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| **Purpose of Planning** | [**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 Exemplar) | *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 Exemplar) |
| Students will explore the following questions: Are the voices from history that we hear those of the victors? What happens when cultures collide or merge? They will learn more about 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-1):**  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.   The plan below provides a sample of the specific year-long content for English I based on the PARCC Model Content Frameworks. | | | |

**English II Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chinua Achebe (Literary, Appendix B Exemplar) | **Related Texts**  *Literary Texts*   * Excerpts from *The Poisonwood Bible*, Barbara Kingsolver * “[The Second Coming](http://www.poets.org/viewmedia.php/prmMID/15527),” William Butler Yeats * “[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*   *Informational Texts*   * “[Aria](http://www.teacherweb.com/CA/EastlakeHighSchool/MrGillet/Rodriguez_Aria.pdf),” Richard Rodriguez * “[Mother Tongue](http://swhs.swisd.net/teachers/perry/033BDE8E-011F79E5.2/Tan_MotherTongue.pdf),” Amy Tan (Appendix B Exemplar) * “[Take the Tortillas Out of your Poetry](http://books.google.com/books?id=Ve5oIItoi8UC&pg=PA25&lpg=PA25&dq=take+the+tortillas+out+of+your+poetry&source=bl&ots=9sbzMiiMFR&sig=JCfag1ie3MapW845VlirJlG_BJ8&hl=en&sa=X&ei=fcMqUcauCYSk8QSW2oGQCg&sqi=2&ved=0CC4Q6AEwAA#v=onepage&q=take%20the%20tortillas%20out%20of%20your%20poetry&f=false),” Rudolfo Anaya (Appendix B Exemplar) * “[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) * “[An African Voice](http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/),” Katie Bacon, *The Atlantic Online*, August 2, 2000 (Interview)   *Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)*   * [Endangered Language Project](http://www.endangeredlanguages.com/) website | **Building Student Understanding**  Students will learn that history is often an imperfect record of events and is subject to the biases of those who record it, especially when those voices are the victors. 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 Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[2]](#footnote-2)** |
| **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.9-10.9, RL.9-10.10  RI.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.9-10.10 |
| **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. | **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 |
| **Sample Research [[3]](#footnote-3)**  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. | **Speaking and Listening**  SL.9-10.1b-c, SL.9-10.4, SL.9-10.5, SL.9-10.6 |
| **Language**  L.9-10.1b; 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**  [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**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *The Immortal Life of Henrietta Lacks*, Rebecca Skloot (Informational) | **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) | **Building Student Understanding**  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 Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[4]](#footnote-4)** |
| **Possible Reading Standards**  RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.10  RI.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 |
| **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. | **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.)* | **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 |
| **Possible Speaking and Listening Standards**  SL.9-10.1a-d, SL.9-10.2, 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**  [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**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **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*   * 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 * “[Remarks to the Senate in Support of a Declaration of Conscience](http://www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf),” Margaret Smith Chase (Appendix B Exemplar) * “[I Have a Dream](http://www.americanrhetoric.com/speeches/mlkihaveadream.htm),” Martin Luther King, Jr. (Appendix B Exemplar)   *Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)*   * Clips from *Supersize Me* and *Food, Inc.* * “[I Have a Dream](http://www.americanrhetoric.com/speeches/mlkihaveadream.htm),” Martin Luther King, Jr. (Audio/Video) * Various print and non-print advertisements or public service announcements * Center for Investigative Reporting: <http://CIROnline.org> | **Building Student Understanding**  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 Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[5]](#footnote-5)** |
| **Possible Reading Standards**  RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.10  RI.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) | | | |

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

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  [*The Tragedy of Macbeth*](http://etc.usf.edu/lit2go/215/the-tragedy-of-macbeth/), William Shakespeare (Literary, Appendix B Exemplar) | **Related Texts**  *Literary Texts*   * *Oedipus Rex*, Sophocles (Appendix B Exemplar, Drama) * “[Ozymandias](http://www.poetryfoundation.org/learning/guide/238972" \l "poem)” Percy Bysshe Shelley (Appendix B Exemplar, Poem) * “[Musee des Beaux Arts](http://english.emory.edu/classes/paintings&poems/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, 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   *Informational Texts*   * Excerpts from *The Lucifer Effect*, Phillip Zimbardo * Select brief quotations on the nature of morality (for rhetorical analysis)   *Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)*   * “Philip Zimbardo- The Lucifer Effect- [Part 3](http://www.youtube.com/watch?v=ijrYU65ap_Y) and [Part 4](http://www.youtube.com/watch?v=K1XolLNHaEY)” * [*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+and+Demons+and+ambigram+and+mc+escher.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 | **Building Student Understanding**  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 Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[6]](#footnote-6)** |
| **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.9-10.10  RI.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. [↑](#footnote-ref-1)
2. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-2)
3. “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-3)
4. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-4)
5. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-5)
6. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-6)