●why people gravitate towards certain people</li> <li>●Why is it important to follow one’s heart?</li> </ul> <p>*The influence of Christian thought on European Society                  * What a Thesis Statement is                  *How to back your opinion with textual evidence</p>
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<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to define satire</li> <li>● How to create a Thesis Statement</li> <li>● How to conduct research on topic for a Thesis Paper</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Define satire</li> <li>● Conduct and edit research on Thesis Statement and Paper</li> </ul>
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<p><b>Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>-Teacher Tutoring</li> <li>-Peer Tutoring</li> <li>-Cooperative Learning Groups</li> <li>-Modified Assignments</li> <li>-Modified Texts</li> <li>-Differentiated Instruction</li> <li>-Response to intervention</li> <li>(<a href="http://www.help4teachers.com">www.help4teachers.com</a>)</li> <li>-Follow all IEP directives and modifications</li> <li>-Adaptive Technology</li> </ul>
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<p><b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview</b></p>
<p><b>Content Area: BRITISH AND EUROPEAN LITERATURE</b></p>
<p><b>Unit Title: Eighteenth and Early Nineteenth Century</b></p>
<p><b>Target Course/Grade Level: 12th</b></p>

**Unit Summary:**

- In Unit 4, students will analyze the question: “What role does nature play in 18th and early 19th century literature?” Students will read the following: *A Modest Proposal*, selected poems from Coleridge, Tennyson, Blake, Keats, Byron, and Wordsworth, excerpts from *Frankenstein*, *Hard Times*, *An Upheaval* and an excerpt from *Cyrano de Bergerac*. The outside reading assignment will be *Siddhartha*. Students will continue with SAT vocabulary, will practice writing poetry, continue to practice writing skills, etc.

**Interdisciplinary Connections:**

- History - Medieval England and Europe
- Mathematics - syllabic counting and measuring

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 L.VI.11-12.4	Vocabulary assessments

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RL.IT.11-12.3 RI.CR.11-12.1 RI.CI.11-12.2 RL.TS.11-12.4	Objective and subjective tests and quizzes
W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 W.NW.11-12.3 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 L.VI.11-12.4 SL.II.11-12.2	Major writing assignment (satirical essay)
SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3	Class participation
W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3	Benchmark assessment of satirical essay for outside reading book and in class readings
	Other applicable assessments and projects (bellringers, journal entries, etc.)

**Unit Enduring Questions:**

- “What role does nature play in 18<sup>th</sup> and early 19<sup>th</sup> century literature?”
- “What makes a poem a poem?”
- “Why do people write poetry?”
- What defines a satirical piece of literature?

**Unit Enduring Understandings:**

- the role of nature during the time period
- why people write/enjoy poetry
- what exactly makes a poem
- what makes something “satirical”

<p><b>Unit Objectives:</b></p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● how to define “satire”</li> <li>● how to create a satirical piece</li> <li>● why poetry is enjoyed by some and others</li> <li>● why nature was so important when writing poetry</li> </ul>	<p style="text-align: center;">d not</p> <p><b>Unit Objectives:</b></p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● define “satire” and create a satirical piece</li> <li>● create poetry</li> </ul>
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**Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning
- Groups
- Modified Assignments
- Modified texts -Differentiated Instruction
- Response to Intervention
- ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and modifications
- Adaptive Technology

<b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 5 Overview</b>	
<b>Content Area: BRITISH AND EUROPEAN LITERATURE</b>	
<b>Unit Title: 20th Century</b>	
<b>Target Course/Grade Level: 12th</b>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>In Unit 5, students will analyze the following question: “Why might the 20th century be regarded as the ‘Age of Anxiety’?” Students will read the following: <i>The Lagoon</i>, <i>Rocking Horse Winner</i>, and excerpts from <i>The Metamorphosis</i>. Outside reading assignment will be <i>The Curious Incident Of The Dog In The Nighttime</i>. Students will research, prepare, write, and present a research paper on ASD .Students will find connections between modern day cartoons and fairy tales.</li> </ul>	
<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
RL.IT.11-12.3 L.VI.11-12.5 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3	Vocabulary assessments

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RL.IT.11-12.3 RI.CR.11-12.1 RI.CI.11-12.2 RL.TS.11-12.4	Objective and subjective tests and quizzes
SL.PE.11-12.1 SL.II.11-12.2 SL.ES.11-12.3	Class participation
W.AW.11-12.1 W.IW.11-12.2	Benchmark assessment of comparative analytical

W.AW.11-12.1 W.IW.11-12.2 W.NW.11-12.3 L.SS.11-12.1 L.KL.11-12.2 L.VL.11-12.3 L.VI.11-12.4 SL.II.11-12.2	Major Writing Assignment: ASD
	Other applicable assessments and projects (bellringers, journal entries, etc.)

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"><li>● “Why might the 20th century be regarded as the ‘Age of Anxiety’?”<ul style="list-style-type: none"><li>● “What is Autism?”</li><li>● How might Autism and other disabilities affect those disabled and their families?</li></ul></li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● Why anxiety really “skyrocketed” during the 20th century/today</li><li>● Defining and gathering information on ASD and related disabilities</li></ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"><li>● Why people get anxious and why anxiety levels are going up</li><li>● Why choosing being right over being told what to do is the way to go</li><li>● The process of weeding out pertinent scientific information from articles</li><li>● How to continue research on a personal project/essay</li></ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"><li>● Determine which information to utilize from a scientific article</li><li>● Do personal research on a topic of choice</li><li>● Make educated guesses as to why people are more anxious now than ever</li></ul>

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Modified Texts
- Differentiated Instruction
- Response to Intervention
- ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and modifications
- Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- quizlet
  - “One and Done”’s (quick quizzes)
  - Questionnaires
  - Answering and asking questions to and from the teacher

**Summative Assessment Utilized throughout Units:**

- unit essays (students must complete and attain a passing grade on THREE out of FOUR essays)
- test aligned with curriculum
  - “One and Done’s” (quick quizzes)

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Differentiated Instruction

Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))

Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

- ASD spectrum research paper
  - Despotic leader research essay
  - Satirical essay
  - Thesis paper

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLs indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
  - laptops/phones/Chrome Books will be used on a (near) daily basis - quizzes and watching videos to garner information, etc. -Time in the media center

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

**Varied journal prompts, spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

**LCMR SCHOOL DISTRICT - ELA 12<sup>TH</sup> GRADE CURRICULUM (REVISED 07/2024)**

<p><b>Anchor activities</b></p>	<p>Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.</p>
<p><b>Choices of review activities</b></p>	<p>Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).</p>
<p><b>Homework options</b></p>	<p>Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.</p>
<p><b>Student-teacher goal setting</b></p>	<p>The teacher and student work together to develop individual learning goals for the student.</p>
<p><b>Flexible grouping</b></p>	<p>Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.</p>
<p><b>Varied computer programs</b></p>	<p>The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.</p>
<p><b>Multiple Intelligence or Learning Style options</b></p>	<p>Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)</p>
<p><b>Varying scaffolding of same organizer</b></p>	<p>Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.</p>

LCMR SCHOOL DISTRICT - ELA 12<sup>TH</sup> GRADE CURRICULUM (REVISED 07/2024)

<p><b>Think-Pair-Share by readiness, interest, and/or learning profile</b></p>	<p>Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.</p>
<p><b>Mini workshops to re-teach or extend skills</b></p>	<p>A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.</p>
<p><b>Orbitals</b></p>	<p>Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.</p>
<p><b>Games to practice mastery of information and skill</b></p>	<p>Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.</p>
<p><b>Multiple levels of questions</b></p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)</p>
<p><b>High Prep Strategies (add to list as needed)</b></p>	
<p><b>Cubing</b></p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>

**LCMR SCHOOL DISTRICT - ELA 12<sup>TH</sup> GRADE CURRICULUM (REVISED 07/2024)**

<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).

LCMR SCHOOL DISTRICT - ELA 12<sup>TH</sup> GRADE CURRICULUM (REVISED 07/2024)

<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

<p><b>Tic-Tac-Toe Choice Board</b> (sometimes called “ThinkTac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p><b>Curriculum development Resources/Instructional Materials:</b></p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> <li>● Ms K’s wix page (<a href="http://www.kopsitzl.wixsite.com/english">www.kopsitzl.wixsite.com/english</a>)</li> <li>● LCMR school website</li> </ul>	
<p style="text-align: center;"><b>Board of Education Approved Text(s)</b></p>	
<ul style="list-style-type: none"> <li>● Prentice Hall Literature <i>The British Tradition</i></li> <li>● EMC Master Series Literature and the Language Arts <i>World Literature</i></li> <li>● <i>The Curious Incident of the Dog in the Nighttime</i> by Mark Haddon</li> <li>● <i>Don Quixote</i> by Miguel Cervantes</li> <li>● <i>Night</i> by Elie Wiesel</li> <li>● <i>Siddhartha</i> by Herman Hesse</li> </ul>	

