

# 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 students 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 is 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.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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

<b>Content Area: BRITISH AND EUROPEAN LITERATURE</b>		
<b>Course Title: English Language Arts</b>		<b>Grade level: 12</b>
<b>Unit 1: European Literature (Middle Ages)</b>	<b>Dates for Units - September thru October</b>	
<b>Unit 2: Renaissance &amp; Reformation/17th Century</b>	<b>Dates for Units - November thru January</b>	
<b>Unit 3: 18th and Early 19th Century</b>	<b>Dates for Units - February thru April</b>	
<b>Unit 4: 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:</b>	

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

**Unit Title: European Literature - Middle Ages**

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

**Unit Summary:**

In Unit 1, students will analyze the question: “How did medieval man distinguish between the earthly and the divine?” Students will read the following: *Oedipus*, selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, and *The Decameron*. Outside reading assignment is *The Curious Incident of the Dog in the Nighttime*. Students will 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.

**Interdisciplinary Connections:**

History - Medieval England and Europe

Science and Biology - research on Autism Spectrum disorder and various connections to ASD

**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

**Learning Targets**

**CPI #**

**Cumulative Progress Indicators (CPI) for Unit**

RL.11-12.4  
L.11-12.6

Vocabulary assessments

L.11-12.5 L.11-12.1-4	
RL.11-12.3 RL.11-12.5 RI.11-12.1-3	Objective and subjective tests and quizzes
NJSLSA.W1-3 RL.11-12.4 L.11-12.6 L.11-12.5 L.11-12.1-4 SL.11-12.2	Major writing assignment (ASD spectrum)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJSLSA.W1-3 RI.11-12.1-3	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 is Autism?”
- “What drives the human spirit?”
- “Why do we make decisions that we do?”

**Unit Enduring Understandings:**

- define and gather information on Autism Spectrum Disorder
  - the ramifications of our decisions
  - the role “fate” plays in our lives (divine intervention vs self-driven)
  - the essay writing and researching process

**Unit Objectives:**

*Students will know....*

- the process of weeding out pertinent scientific information from articles
- how to properly set up a resume and cover letter
- the classroom rules and procedures
- how to utilize chromebooks, google docs, etc. for class work and out of class assignments

**Unit Objectives:**

*Students will be able to.....*

- determine which information to utilize from a scientific article
- properly set up a resume and cover letter
- come into class every day as prepared as possible and follow the class procedures with little to no issue
- utilize technology to better understand lessons and information

**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 504  
modifications
- Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 2 Overview**

**Content Area: BRITISH AND EUROPEAN LITERATURE**

**Unit Title: Renaissance and Reformation/17th Century**

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

**Unit Summary:**

- In Unit 2, 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: *Macbeth* and/or *Hamlet*, selected poetry of the Renaissance, excerpts from *The Prince*. Outside reading assignment is *Don Quixote*. Students will learn to pronounce and define SAT level vocabulary, continue to practice writing skills, and practice interview skills. Students will also practice discerning “true” sources from “fake” sources.

**Interdisciplinary Connections:**

- History - Medieval England and Europe



**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**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
RL.11-12.3 L.11-12.6 L.11-12.5 L.11-12.1-4	Vocabulary assessments
RL.11-12.4 RI.11-12.1-3	Objective and subjective tests and quizzes
NJSLSA.W1-3 RL.11-12.4 L.11-12.6 L.11-12.5 L.11-12.1-4 SL.11-12.4	Major writing assignment (despotic leader y)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJSLSA.W1-3 RI.11-12.1-3	Benchmark assessment of comparative typical essay for outside

	reading book and in class readings
	Other applicable assessments and projects (ringers, journal entries, etc.)
<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>● “What makes a good leader?”</li> <li>● “Is it better to be feared, or loved?”</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>● the tellings of a true leader</li> <li>● why people gravitate towards certain people</li> <li>● why it is important to follow one’s heart</li> </ul>

**Unit Objectives:**

*Students will know....*

- how to weed out pertinent information from nonfiction reading
  - What truly defines a despotic leader
  - How to better understand Shakespeare's word usage
  -

**Unit Objectives:**

*Students will be able to.....*

- weed out information pertinent to the research he/she is completing
- define a despotic leader and give examples and cite where the information is from
- read Shakespeare at a higher level and garner information about the characters

**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 504 modifications
- Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 3 Overview**

**Content Area: BRITISH AND EUROPEAN LITERATURE**

**Unit Title: Eighteenth and Early Nineteenth Century**

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

**Unit Summary:**

- In Unit 3, 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 *Hard Times*, 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

**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**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
RL.11-12.4 L.11-12.6 L.11-12.5 L.11-12.1-4	Vocabulary assessments
RL.11-12.3 RL.11-12.5 RI.11-12.1-3	Objective and subjective tests and quizzes
NJSLSA.W1-3 RL.11-12.4 L.11-12.6 L.11-12.5 L.11-12.1-4	Major writing assignment (satirical essay)

SL.11-12.2	
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJSLSA.W1-3 RI.11-12.1-3	Benchmark assessment of satirical essay for outside reading book and in class readings
	Other applicable assessments and projects (rings, journal entries, etc.)
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● “What role does nature play in 18th and early 19th century literature?”</li> <li>● “What makes a poem a poem?”</li> <li>● “Why do people write poetry?”</li> <li>●</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● the role of nature during the time period</li> <li>● why people write/enjoy poetry</li> <li>● what exactly makes a poem</li> <li>● what makes something “satirical”</li> </ul>

<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 satirical piece</li> <li>● why poetry is enjoyed by some and not others</li> <li>● why nature was so important when writing poetry</li> </ul>	<p><b>Unit Objectives:</b>  <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>
<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</li> </ul>	

<p>Intervention</p> <p>(<a href="http://www.help4teachers.com">www.help4teachers.com</a>)</p> <p>-Follow all IEP and modifications</p> <p>-Adaptive Technology</p>		
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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: 20th Century</b></p>
<p><b>Target Course/Grade Level: 12th</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● In Unit 4, students will analyze the following question: “Why might the 20th century be regarded as the ‘Age of Anxiety’?” Students will read the following: <i>Peter and Wendy</i> and/or <i>Alice’s Adventures in Wonderland</i>, and excerpts from <i>The Metamorphosis</i>. Students will find connections between modern day cartoons and fairy tales. The outside reading will be <i>Night</i>. Students will research, prepare, write, and present a thesis on a chosen topic for their final essay grade. Students will finish with vocabulary prior to writing the thesis.</li> </ul>



**Interdisciplinary Connections:**

- History - Medieval England and Europe
  - Sociology - the Holocaust
  - Life Skills - 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**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
RL.11-12.4 L.11-12.6 L.11-12.5 L.11-12.1-4	Vocabulary assessments
RL.11-12.3 RL.11-12.5 RI.11-12.1-3	Objective and subjective tests and quizzes
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJSLSA.W1-3	Benchmark assessment of comparative analytical

RI.11-12.1-3	essay for outside reading book and in class assignments	
	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’?”</li> <li>● “Why did the Holocaust happen?” <ul style="list-style-type: none"> <li>- “What is more important - doing what is right, or doing what you are told?”</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>● why the Holocaust was such a horrible event</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>● more information on the Holocaust</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>● garner information about the Holocaust</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>	

**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.

<b>Anchor activities</b>	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.
<b>Choices of review activities</b>	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).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	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.
<b>Varied computer programs</b>	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.
<b>Multiple Intelligence or Learning Style options</b>	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.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	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.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	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.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	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.



<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).

<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.

**Tic-Tac-Toe Choice Board  
(sometimes called “Think-Tac-Toe”**

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.

**Curriculum development Resources/Instructional Materials:**

List or Link Ancillary Resources and Curriculum Materials Here:

- Ms K’s wix page ([www.kopsitzl.wixsite.com/english](http://www.kopsitzl.wixsite.com/english))
- LCMR school website

**Board of Education Approved Text(s)**

- Prentice Hall Literature *The British Tradition*
- EMC Master Series Literature and the Language Arts *World Literature*
- *The Curious Incident of the Dog in the Nighttime* by Mark Haddon
- *Don Quixote* by Miguel Cervantes
- *Night* by Elie Wiesel
- *Siddhartha* by Herman Hesse

