



Louisiana ELA Guidebooks 9–12

The Louisiana ELA Guidebooks 9–12 help all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 9–12, build students’ understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In the Louisiana ELA Guidebooks 9–12, students

- Explore central questions that connect units in a year-long pathway;
- Examine texts by diverse 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.

What makes Louisiana ELA Guidebooks 9–12 innovative?

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

All of the text sets represent a diversity of authors and genres while also providing coherence among the texts so that students systematically **build knowledge** of substantive texts and topics. Additionally, the guidebook units build knowledge that prepares students for life after high school in college, careers, and civic life.

Choice and Flexibility

The design of the Louisiana ELA Guidebooks 9–12 allows for both teacher and student choice. At the program level, school leaders choose the units, or development guidebooks, to include in the grade or course. At the lesson level, teachers choose which activities to include in a lesson. The development guidebooks provide **flexibility** because they offer a suite of optional supports and extensions to help all students succeed with a challenging curriculum.

Students also make **choices** in the guidebooks. Students choose independent and group reading texts throughout the year. In the final guidebook unit of the year, the application guidebook, students choose a pathway to explore a text or topic related to one of the development guidebooks.

Coherent System of Instruction and Assessment

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

In the guidebook units, assessment is accomplished through three instructional practices.

Monitor → Diagnose → Evaluate

A Preview of Louisiana ELA Guidebooks 9–12

Unit Text and Topic Overview

Grade	Development 1	Development 2	Development 3	Development 4	Development 5
9	Photojournalism	<i>A Lesson Before Dying</i>	<i>The Joy Luck Club</i>	<i>Romeo and Juliet</i>	The Teenage Brain
10	<i>Life of Pi</i>	Hamilton	<i>Things Fall Apart</i>	<i>The Immortal Life of Henrietta Lacks</i>	Bioethics
11	<i>The Great Gatsby</i>	<i>Friday Night Lights</i>	Film in America	<i>The Warmth of Other Suns</i>	Homeownership
12	Community	<i>Hamlet</i>	<i>In the Time of the Butterflies</i>	1984	Artificial Intelligence

A **draft** of the complete text list for each unit is [available](#).

Sample Central Questions and Culminating Tasks

Grade	Unit	Central Question	Culminating Task Question
9	Photojournalism	What is the weight of an image?	How have photographers inspired change through photojournalism?
10	<i>The Immortal Life of Henrietta Lacks</i>	How can we leave a legacy through our language, our families, and even our cells?	How does Rebecca Skloot and the author of one of the informational texts use language to advance their points of view about their ideas?
11	<i>The Great Gatsby</i>	How do perceptions influence people’s lives?	How does Fitzgerald develop a theme about perception throughout the novel?
12	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.

A **draft** of the culminating tasks for each unit is [available](#).



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UPDATED: Louisiana’s Open Source Platform

The Louisiana ELA Guidebooks 9–12 (2020) will be housed on Louisiana’s open source digital platform. The first four units to post will be *A Lesson Before Dying*, *Things Fall Apart*, *The Great Gatsby*, and *Hamlet*. Twenty units will be released by June 2020.

UPDATED: Text Access and Purchasing Information

Text purchasing for Louisiana ELA Guidebooks 9–12 will be available through [American Reading Company](#) and [XanEdu](#).

Professional Development Opportunities

The Department, in collaboration with SchoolKit and Teaching Lab, is creating open source professional development modules for the Louisiana ELA Guidebooks 9–12. Professional Development will be available through approved vendors in the [Louisiana PD Vendor Guide](#).

Please plan to send high school leaders and teachers to Teacher Leader Summit sessions on the ELA Guidebooks 9–12 (2020). There will be a three-day intensive training for pre-registered participants. [Registration](#) for the Summit will occur in three phases: early bird registration (January 10 through March 1, 2020), regular registration (March 2 through May 11, 2020), and on-site registration. Registration will be filled on a first come, first serve basis. School systems will not receive a specific allotment of seats.

Draft Central Questions and Culminating Tasks

Unit	Central Question	Culminating Task Question	Text Type
Grade 9			
Photojournalism	What is the weight of an image?	How have photographers inspired change through photojournalism?	Informational/ Explanatory
<i>A Lesson Before Dying</i>	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
<i>The Joy Luck Club</i>	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
<i>Romeo and Juliet</i>	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> (Luhrmann), 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			
<i>Life of Pi</i>	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 do authors make language choices to impact an audience?	Analyze the choices that Lin-Manuel Miranda makes in portraying Alexander Hamilton in the musical.	Informational/ Explanatory
<i>Things Fall Apart</i>	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
<i>The Immortal Life of Henrietta Lack</i>	How can we leave a legacy through our language, our families, and even our cells?	How does 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	<i>Coming Soon!</i>		Argument
Grade 11			
<i>The Great Gatsby</i>	How do perceptions influence people’s lives?	How does Fitzgerald develop a theme about perception throughout the novel?	Informational/ Explanatory
<i>Friday Night Lights</i>	How does the culture of high school sports reflect American society?	How does H.G. Bissinger present a culture at Permian High School and in Odessa, Texas that prepares the athletes for life after high school?	Informational/ Explanatory
Film in America	How does film shape our view of American politics, social change, or culture?	Select a film from the independent viewing list that shapes our view of the country. How has the film reflected, or influenced, American politics, social change, or culture?	Informational/ Explanatory
<i>The Warmth of Other Suns</i>	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
Grade 12			
Community	How are individuals shaped by their community?	How do the texts you have read help you understand the influence one’s community and/or family of origin can have on shaping one’s own unique identity?	Narrative
<i>Hamlet</i>	How are revenge and madness closely related to one another?	In <i>Hamlet</i> , Shakespeare uses his characters’ thoughts and actions to explore how revenge and madness are closely related to one another. In a well-developed essay, select one character from the play and examine whether or not his/her madness is real or feigned. If character is feigning his/her madness, analyze why would the character do this? If the character’s madness is genuine, analyze what has caused such 'madness' to arise in the character?	Informational/ Explanatory

<p><i>In the Time of the Butterflies</i></p>	<p>How can citizens bring about social change?</p>	<p>How does Alvarez use narrative structure and characterization to develop a fictionalized version of one of the Mirabel sisters? How does this narrative structure and characterization help Alvarez develop a theme about social change?</p>	<p>Informational/ Explanatory</p>
<p>1984</p>	<p>How can an individual’s view of society be influenced by literature?</p>	<p>In 1946, George Orwell wrote that one of his great motives for writing was his “desire to push the world in a certain direction, to alter other people’s idea of the kind of society that they should strive after.” 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:</p> <ul style="list-style-type: none"> • The impact of surveillance and technology on freedom and safety; • The ways government systems distribute and maintain authority (e.g., censorship, propaganda, rituals and ceremonies); or • The manipulation of emotions to influence human behavior. 	<p>Informational/ Explanatory</p>
<p>Artificial Intelligence</p>	<p>How has artificial intelligence both challenged and benefited society?</p>	<p>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?</p>	<p>Argument</p>