These are **sample units** organized for the year. Use the [guide](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?sfvrsn=5) for adapting and/or creating your own units using a similar format.

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| --- | --- | --- | --- | --- |
| **Year-Long Focus** | [**Unit One**](#ThingsFallApart)(pg. 2) | [**Unit Two**](#HenriettaLacks)(pg. 3) | [**Unit Three**](#FastFoodNation)(pg. 4) | [**Unit Four**](#Macbeth)(pg. 5) |
| **Build students’ knowledge:**Illustrate how knowledge builds through texts within and across grades | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chinue Achebe (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | Excerpts from *The Immortal Life of Henrietta Lacks*, Rebecca Skloot (Informational) | *Fast Food Nation*, Eric Schlosser (Informational) | [*The Tragedy of Macbeth*](http://etc.usf.edu/lit2go/215/the-tragedy-of-macbeth/), William Shakespeare (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) |
| Students will explore the following question: What happens when cultures collide? They will learn more about the relationship between language and cultural identify and colonization. | Students will consider the importance of leaving a legacy and consider the myriad ways that we can leave a legacy, through our language, our families, or even our cells. Students will also explore the issue of ownership: specifically its definition and its debatable nature. | Students will learn the various means that people use to expose hypocrisy or ignoble motives of society and individuals. Students will engage with texts that have persuasive power and examine how argument is created. | Students will explore the ideas of ambition and failure, good and evil. They will learn about motivation, internal and external conflicts, and complex characters and consider lessons learned from the texts. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-2):**Illustrate how text complexity increases within and across grades | The anchor text is an exemplar from Appendix B. While the readability falls below the band, it contains complex features, which make it suitable for grade 10. The related texts provide a range of complexity that meets the requirements for the 9-10 grade band. | The readability of these texts is appropriate for grade 10, and the content of the texts is complex and provides opportunities for rich instruction of analytical reading skills. | The quantitative measures of many of these texts range towards the higher end of the recommended range for the 9-10 grade band, which moves students naturally towards the expectations of college and career readiness.  | The texts in this unit vary in complexity but generally measure toward the end of the 9-10 grade band. Each text will initially require some scaffolding, but students should be able to move toward independence by the conclusion of the unit. |
| **Integrate standards around texts:**Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include: * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized,
* An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-10) of the Common Core State Standard expectations in grade 10,
* [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grade-8-grades-9%E2%80%9310) from grade 8 to grades 9-10, and
* [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grade-8-grades-9%E2%80%9310) from grade 8 to grades 9-10.
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**English II Year-in-Detail (SAMPLE)**

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| **Unit One****(**[**Sample Tests, Tasks, and aligned standards**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-10-sample-%28pdf%29.pdf?sfvrsn=8)**)** | **Anchor Text**[*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chinua Achebe (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Related Texts***Literary Texts** “[The White Man’s Burden](http://www.fordham.edu/halsall/mod/kipling.asp),” Rudyard Kipling
* “[Languages](http://carl-sandburg.com/languages.htm),” Carl Sandburg
* “[The Tower of Babel](http://www.bartleby.com/108/01/11.html),” Genesis 11, *The Holy Bible*
* “[The Second Coming](http://www.poets.org/viewmedia.php/prmMID/15527),” William Butler Yeats
* Excerpts of the demonstration garden (pages 25-42 and 62-63) from *The Poisonwood Bible*, Barbara Kingsolver

*Informational Texts** Excerpts from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe),” Jerome Brooks, *The Paris Review*, Issue #133, Winter 1994 (Interview)
* Pages 1-4 from “[An African Voice](http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/),” Katie Bacon, *The Atlantic Online*, August 2, 2000 (Interview)
* “[Mother Tongue](http://swhs.swisd.net/teachers/perry/033BDE8E-011F79E5.2/Tan_MotherTongue.pdf),” Amy Tan ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)
* “[Aria](http://www.teacherweb.com/CA/EastlakeHighSchool/MrGillet/Rodriguez_Aria.pdf),” Richard Rodriguez

*Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)** [Pre-Colonial Africa, 17th and 18th Centuries](http://etc.usf.edu/maps/pages/7400/7481/7481.htm) and [The Colonization of Africa, 1870-1910](http://etc.usf.edu/maps/pages/7600/7638/7638.htm), Ward, Prothero, and Leathes, *The Cambridge Modern History Atlas*
 | **Unit Focus**Students will learn what happens when cultures collide or merge from the perspective of the “other.” They will come to understand the effects of globalization, cultural diffusion, and the struggle between tradition and change when accompanied by the domination and marginalization of cultures. Students will also learn to discuss the literary merits of various texts by talking about their form, theme, language, and style. This unit connects to themes of geography, specifically culture and language. | **Possible[[2]](#footnote-3)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**RL.9-10.1, [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), RL.9-10.5, [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10) RI.9-10.1, [RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [RI.9-10.3](http://www.corestandards.org/ELA-Literacy/RI/9-10/3), [RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4), [RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6), [RI.9-10.7](http://www.corestandards.org/ELA-Literacy/RI/9-10/7), [RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10) |
| **Text Complexity Rationale**The anchor text is an exemplar from Appendix B. While the readability falls below the band, it contains complex characters with competing motivations, which make it suitable for grade 10. The related texts provide a range of complexity that meets the requirements for the 9-10 grade band. |
| **Sample Research [[3]](#footnote-4)**In an interview from *The Atlantic Online,* Chinua Achebe says, “There may be cultures that may sadly have to go, because no one is rooting for them, but we should make the effort to prevent this. We have to hold this conversation, which is a conversation of stories, a conversation of languages, and see what happens.” Using the texts from this unit and additional information gathered from independent research, create an informative multimedia presentation in which you explain the significance of language in preserving a person’s cultural identity.  Use specific examples from the readings and your research to support your explanation. | **Writing**[W.9-10.1a-e](http://www.corestandards.org/ELA-Literacy/W/9-10), W.9-10.2a-f, [W.9-10.3a-e](http://www.corestandards.org/ELA-Literacy/W/9-10), W.9-10.4, [W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5), [W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6), [W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7), [W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8), [W.9-10.9a-b](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)  |
| **Speaking and Listening** [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4), [SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5), [SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6)  |
| **Language**L.9-10.1a-b; [L.9-10.2a-c](http://www.corestandards.org/ELA-Literacy/L/9-10); [L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3); [L.9-10.4a-d](http://www.corestandards.org/ELA-Literacy/L/9-10); [L.9-10.5a-b](http://www.corestandards.org/ELA-Literacy/L/9-10); L.9-10.6 |
| **Possible Teacher Resources**[EdSitement *Things Fall Apart* Lesson resources](http://edsitement.neh.gov/lesson-plan/chinua-achebes-things-fall-apart-teaching-through-novel#sect-introduction)[Google Lit Trips](http://www.googlelittrips.org/) (Possible resource for tracing the geography of the text and/or the basis of a student-inquiry activity.) |

**English II Year-in-Detail, cont. (SAMPLE)**

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| **Unit Two** | **Anchor Text**Excerpts from *The Immortal Life of Henrietta Lacks*, Rebecca Skloot (Informational)*(****Note****: Chapters 1 and 15 have sensitive content. Skipping these chapters entirely or just summarizing the main ideas for students without reading them as a class will not detract from the reading of the whole text.)* | **Related Texts***Literary Texts** “Everyday Use,” Alice Walker
* “[Women](http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%2010/women.htm),” Alice Walker (Appendix B Exemplar, Poem)
* “[To Be of Use](http://www.northnode.org/poem.htm),” Marge Piercy (Poem)

*Informational Texts** “[Immortal Cells, Enduring Issues](http://archive.magazine.jhu.edu/2010/06/immortal-cells-enduring-issues/),” *Johns Hopkins Magazine*, Dale Keiger
* “[Immortal Cells, Moral Issues](http://articles.baltimoresun.com/2010-02-12/news/bal-op.lacks0212_1_cells-henrietta-tissue),” *The Baltimore Sun*, Ruth R. Faden
* “[Paying Patients for their Tissue: The Legacy of Henrietta Lacks](http://www.wwu.edu/westernreads/publications/Science-2012-Truog-37-8.pdf),” *SCIENCE*, Robert D. Truog, Aaron S. Kesselheim, Steven Joffe
* [The Bill of Rights: Amendments 1-10 of the *Constitution*](http://www.ourdocuments.gov/doc.php?flash=true&doc=13), The United States

*Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)** “[Henrietta Everlasting: 1950s Cells Still Alive, Helping Science](http://www.wired.com/magazine/2010/01/st_henrietta/),” Erin Biba (Graphic Timeline)
* [*The Sunflower Quilting Bee at Arles*](http://www.philamuseum.org/collections/permanent/90056.html), Faith Ringgold (Art)
 | **Unit Focus**Building on the idea of cultural preservation, students will consider the importance of leaving a legacy and consider the myriad ways that we can leave a legacy, through our language, our families, or even our cells. Students will also explore the issue of ownership: specifically its definition and its debatable nature. This set pairs well with Biology I and Civics, allowing students to contextualize and extend content learned in other courses.  | **Possible[[4]](#footnote-5)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.10RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10 |
| **Sample Research**Consider the following position from David Korn, vice provost for research at Harvard University: “I think people are morally obligated to allow their bits and pieces to be used to advance knowledge to help others. Since everybody benefits, everybody can accept the small risks of having their tissue scraps used in research.” Then, write an essay in which you evaluate the benefits and consequences of giving people legal ownership of their tissues. Use evidence from the texts studied in the unit and from your own independent research to support your position*. (This prompt is adapted from the Random House Teacher’s Guide.)* | **Writing**W.9-10.1a-e, W.9-10.2a-f, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10 |
| **Text Complexity Rationale**The readability of these texts is appropriate for grade 10, and the content of the texts is complex and provides opportunities for rich instruction of analytical reading skills. | **Speaking and Listening**SL.9-10.1a-d, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6 |
| **Language**L.9-10.1a-b, L.9-10.2a-c, L.9-10.3, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6 |
| **Possible Teacher Resources**[Random House Teacher’s Guide: *The Immortal Life of Henrietta Lacks*](http://rebeccaskloot.com/wp-content/uploads/2011/03/RHSklootTeachersGuideLORES.pdf)“[A Structure for Deoxyribose Nucleic Acid](http://dwb4.unl.edu/Chem/CHEM869N/CHEM869NLinks/biocrs.biomed.brown.edu/Books/Chapters/Ch208/DH-Paper.html),” James Watson and Francis Crick |

**English II Year-in-Detail, cont. (SAMPLE)**

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| **Unit Three** | **Anchor Text***Fast Food Nation*, Eric Schlosser (Informational) | **Related Texts***Literary Texts** “[Chapter 13](http://etc.usf.edu/lit2go/77/the-jungle/1275/chapter-13/)” and “[Chapter 14](http://etc.usf.edu/lit2go/77/the-jungle/1276/chapter-14/),” from *The Jungle*, Upton Sinclair
* “Desiree’s Baby,” Kate Chopin
* Excerpts from [*Uncle Tom’s Cabin*](http://www.americanliterature.com/author/harriet-beecher-stowe/book/uncle-toms-cabin-or-life-among-the-lowly/summary), Harriet Beecher Stowe

*Informational Texts** [*Common Sense*](http://www.ushistory.org/paine/commonsense/), Thomas Paine ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)
* Excerpts from *Silent Spring,* Rachel Carson
* “[How ‘Silent Spring’ Ignited the Environmental Movement](http://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html?pagewanted=all&_r=1&),” Eliza Griswold
* “[Children’s Era](http://www.womenspeecharchive.org/women/profile/speech/index.cfm?ProfileID=113&SpeechID=478),” Margaret H. Sanger
* “[Address to Congress on Women’s Suffrage](http://www.americanrhetoric.com/speeches/PDFFiles/Carrie%20Chapman%20Catt%20-%20Suffrage%20Speech%20to%20Congress.pdf),” Carrie Chapman Catt

*Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)** Clips from *Supersize Me* and *Food, Inc.*
* Various print and non-print advertisements or public service announcements
* Center for Investigative Reporting: <http://CIROnline.org>
 | **Unit Focus**Students will learn the various means that people use to expose their perspective of the hypocrisy or ignoble motives of society and individuals. Students will engage with texts that have persuasive power and examine how argument is created. Through this set, they will come to understand the immeasurable power of words and language. The variety of texts allows students to explore rhetoric in a variety of media. | **Possible[[5]](#footnote-6)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Possible Reading Standards**RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.10RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10 |
| **Text Complexity Rationale**The quantitative measures of many of these texts range towards the higher end of the recommended range for the 9-10 grade band, which moves students naturally towards the expectations of college and career readiness. | **Possible Writing Standards**W.9-10.1a-e, W.9-10.2a-f, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10 |
| **Sample Research**Using the internet and print resources, research the development of investigative journalism, specifically focusing on Pulitzer Prize-winning journalists. How has this form of journalism affected society? Select a Pulitzer Prizer winner and research his or her work. Write an informative, multimedia essay that explains how the journalist’s work reveals truth and offers an evaluation of the value of the work for society as a whole.  | **Possible Speaking and Listening Standards**SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6 |
| **Possible Language Standards**L.9-10.1a-b, L.9-10.2a-c, L.9-10.3, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6 |
| **Possible Teacher Resources**[*American Rhetoric* website](http://www.americanrhetoric.com)[Pulitzer Prize website](http://www.pulitzer.org)<http://www.pbs.org/wgbh/americanexperience/films/RachelCarsonsSilentSpring/> |

**English II Year-in-Detail, cont. (SAMPLE)**

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| **Unit Four** | **Anchor Text**[*The Tragedy of Macbeth*](http://etc.usf.edu/lit2go/215/the-tragedy-of-macbeth/), William Shakespeare (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)([Text pairing ideas](http://learning.blogs.nytimes.com/2010/08/02/teaching-shakespeare-with-the-new-york-times/#macbeth)) | **Related Texts***Literary Texts** *Oedipus Rex*, Sophocles (Appendix B Exemplar, Drama)
* “[Ozymandias](http://www.poetryfoundation.org/learning/guide/238972%22%20%5Cl%20%22poem)” Percy Bysshe Shelley (Appendix B Exemplar, Poem)
* “[Musee des Beaux Arts](http://english.emory.edu/classes/paintings%26poems/auden.html),” W.H. Auden (Appendix B Exemplar, Poem), “[Landscape with the Fall of Icarus](http://www.poets.org/viewmedia.php/prmMID/15828),” William Carlos Williams (Poem), “[To a Friend Whose Work Has Come to Triumph](http://writersalmanac.publicradio.org/index.php?date=2006/08/20),” Anne Sexton (Poem), and/or “[Flying and Falling](http://www.poets.org/viewmedia.php/prmMID/16872),” Jack Gilbert (Poem)
* “[The Story of Daedalus and Icarus](http://classics.mit.edu/Ovid/metam.8.eighth.html),” *Metamorphoses*, Ovid ([Sample assessment items](http://parcconline.org/samples/english-language-artsliteracy/grade-10-elaliteracy))

*Informational Texts** Select brief quotations on the nature of morality (for rhetorical analysis)
* “[Murderer, King, and Scot, All Rolled Into One Madman: Alan Cumming in ‘Macbeth’ at Lincoln Center Festival](http://theater.nytimes.com/2012/07/09/theater/reviews/alan-cumming-in-macbeth-at-lincoln-center-festival.html?adxnnl=1&adxnnlx=1367977097-1u4bT0lQXFjmAAfjqTmPQA&_r=0),” Charles Isherwood

*Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)** *[Landscape with the Fall of Icarus](http://fineartamerica.com/featured/landscape-with-the-fall-of-icarus-pieter-the-elder-bruegel.html)*, Pieter Bruegel (Art)
* [Angels and Demons](http://2.bp.blogspot.com/_4C_tSMqS810/Shd95TnTapI/AAAAAAAAD14/LMbP0FHyR_g/s400/Angels%2Band%2BDemons%2Band%2Bambigram%2Band%2Bmc%2Bescher.jpg), M. C. Escher (Art)
* [TEDTalk: Are We Really in Control of Our Own Decisions?](http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html), Dan Ariely
* [*Lady Macbeth with Daggers*](http://www.tate.org.uk/art/artworks/fuseli-lady-macbeth-seizing-the-daggers-t00733/text-summary), Jonathan Fuseli
 | **Unit Focus**Students will explore the ideas of ambition and failure, good and evil. They will learn that conflicts serve as the basis of a text’s meaning and that distinguishing the internal and external conflicts of a story reveal the conflicting motivations of complex characters. Students will come to understand how complex characters advance a plot and develop a theme, reflecting real life in which conflicting motivations propel humans to act in different ways. | **Possible[[6]](#footnote-7)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10 |
| **Text Complexity Rationale**The texts in this unit vary in their complexity but are largely placed toward the end of the recommended text complexity range of the 9-10 grade band. Each text will initially require some scaffolding for students to comprehend and analyze, but students should be able to move toward independently reading and analyzing the texts by the conclusion of the unit. | **Writing**W.9-10.1a-e, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10 |
| **Sample Research**Students will use the texts from this set and conduct independent research on current and historical events to gather evidence for a researched argumentative essay that establishes a position in response to either of the following questions:* Is man’s failure the result of internal flaws or external forces?
* Is man inherently good or evil?
 | **Speaking and Listening**SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6 |
| **Language**L.9-10.1a-b, L.9-10.2a-c, L.9-10.3, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6 |
| **Possible Teacher Resources**“[The Acoustical Macbeth](http://shakespeareatchicago.uchicago.edu/plays/macbeth/macbethassign.shtml),” The University of Chicago; [Google Lit Trips](http://www.googlelittrips.org/) (There is a “trip” posted for *Macbeth*.); the Cambridge School Shakespeare edition of *Macbeth* contains images of different versions of the play, excellent questions and activities for analyzing key scenes, and staging activities for individuals, partners, and groups. The Ideas and Activities section after the play provides several good resources to support teaching and learning. Additionally, The Folger Shakespeare Library edition of *Macbeth* contains introductory material for teachers to understand Shakespeare’s theater and the play itself. Additionally, there is a new release of a Folger Shakespeare staging of *Macbeth* directed by Teller and Aaron Posner which stages the play like a supernatural horror film.  |

1. By the end of grade 10, students should demonstrate the ability to read and understand texts in the 9-10 grade band independently and proficiently (RL.9-10.10, RI.9-10.10). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading. Support for students outside of whole-class instruction should build student proficiency with reading grade-level texts. This might involve: for weaker readers—continued fluency work and reading of easier, related texts to support, not substitute or replace, the whole-class text; for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with text-dependent questions); or, for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts. Click [**here**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) for guidance on determining text complexity. [↑](#footnote-ref-2)
2. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 10 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-10). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 10 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-10-sample-%28pdf%29.pdf?sfvrsn=8). For information about how these standards will be assessed statewide in 2013-14, refer to the [English II Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-3)
3. “Sample Research” refers to student-led inquiry activities (as recommended with [each module/unit on the PARCC Model Content Frameworks](http://www.parcconline.org/mcf/english-language-artsliteracy/research-project-6)). These extension tasks allow students to make connections with texts and should be done AFTER students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Multiple text-dependent reading and writing performance tasks are expected prior to the Sample Research task. [↑](#footnote-ref-4)
4. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 10 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-10). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 10 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-10-sample-%28pdf%29.pdf?sfvrsn=8). For information about how these standards will be assessed statewide in 2013-14, refer to the [English II Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-5)
5. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 10 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-10). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 10 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-10-sample-%28pdf%29.pdf?sfvrsn=8). For information about how these standards will be assessed statewide in 2013-14, refer to the [English II Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-6)
6. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 10 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-10). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 10 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-10-sample-%28pdf%29.pdf?sfvrsn=8). For information about how these standards will be assessed statewide in 2013-14, refer to the [English II Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9). [↑](#footnote-ref-7)