

Semester 1, Q1	
<b>Unit 1:</b> <b><u>Odell - What Does it Mean to be an American</u></b>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>★ How do different voices help to strengthen understanding of topics and issues?</li> <li>★ How can effective research techniques improve writing?</li> </ul>
<b>Common Tasks</b> Informational Research Paper, Collaborative Presentation	<b>I CAN...</b> <ul style="list-style-type: none"> <li>- choose a research topic and cite textual evidence to support analysis of the significance of the topic.</li> <li>- analyze how the structure of a text allows authors to create effects.</li> <li>- analyze a particular point of view or cultural experience reflected in a work of literature.</li> </ul>
<b>Common Texts</b> <i>There There, Between the World and Me, Just Mercy, Friday Night Lights, Sing Unburied Sing, Marrow Thieves</i>	Common Lessons
<b>Common Rubrics</b> <a href="#">UDL Rubric</a> Oral History Rubric	<b>Standards</b> <ul style="list-style-type: none"> <li>❑ <b><u>Reading Informational Texts &amp; Literature:</u></b> (RSL/RSI 9-10.1-3;4-6; 7-10)</li> <li>❑ <b><u>Writing Informational/Explanatory Texts:</u></b> (W 9-10.2;4-10)</li> <li>❑ <b><u>Speaking &amp; Listening:</u></b> (SL 9-10.1-2;4;6)</li> <li>❑ <b><u>Deep Learning:</u></b> (Critical Thinking; Communication; Character; Citizenship; Collaboration; Creativity)</li> </ul>
Semester 1, Q2	
<b>Unit 2:</b> <b><u>Odell - The Great Gatsby and the American Dream</u></b>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>★ How has the American Dream contributed to the development of the country?</li> <li>★ How do writers structure and develop analytical claims?</li> <li>★ How do perceptions and illusions influence the American dream?</li> </ul>
<b>Common Tasks</b> Literary Argumentative Essay, Oral History	<b>I CAN...</b> <ul style="list-style-type: none"> <li>- develop analytical claims based on works of literature.</li> <li>- determine the theme of a text and analyze its development over the course of the work.</li> <li>- analyze complex characters to understand how they advance the meaning of a work.</li> </ul>

<b>Common Texts</b> <i>The Great Gatsby</i>	<b>Common Lessons</b>
<b>Common Rubrics</b> <a href="#">UDL Rubric</a>	<b>Standards</b> <ul style="list-style-type: none"> <li>❑ <b>Reading Informational Texts &amp; Literature:</b> (RSL/RSI 9-10.1-3;4-6; 7-10)</li> <li>❑ <b>Writing Informational/Explanatory Texts:</b> (W 9-10.2;4-10)</li> <li>❑ <b>Speaking &amp; Listening:</b> (SL 9-10.1-2;4;6)</li> <li>❑ <b>Deep Learning:</b> (Critical Thinking; Communication; Character; Citizenship; Collaboration; Creativity)</li> </ul>
<b>Semester 2, Q3</b>	
<b>Unit 3:</b> <b><u>Developing Voice</u></b>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>★ How do speakers develop arguments?</li> <li>★ What is the significance of the rhetorical situation?</li> </ul>
<b>Common Tasks</b> Persuasive Speech Argumentative Essay	<b>I CAN...</b> <ul style="list-style-type: none"> <li>- delineate and evaluate an argument and its specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</li> <li>- determine point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</li> <li>- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ul>
<b>Common Texts</b> <i>The Vanishing Half, The Things They Carried, Ready Player One; American Street</i>	<b>Common Lessons</b>
<b>Common Rubrics</b>	<b>Standards</b> <ul style="list-style-type: none"> <li>❑ <b>Reading Informational Texts &amp; Literature:</b> (RSL/RSI 9-10.1-3;4-6; 7-10)</li> <li>❑ <b>Writing Narrative Texts:</b> (W 9-10.3-8; 10)</li> <li>❑ <b>Speaking &amp; Listening:</b> (SL 9-10.1-6)</li> <li>❑ <b>Deep Learning:</b> (Critical Thinking; Communication; Character; Citizenship; Collaboration; Creativity)</li> </ul>
<b>Semester 2, Q4</b>	
<b>Unit 4:</b> <b><u>Odell - Unit 4: Telling Stories</u></b>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>★ What makes a good story?</li> </ul>

	<ul style="list-style-type: none"> <li>★ How do personal stories impact their audiences?</li> <li>★ What is your story?</li> </ul>
<b>Common Tasks</b> Personal Storytelling, Analytical Writing	<b>I CAN...</b> <ul style="list-style-type: none"> <li>- develop a narrative using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>- use guidance and support from peers and adults to develop and strengthen narratives by planning, revising, editing, rewriting, or adjusting my approach.</li> <li>- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
<b>Common Texts</b> <i>The Joy Luck Club, Station Eleven, Extremely Loud &amp; Incredibly Close</i>	Common Lessons
<b>Common Rubrics</b> <a href="#">Storytelling Rubric</a>	<b>Standards</b> <ul style="list-style-type: none"> <li>❑ <b><u>Reading Informational Texts &amp; Literature:</u></b> (RSL/RSI 9-10.1-3;4-6;7-10)</li> <li>❑ <b><u>Writing Arguments:</u></b> (W 9-10.1;4-6;9-10)</li> <li>❑ <b><u>Speaking &amp; Listening:</u></b> (SL 9-10.1-6)</li> <li>❑ <b><u>Deep Learning:</u></b> (Critical Thinking; Communication; Character; Citizenship; Collaboration; Creativity)</li> </ul>