

How will distance learning impact the release of ELA Guidebooks 9-12 (2020)?

Due to the challenges of supporting schools in implementing distance learning, the [unit release schedule](#) for ELA Guidebooks 9-12 (2020) has been amended to address the emerging need to develop guidance and support for implementing in a low-tech and high-tech environment, as well as the need to secure adequate text access.

UPDATED: An updated version of the ELA Guidebooks 9-12 (2020) Curriculum Guide is [available](#).

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 new Louisiana ELA Guidebooks 9-12, 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 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.

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 diversity 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 students build knowledge of the world around them and prepare students 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 texts¹ 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 that 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

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

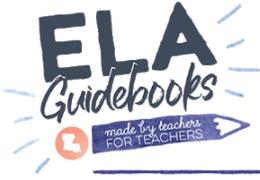
Text Access and Purchasing Information

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

Professional Development Opportunities

In collaboration with SchoolKit and Teaching Lab, the Department is creating open source professional development modules for Louisiana's ELA Guidebooks 9-12 (2020). Professional Development will be available through approved vendors in the [Louisiana PD Vendor Guide](#).

¹ A list of independent reading titles will be made available in Fall 2021.



UPDATED: Distance Learning Guidance

See [Louisiana's ELA Guidebooks - Strong Start: Instructional Materials Guidance](#) for a complete overview to support multiple distance learning scenarios using ELA Guidebooks.

Text Access

In order for school systems to be prepared to implement ELA Guidebooks 9-12 (2020) in a distance learning model, individual access to unit texts for each student must be secured.

- Novels are available through [American Reading Company](#). Texts recommended for distance learning are marked with a yellow house.
- Unit Readers are available through [XanEdu](#).

Analog Solutions for Distance Learning

School Systems that require an analog, low-tech solution for distance learning should secure text access as outlined above. In addition to the texts, school systems will need to secure printed copies of the Distance Learning Guidebook Companions and Student Materials. School systems can elect to secure their own printing or purchase through [XanEdu](#). These documents are available for download on [Louisiana Believes](#).

The units that have Distance Learning Guidebook Companions available are listed below.

Grade 9: *The Joy Luck Club*

Grade 10: *Things Fall Apart*

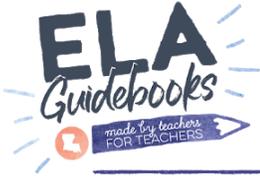
Grade 11: *The Great Gatsby*

Grade 12: *Hamlet*

High-Tech Solutions for Distance Learning

School systems that have a high-tech solution for distance learning should secure text access as outlined above. In addition to the texts, school systems will need to secure an online platform for delivery of instruction and teach using the student facing instructions and materials located on [Louisiana Curriculum Hub](#).

While school systems can adapt any unit to be compatible with high-tech distance learning, school systems should be mindful that some texts have complex topics and themes and might be best reserved for classroom use under the supervision of a teacher. School systems should read the unit texts and make the best decision to meet the needs of their student populations.



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

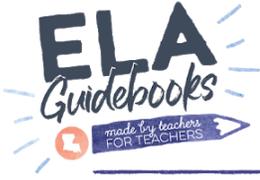
Unit Text and Topic Overview

Please see the [Amended Unit Release Schedule](#) for the most up-to-date information about each unit.

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	Education ²	<i>Hamlet</i>	<i>In the Time of the Butterflies</i>	1984	Artificial Intelligence

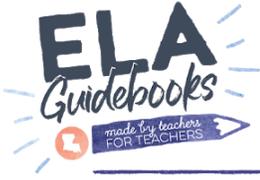
A **draft** of the complete text list for each unit is [available](#).

² This unit was formerly titled Community.



UPDATED: Amended Unit Release Schedule

Grade	Available Now	Coming October 19, 2020	Coming 2021
9	<i>A Lesson Before Dying</i> <i>The Joy Luck Club</i> <i>Romeo and Juliet</i> The Teenage Brain Application Unit	--	Photojournalism
10	<i>Things Fall Apart</i> Hamilton <i>The Immortal Life of Henrietta Lacks</i> Application Unit	<i>Life of Pi</i>	Bioethics
11	<i>The Great Gatsby</i> <i>Friday Night Lights</i> <i>The Warmth of Other Suns</i> Homeownership Application Unit	--	Film in America
12	Education <i>Hamlet</i> Artificial Intelligence <i>1984</i> Application Unit	--	<i>In the Time of the Butterflies</i>



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
<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 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 impact the reader or listener’s understanding of either the character, time period, or musical?	Informational / Explanatory



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

<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 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?	Informational / Explanatory
Bioethics	<i>Coming 2021</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 do high school sports reflect American society?	What two central ideas does Bissinger develop about high school football within <i>Friday Night Lights</i> ? How does Bissinger develop these two central ideas throughout the course of the text?	Informational / Explanatory
Film in America	<i>Coming 2021</i>		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			
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
<i>Hamlet</i>	How are revenge and madness closely related to one another?	In a well-developed essay, select one character from the <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	Informational / Explanatory

		the character would do this? If the character’s madness is genuine, analyze what has caused such 'madness' to arise in the character?	
<i>In the Time of the Butterflies</i>	How can citizens bring about social change?	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?	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; • The ways government systems distribute and maintain authority (e.g., censorship, propaganda, rituals and ceremonies); or • The manipulation of emotions to influence human behavior. 	Informational / Explanatory
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