



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Denese Carter, M.Ed.
Tracy Bock, Ed.S.



HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

English II



THE DIOCESE
of ALEXANDRIA

YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards
1	“What is Rhetoric?”	Rhetoric	Readily accessible	Examine how argument is created, evaluate the impact of occasion and audience on the use of rhetorical appeals in a variety of texts and media
2	“Henrietta’s Dance,” Rebecca Skloot	Medical ethics and family legacy	Readily accessible	Character development, comparing and contrasting points of view, conducting and using research to build an argument
3	<i>The Metamorphosis</i> , Franz Kafka <i>Things Fall Apart</i> , Chinua Achebe	Magical realism	Moderately complex	Character and theme development, symbolism, elements and characteristics of a genre
		Culture, globalization, and language	Moderately complex	Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric.
4	<i>The Tragedy of Macbeth</i> , William Shakespeare	Ambition and failure	Very complex	Character development through interactions, influence of character development on theme, depiction of themes in various mediums, effect of text structure

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.



Guidebook 2.0 Unit 1 - "What is Rhetoric?"

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																												
<p>"What Is Rhetoric?", Brigham Young University (Informational)</p>	<p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • Chapter 14 of <i>The Jungle</i>, Upton Sinclair <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • "The Most Dangerous Job" from <i>Fast Food Nation</i>, Eric Schlosser • "Address to Congress on Women's Suffrage," Carrie Chapman Catt • "Thoughts on the Present State of American Affairs," from <i>Common Sense</i>, Thomas Paine • "A Fable for Tomorrow" from <i>Silent Spring</i>, Rachel Carson • "Speech to the Second Virginia Convention," Patrick Henry • "Does Great Literature Make Us Better?," Gregory Currie • "Reading Literature Makes Us Smarter and Nicer," Annie Murphy Paul • "The Matthew Effect" from <i>Outliers</i>, Malcolm Gladwell • "It's Not Talent; It's Just Work," Annie Dillard <p><i>Non-print Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • "Ethos, Pathos, Logos," Krista Price (Video) • Rachel Carson's Silent Spring, PBS (Video) • "Pearl Harbor Address to the Nation," Franklin D. Roosevelt (Audio) • World War II Propaganda Posters 	<p>Topics: Rhetoric</p> <p>Themes: Examine the power of words and language and develop an understanding of the subtle yet important differences between argument, persuasion, and propaganda</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>Literary Texts</td> <td>Informational Texts</td> </tr> <tr> <td>RL.9.10.1</td> <td>RI.9-10.1</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9-10.4</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.4</td> </tr> <tr> <td></td> <td>RI.9-10.5</td> </tr> <tr> <td></td> <td>RI.9-10.6</td> </tr> <tr> <td></td> <td>RI.9-10.7</td> </tr> <tr> <td></td> <td>RI.9-10.8</td> </tr> <tr> <td></td> <td>RI.9-10.9</td> </tr> <tr> <td></td> <td>RI.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> <tr> <td>W.9-10.6</td> <td></td> </tr> </table> <hr/> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4a</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5a-b</td> </tr> <tr> <td>SL.9-10.3</td> <td>SL.9-10.6</td> </tr> </table> <hr/> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.5.a-b</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.6</td> </tr> <tr> <td>L.9-10.6</td> <td></td> </tr> </table>	Literary Texts	Informational Texts	RL.9.10.1	RI.9-10.1	RL.9-10.2	RI.9-10.2	RL.9-10.4	RI.9-10.3	RL.9-10.10	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	W.9-10.1a-c	W.9-10.7	W.9-10.2a-f	W.9-10.8	W.9-10.4	W.9-10.9	W.9-10.5	W.9-10.10	W.9-10.6		SL.9-10.1a-d	SL.9-10.4a	SL.9-10.2	SL.9-10.5a-b	SL.9-10.3	SL.9-10.6	L.9-10.1a-b	L.9-10.5.a-b	L.9-10.2a-c	L.9-10.6	L.9-10.6	
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<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>		<p>Text Use: Examine how argument is created and evaluate the impact of occasion and audience upon the use of rhetorical appeals in a variety of texts and media</p>																																													

English II



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Guidebook 2.0 Unit 1 - "What is Rhetoric?"

TYPE	Unit 1: "What is Rhetoric?" ~ <i>SUMMATIVE UNIT ASSESSMENTS</i>	Standards Alignment		
Culminating Writing Task	Student Prompt: In "What Is Rhetoric?" the author says, "How one says something conveys meaning as much as <i>what</i> one says." Consider the texts in this unit and determine which text most effectively employs the resources of language to achieve a desired effect on the intended audience. Write an essay that analyzes how the author uses rhetoric to advance a point of view or achieve a purpose. Discuss as part of the analysis how the author unfolds the series of ideas or events and the effect of specific word choices on meaning and tone. Cite strong and thorough textual evidence to support the analysis.	<i>(Note: Standards alignment depends on question content)</i>		
		RI.9-10.1	RI.9-10.6	W.9-10.10
		RI.9-10.2	W.9-10.1	
		RI.9-10.3	W.9-10.4	
		RI.9-10.4	W.9-10.5	
		RI.9-10.5	W.9-10.9b	



Guidebook 2.0 Unit 2 – *Henrietta's Dance*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																														
<p>“Henrietta’s Dance,” Rebecca Skloot (Informational)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “Everyday Use,” Alice Walker (Short Story) • “Women,” Alice Walker (Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Prologue from <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot • “Henrietta Lacks’ ‘Immortal’ Cells” from <i>Smithsonian Magazine</i>, Sarah Zielinski • “Immortal’ Cells, Moral Issues” from <i>The Baltimore Sun</i>, Ruth R. Faden and “Immortal Cells, Enduring Issues” from <i>Johns Hopkins Magazine</i>, Dale Keiger • “Paying Patients for their Tissue: The Legacy of Henrietta Lacks” from <i>Science</i>, Robert D. Truog, Aaron S. Kesselheim, Steven Joffe • “A New Chapter in the Immortal Life of Henrietta Lacks” from <i>National Geographic</i>, Marc Silver <p>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Henrietta and David Lacks from <i>Smithsonian Magazine</i> (Photograph) • Photographs from “Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal,” Denise Watson • The Sunflower Quilting Bee at Arles, Faith Ringgold (Art) • “Your Health Information, Your Rights,” US Department of Health and Human Services, Office for Civil Rights (Video) 	<p>Topics: Medical ethics and family legacy</p> <p>Themes: Explore character influence on medical science</p>	<p>Reading</p> <table border="0"> <tr> <td>Literary Texts:</td> <td>Informational Text</td> </tr> <tr> <td>RL.9-10.1</td> <td>RI.9-10.1</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9.10.3</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9.10.4</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9.10.5</td> <td>RI.9-10.4</td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.5</td> </tr> <tr> <td></td> <td>RI.9-10.6</td> </tr> <tr> <td></td> <td>RI.9-10.7</td> </tr> <tr> <td></td> <td>RI.9-10.8</td> </tr> <tr> <td></td> <td>RI.9-10.9</td> </tr> <tr> <td></td> <td>RI.9-10.10</td> </tr> </table> <hr/> <p>Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.6</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.3</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> </table> <hr/> <p>Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4a-d</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5a-b</td> </tr> <tr> <td>SL.9-10.3a</td> <td>SL.9-10.6</td> </tr> </table> <hr/> <p>Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.4a</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.3</td> <td>L.9-10.6</td> </tr> </table>	Literary Texts:	Informational Text	RL.9-10.1	RI.9-10.1	RL.9-10.2	RI.9-10.2	RL.9.10.3	RI.9-10.2	RL.9.10.4	RI.9-10.3	RL.9.10.5	RI.9-10.4	RL.9-10.10	RI.9-10.5		RI.9-10.6		RI.9-10.7		RI.9-10.8		RI.9-10.9		RI.9-10.10	W.9-10.1a-c	W.9-10.6	W.9-10.2a-f	W.9-10.7	W.9-10.3	W.9-10.8	W.9-10.4	W.9-10.9	W.9-10.5	W.9-10.10	SL.9-10.1a-d	SL.9-10.4a-d	SL.9-10.2	SL.9-10.5a-b	SL.9-10.3a	SL.9-10.6	L.9-10.1a-b	L.9-10.4a	L.9-10.2a-c	L.9-10.5a-b	L.9-10.3	L.9-10.6
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Guidebook 2.0 Unit 3 – *The Metamorphosis*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																														
<p>The Metamorphosis, Franz Kafka (Audio)</p>	<p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • “The Transformation of Arachne into a Spider” from <i>Metamorphoses</i>, Ovid • “Sestina,” Elizabeth Bishop • “Ode to Sadness,” Pablo Neruda • “The Nose,” Nikolai Gogol • “A Very Old Man with Enormous Wings,” Gabriel Garcia Marquez • “Nothing but Death,” Pablo Neruda <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • Pages 6-8 of “A Necessary Confusion: Magical Realism,” Bainard Cowan • Part 1 of “Magical Realism in the Works of Nikolai Gogol,” James D. Hardy and Nicholas Stanton Introduction to Lecture on the Metamorphosis, Vladimir Nabokov <p><i>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • “Magical Realism Is Still Realism” from <i>Big Think</i>, Salman Rushdie (Video and transcript) • Roots, Frida Kahlo 	<p>Topics: Magical Realism</p> <p>Themes: Explore how writers use magical elements combined with everyday events to reveal a human truth</p> <hr/> <p style="text-align: center;">Text Use</p> <p>Character and theme development, Symbolism, elements and characteristics of a genre</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>Literary Texts:</td> <td>Informational Text</td> </tr> <tr> <td>RL.9-10.1</td> <td>RI.9-10.1</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9-10.3</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9-10.4</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9-10.5</td> <td>RI.9-10.4</td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.5</td> </tr> <tr> <td></td> <td>RI.9-10.6</td> </tr> <tr> <td></td> <td>RI.9-10.7</td> </tr> <tr> <td></td> <td>RI.9-10.8</td> </tr> <tr> <td></td> <td>RI.9-10.9</td> </tr> <tr> <td></td> <td>RI.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.6</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.3</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4a-d</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5a-b</td> </tr> <tr> <td>SL.9-10.3a</td> <td>SL.9-10.6</td> </tr> </table> <hr/> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.4a</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.3</td> <td>L.9-10.6</td> </tr> </table>	Literary Texts:	Informational Text	RL.9-10.1	RI.9-10.1	RL.9-10.2	RI.9-10.2	RL.9-10.3	RI.9-10.3	RL.9-10.4	RI.9-10.3	RL.9-10.5	RI.9-10.4	RL.9-10.10	RI.9-10.5		RI.9-10.6		RI.9-10.7		RI.9-10.8		RI.9-10.9		RI.9-10.10	W.9-10.1a-c	W.9-10.6	W.9-10.2a-f	W.9-10.7	W.9-10.3	W.9-10.8	W.9-10.4	W.9-10.9	W.9-10.5	W.9-10.10	SL.9-10.1a-d	SL.9-10.4a-d	SL.9-10.2	SL.9-10.5a-b	SL.9-10.3a	SL.9-10.6	L.9-10.1a-b	L.9-10.4a	L.9-10.2a-c	L.9-10.5a-b	L.9-10.3	L.9-10.6
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Guidebook 2.0 Unit 3 – All Things Fall Apart

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																												
<p><i>Things Fall Apart</i>, Chinua Achebe (Literary)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “The White Man’s Burden,” Rudyard Kipling (Poem) • “Languages,” Carl Sandburg (Poem) • “The Tower of Babel,” Genesis 11, the Bible • “The Second Coming,” William Butler Yeats (Poem) • “Afro-American Fragment,” Langston Hughes (Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Excerpts from “Chinua Achebe: The Art of Fiction No. 139,” Jerome Brooks, <i>The Paris Review</i>, Issue #133, Winter 1994 (Interview) • The introduction, questions 1-7, and Achebe’s responses (pages 1-4) from “An African Voice,” Katie Bacon, <i>The Atlantic Online</i>, August 2, 2000 (Interview) • “Mother Tongue,” Amy Tan • Sections 1 and 2 of “Aria,” Richard Rodriguez • “A Celebration of Grandfathers,” Rudolfo Anaya <p>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “Pre-Colonial Africa, 17th and 18th Centuries” and “The Colonization of Africa, 1870-1910,” Ward, Prothero, and Leathes, <i>The Cambridge Modern History Atlas</i> 	<p>Topics: Culture, Globalization, and language</p> <p>Themes: Change versus tradition and the results of cultural collisions</p> <hr/> <p style="text-align: center;">Text Use</p> <p>Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>Literary Texts:</td> <td>Informational Text</td> </tr> <tr> <td>RL.9-10.1</td> <td>RI.9-10.1</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9.10.3</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9.10.4</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9.10.6</td> <td>RI.9-10.4</td> </tr> <tr> <td>RL.9-10.9</td> <td>RI.9-10.5</td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.6</td> </tr> <tr> <td></td> <td>RI.9-10.7</td> </tr> <tr> <td></td> <td>RI.9-10.8</td> </tr> <tr> <td></td> <td>RI.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.6</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.3a-c</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9a-b</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5</td> </tr> <tr> <td>SL.9-10.3</td> <td>SL.9-10.6</td> </tr> </table> <hr/> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.4a,c-d</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.3a</td> <td>L.9-10.6</td> </tr> </table>	Literary Texts:	Informational Text	RL.9-10.1	RI.9-10.1	RL.9-10.2	RI.9-10.2	RL.9.10.3	RI.9-10.2	RL.9.10.4	RI.9-10.3	RL.9.10.6	RI.9-10.4	RL.9-10.9	RI.9-10.5	RL.9-10.10	RI.9-10.6		RI.9-10.7		RI.9-10.8		RI.9-10.10	W.9-10.1a-c	W.9-10.6	W.9-10.2a-f	W.9-10.7	W.9-10.3a-c	W.9-10.8	W.9-10.4	W.9-10.9a-b	W.9-10.5	W.9-10.10	SL.9-10.1a-d	SL.9-10.4	SL.9-10.2	SL.9-10.5	SL.9-10.3	SL.9-10.6	L.9-10.1a-b	L.9-10.4a,c-d	L.9-10.2a-c	L.9-10.5a-b	L.9-10.3a	L.9-10.6
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Guidebook 2.0 Unit 4 – *The Tragedy of Macbeth*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																								
<p><i>The Tragedy of Macbeth</i>, William Shakespeare (Literary)</p>	<p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • “The Story of Daedalus and Icarus” from <i>Metamorphoses</i>, Ovid • “Musee des Beaux Arts,” W. H. Auden (Poem) • Oedipus Rex, Sophocles (Drama) • “Ozymandias,” Percy Bysshe Shelley (Poem) <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • Excerpt from Poetics (Section 2, Part XIII), Aristotle • “Reading Shakespeare’s Language” from The Folger Shakespeare Library edition of Macbeth, Eds. Barbara A. Mowat and Paul Werstine • “Murderer, King, and Scot, All Rolled Into One Madman: Alan Cumming in ‘Macbeth’ at Lincoln Center Festival,” Charles Isherwood <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • The Tragedy of Macbeth, Rupert Goold (Film) • TEDTalk: Are We Really in Control of Our Own Decisions?, Dan Ariely • Lady Macbeth with Daggers, Jonathan Fuseli (Art) • Act I, Scene vii; Act II, Scene i; and Act III, Scene iv of <i>Macbeth</i>, Charles Isherwood (Video) 	<p>Topics: Ambition and failure</p> <p>Themes: Explore how conflicting motivations propel people to act in different ways</p> <hr/> <p style="text-align: center;">Text Use</p> <p>Character development through interactions, influence of character development on theme, depiction of themes in various mediums, effect of texture structure</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>Literary Texts:</td> <td>Informational Text</td> </tr> <tr> <td>RL.9-10.1</td> <td>RI.9-10.1</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9-10.3</td> <td>RI.9-10.2</td> </tr> <tr> <td>RL.9-10.4</td> <td>RI.9-10.3</td> </tr> <tr> <td>RL.9-10.5</td> <td>RI.9-10.4</td> </tr> <tr> <td>RL.9-10.7</td> <td>RI.9-10.7</td> </tr> <tr> <td>RL.9-10.9</td> <td>RI.9-10.8</td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.6</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.3a-c</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9a-b</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> </table> <hr/> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5</td> </tr> <tr> <td>SL.9-10.3</td> <td>SL.9-10.6</td> </tr> </table> <hr/> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.4a-d</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.3a</td> <td>L.9-10.6</td> </tr> </table>	Literary Texts:	Informational Text	RL.9-10.1	RI.9-10.1	RL.9-10.2	RI.9-10.2	RL.9-10.3	RI.9-10.2	RL.9-10.4	RI.9-10.3	RL.9-10.5	RI.9-10.4	RL.9-10.7	RI.9-10.7	RL.9-10.9	RI.9-10.8	RL.9-10.10	RI.9-10.10	W.9-10.1a-c	W.9-10.6	W.9-10.2a-f	W.9-10.7	W.9-10.3a-c	W.9-10.8	W.9-10.4	W.9-10.9a-b	W.9-10.5	W.9-10.10	SL.9-10.1a-d	SL.9-10.4	SL.9-10.2	SL.9-10.5	SL.9-10.3	SL.9-10.6	L.9-10.1a-b	L.9-10.4a-d	L.9-10.2a-c	L.9-10.5a-b	L.9-10.3a	L.9-10.6
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