

What makes Louisiana's ELA Guidebooks 9-12 (2020) innovative?

The [Louisiana's ELA Guidebooks 9-12 \(2020\)](#) help all students read, understand, and express their understanding of complex, grade-level texts. The ELA Guidebooks 9-12 (2020) units build students' understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In Louisiana's ELA Guidebooks 9-12, students

- Explore [central questions](#) that connect units in a year-long pathway;
- Examine [texts by various authors and about substantive topics](#);
- Engage in varied reading, discussion, writing, and presentation opportunities in and out of class; and
- Experience integrated instruction and assessment leading to a comprehensive ELA experience.

Louisiana's ELA Guidebooks (2020) were designed with four guiding principles in mind.

Learning Community

The guidebook units are designed to help students establish, build, and expand their **learning community**. Students work both collaboratively and independently throughout the guidebook units.

Knowledge

Each guidebook unit is based on a text set. Text sets are a series of texts organized around an anchor text or topic that guide and focus student learning and knowledge development.

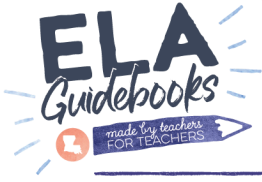
Text sets represent a variety of authors and genres while also providing coherence among the texts so that students systematically **build knowledge of substantive texts and topics**. Text sets are built around authentic, celebrated texts that give students the opportunity to dig deeply into topics to help them build knowledge of the world around them and prepare for college, careers, and civic life.

Choice and Flexibility

The design of the ELA Guidebooks allows opportunities for flexibility and choice for both teacher and student.

At the program level, teachers choose which development guidebooks to include in the grade or course. At the lesson level, a provided suite of optional support and extension activities allows a teacher to choose which activities to include within the lesson to best support student needs. Specific guidance on how to adjust lessons for timing and students' needs is provided.

Students also make choices within the guidebook units. Students are able to choose independent and group reading texts throughout the year. In the final guidebook unit of the year, the application guidebook, students choose an area of study that interests them to explore a text or topic related to one of the development guidebooks.



Coherent System of Instruction and Assessment

Everything a student needs to master grade-level standards is provided in the guidebooks and is openly licensed. This includes a **coherent system of curriculum-embedded assessments**. Each guidebook unit concludes with a culminating task, which requires students to incorporate the knowledge, skills, and habits they have developed throughout the unit.

In the guidebook units, assessment is accomplished through three main practices: monitor, diagnose, and evaluate. A sample unit evaluation plan is [available](#).



Louisiana’s Open Source Platform

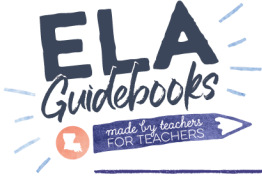
Louisiana’s ELA Guidebooks 9-12 (2020) are housed on Louisiana’s open source, digital platform, [Louisiana Curriculum Hub](#).

Text Access and Purchasing Information

Text purchasing for Louisiana’s ELA Guidebooks 9-12 (2020) is available through [American Reading Company](#) and [XanEdu](#).

Professional Learning Opportunities

In collaboration with SchoolKit and Teaching Lab, the Department has created open source professional learning modules for Louisiana’s ELA Guidebooks 9-12 (2020). Professional learning is also available through approved vendors in the [Louisiana PL Partner Guide](#).



A Preview of Louisiana’s ELA Guidebooks 9-12 (2020)

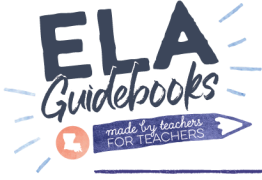
Unit Text and Topic Overview

Grade 9 Units	Grade 10 Units	Grade 11 Units	Grade 12 Units
Photojournalism	Life of Pi	The Great Gatsby	Education
Diary	The Joy Luck Club	Storytelling <i>Coming Soon</i>	Hamlet
The Odyssey	Hamilton	Film in America	In the Time of the Butterflies
Romeo and Juliet	Things Fall Apart	Warmth of Other Suns	1984
Teenage Brain	The Immortal Life of Henrietta Lacks	Homeownership	Artificial Intelligence
Application Unit	Bioethics	The Holocaust	Impact of War
	A Lesson Before Dying	Application Unit	Application Unit
	Application Unit		

A **draft** of the complete text list for Development 1 - 5 units is [available](#).

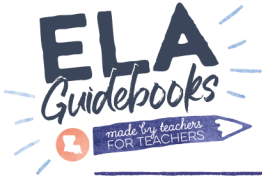
Central Questions and Culminating Tasks

Unit	Central Question	Culminating Task	Text Type
Grade 9			
Photojournalism	What is the weight of an image?	How have photographers inspired change through photojournalism?	Informational/ Explanatory
Diary	How is our perception of ourselves and the world shaped by our experiences?	Compare and contrast the structure of <i>The Diary of a Young Girl</i> by Anne Frank and <i>Night</i> by Elie Wiesel. How does the structure of each text convey the author’s perspective and contribute to its meaning?	Informational/ Explanatory
The Odyssey	How do the choices that characters make in the face of temptation and danger reveal their true identity?	Choose one major event from Odysseus’s journey for the setting of your narrative. Some example scenes include, but are not limited to, his encounters with the Cyclops, Sirens, Scylla and Charybdis, the Underworld, or his return to Ithaca. Rewrite this event as a narrative from the point of view of a different character who is present or directly affected.	Narrative
Romeo and Juliet	How can adaptations or reproductions enhance or detract from the theme of a text?	Compare and contrast the way in which that theme is developed in the play <i>Romeo and Juliet</i> and in one of the following movies: <i>Romeo and Juliet</i> (Zeffirelli), <i>Romeo + Juliet</i> (Luhmann), or <i>West Side Story</i> (Wise, Robbins).	Informational/ Explanatory
Teenage Brain	How do decisions and actions vary depending on the perspectives of the people involved?	Does being a teenager positively or negatively affect decision making?	Argument
Grade 10			
Life of Pi	How do our stories reveal our realities?	Retell a scene from <i>Life of Pi</i> from another point of view, e.g., an omniscient narrator, a different character, to reveal a different perspective or reality.	Narrative
Hamilton	How does Lin-Manuel Miranda tell Hamilton’s story?	Analyze the ways in which Miranda both accurately and inaccurately portrays history within the musical <i>Hamilton</i> . How do these choices in portrayal	Informational/ Explanatory



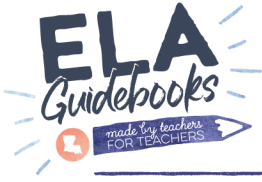
Louisiana's ELA Guidebooks 9-12 (2020) Pilot Overview

		impact the reader or listener's understanding of either the character, time period, or musical?	
Things Fall Apart	What is the danger of a single story?	How does Achebe develop and use a secondary character to convey a theme about multiple stories in <i>Things Fall Apart</i> ?	Informational/ Explanatory
The Immortal Life of Henrietta Lacks	How can we leave a legacy through our language, our families, and even our cells?	How do Rebecca Skloot and the author of one of the informational texts use language to advance their points of view about their ideas?	Informational/ Explanatory
Bioethics	Are the principles of bioethics sufficient in the treatment of people with mental illness?	Develop an argument in response to the unit question: Are the principles of bioethics sufficient in the treatment of people with mental illness?	Argument
A Lesson Before Dying	What makes us human?	What is a lesson that Grant and Jefferson learn about what it means to be human, and how do they learn this lesson? How is this lesson also supported in the other texts from the unit?	Informational/ Explanatory
The Joy Luck Club	How does one's understanding affect one's perception?	How does gaining a deeper awareness of others' experiences allow characters in <i>The Joy Luck Club</i> to change their perceptions?	Narrative
Grade 11			
The Great Gatsby	How do perceptions influence people's lives?	How does Fitzgerald develop a theme about perception throughout the novel?	Informational/ Explanatory
Storytelling	How does the storyteller define the subject's identity?	Consider how authors use storytelling to create an identity for their characters, specifically how Krakauer chose to tell the story of Chris McCandless. Then, develop an argument in response to the question: Is McCandless truly compassionate, as he is often described, or is his quest for "ultimate freedom" inherently selfish? Write an argumentative essay that supports your claims about McCandless' character.	Argument
Film In America	What is the relationship between American film and culture?	Consider the tradition of film and the role it has played over the last 100 years in America. What is the purpose of film? Do existing cultural norms influence film production, or do Americans model	Informational/ Explanatory



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		themselves after the films they see?	
The Warmth of Other Suns	How can a single decision change your life?	How did a person's life change as a result of the decision to migrate?	Informational/ Explanatory
Homeownership	Is the dream of homeownership viable for all Americans?	Through reading of unit texts and additional research, develop a perspective and argumentative position in response to the unit question: <i>Is the dream of homeownership viable for all Americans?</i> - within a more focused subtopic area.	Argument
The Holocaust	How does fear shape us?	How do decisions made in times of crisis impact people's lives, and how does fear shape their decisions?	Informational/ Explanatory
Grade 12			
Education	What does it mean to be educated?	Write a narrative essay in which you explore how your life experiences and schooling have contributed to your education.	Narrative
Hamlet	How are revenge and madness closely related to one another?	In a well-developed essay, select one character from <i>Hamlet</i> and examine whether or not his/her madness is real or feigned. If a character is feigning his/her madness, analyze the reasons why the character would do this. If the character's madness is genuine, analyze what has caused such 'madness' to arise in the character.	Informational/ Explanatory
In the Time of the Butterflies	How can average citizens bring about social change?	How does Alvarez use literary techniques, such as narrative structure and characterization, to develop a fictionalized version of one of the Mirabal sisters? How does the sister's story help Alvarez develop a theme about social change?	Informational/ Explanatory
1984	How can an individual's view of society be influenced by literature?	Consider how literary and artistic depictions of dysfunctional societies prompt an audience to reflect on the parallels between a fictional, dystopian society and their own. Explain the extent to which such reflection can shape an individual's view of certain aspects of modern society. Focus your examination and explanation on one of the following themes: <ul style="list-style-type: none"> The impact of surveillance and technology on freedom and safety; 	Informational/ Explanatory



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		<ul style="list-style-type: none"> • The ways government systems distribute and maintain authority (e.g., censorship, propaganda, rituals, and ceremonies); or • The manipulation of emotions to influence human behavior. 	
Artificial Intelligence	How has artificial intelligence both challenged and benefited society?	Considering the various visions of the future of artificial intelligence portrayed throughout the texts of the unit, how might its development be guided to benefit society but minimize harm? Do the benefits to society outweigh the potential harm AI might inflict on humanity?	Argument
Impact of War	How does war impact societal norms?	How does war impact societal norms? Write an explanatory essay in response to the question by comparing the characters from the novel to two or three historical figures from the additional unit texts.	Informational/ Explanatory