ODELL EDUCATION
HIGH SCHOOL LITERACY PROGRAM

GREAT MINDS®

# Odell Education CCSS Standards Alignment Guide Grade 9 | CCSS Standards

Originally founded in 2011, the Odell High School Literacy Program (*Odell HSLP*) is built on a foundational belief that literacy should empower students, equipping them with the skills and knowledge essential for success in college, their careers, and civic life. The *Odell HSLP* is a rigorous, student-centered curriculum that firmly roots literacy in texts and ideas worth exploring. Designed for grades 9–12, the *Odell HSLP* embodies the belief that each student brings a rich personal, cultural, and academic background and a unique set of knowledge and skills to the classroom, regardless of reading level. Great Minds® acquired the *Odell HSLP* in early 2026 and is pleased to bring you this program.

The *Odell HSLP* inspires creativity, builds knowledge, and develops the skills students need through student-centered analyses of robust texts and topics. Four principles animate the program's design: Knowledge, Agency, Perspective, and Inquiry. Students investigate engaging questions and texts and build evidence-backed perspectives through recursive cycles of inquiry, reading, and research. Across grades 9–12, the program includes 33 units. Each grade includes 8 or 9 units, comprising one Foundation Unit (two in grade 12), which launches the year by establishing the learning community and core literacy practices; six Development Units, which deepen knowledge and skills through increasingly complex texts and tasks; and one Application Unit, which concludes the year as students apply their full range of literacy skills to an independent inquiry project.

Teachers select from the available units to build a course of study that meets the needs and interests of their students and the requirements of their school or district. Across all four years of high school, students build a coherent, cumulative experience in which knowledge, skills, and habits of inquiry transfer across units and grade levels. Adaptive and flexible by design, the *Odell HSLP* provides a comprehensive set of supports to facilitate implementation and meet the needs of all learners. Each unit includes core lessons and texts alongside support and extension lessons, texts, and activities that allow teachers to tailor instruction to their students' needs. Detailed Teaching Notes accompany lessons to guide instructional decision-making, facilitate differentiation, and support effective scaffolding. The program also includes robust multilingual learner supports, including authentic Spanish-language texts and translations of high-use instructional materials, ensuring that all students can access and engage with rigorous grade-level content. A detailed alignment analysis between CCSS standards and the *Odell HSLP* follows

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## Reading: Literature

### Key Ideas and Details

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.9-10.1**<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Animal Farm, Section 1, Lessons 1–14<br>Animal Farm, Section 2, Lessons 1–7, 11<br>Animal Farm, Section 3, Lessons 1–5, 8<br>Animal Farm, Section 4, Lessons 1, 3–4, 6, 8<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lesson 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lessons 6–11<br>Romeo and Juliet, Section 2, Lessons 1, 3–4, 6<br>Romeo and Juliet, Section 3, Lessons 1–2, 5, 7–9, 12<br>Romeo and Juliet, Section 4, Lessons 1, 5–10, 12, 14, 16<br>Romeo and Juliet, Section 5, Lessons 1–4, 7<br>The Book of Unknown Americans, Section 1, Lessons 3–4<br>The Book of Unknown Americans, Section 2, Lessons 4–5, 9<br>The Book of Unknown Americans, Section 3, Lessons 3–4, 8<br>The Book of Unknown Americans, Section 4, Lesson 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lessons 1–3<br>The Odyssey, Section 2, Lessons 1–5, 7<br>The Odyssey, Section 3, Lessons 1–5, 7<br>The Odyssey, Section 4, Lessons 1–5, 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lesson 4<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.9-10.2**<br>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Animal Farm, Section 1, Lessons 1–6, 8–14<br>Animal Farm, Section 2, Lessons 1–7, 11<br>Animal Farm, Section 3, Lessons 1–5, 8<br>Animal Farm, Section 4, Lessons 1, 3–4, 6, 8<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lesson 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 2, Lessons 1, 3–4, 6<br>Romeo and Juliet, Section 3, Lessons 1, 5–7, 9, 12<br>Romeo and Juliet, Section 4, Lessons 6–7, 9, 12, 14, 16<br>Romeo and Juliet, Section 5, Lessons 1, 3–4, 7<br>The Book of Unknown Americans, Section 2, Lessons 2–3, 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lesson 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lessons 1, 4–5<br>The Odyssey, Section 2, Lessons 1–5, 7<br>The Odyssey, Section 3, Lessons 1–5, 7<br>The Odyssey, Section 4, Lessons 1–5, 7<br>The Odyssey, Section 5, Lessons 1–2, 8<br>Who changes the world?, Section 1, Lesson 4<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RL.9-10.3**<br>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the | Animal Farm, Section 1, Lessons 1–14<br>Animal Farm, Section 2, Lessons 2–4, 7<br>Animal Farm, Section 3, Lessons 3–5 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| course of a text, interact with other characters, and advance the plot or develop the theme. | Animal Farm, Section 4, Lessons 1, 3–4, 6<br>Romeo and Juliet, Section 3, Lesson 7<br>Romeo and Juliet, Section 4, Lessons 3–4, 6–8<br>The Book of Unknown Americans, Section 2, Lessons 1, 4–5<br>The Book of Unknown Americans, Section 3, Lessons 1–3<br>The Odyssey, Section 1, Lessons 1–5<br>The Odyssey, Section 2, Lessons 1–5<br>The Odyssey, Section 3, Lessons 1–4<br>The Odyssey, Section 4, Lessons 1–5<br>The Odyssey, Section 5, Lessons 1–2 |

## Reading: Literature

### Craft and Structure

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.9-10.4**<br>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | Animal Farm, Section 1, Lessons 1–2, 4–5<br>Global Food Production, Section 1, Lesson 2<br>Photojournalism, Section 4, Lesson 4<br>Romeo and Juliet, Section 1, Lessons 6, 8–9<br>Romeo and Juliet, Section 3, Lessons 3, 6–7, 9<br>Romeo and Juliet, Section 4, Lessons 7–9, 13<br>The Book of Unknown Americans, Section 1, Lessons 2, 4–5<br>The Book of Unknown Americans, Section 2, Lessons 1–4<br>The Book of Unknown Americans, Section 3, Lesson 1<br>The Book of Unknown Americans, Section 4, Lessons 1, 3<br>The Odyssey, Section 1, Lessons 2–3<br>The Odyssey, Section 2, Lesson 4<br>The Odyssey, Section 3, Lesson 3<br>Who changes the world?, Section 1, Lesson 4 |
| **RL.9-10.5**<br>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel | Animal Farm, Section 1, Lessons 1, 3–6, 8–10, 12<br>Animal Farm, Section 3, Lesson 3 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | Romeo and Juliet, Section 2, Lesson 4<br>The Book of Unknown Americans, Section 3, Lessons 2–3<br>The Odyssey, Section 1, Lesson 2<br>The Odyssey, Section 3, Lesson 3 |
| **RL.9-10.6**<br>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | Animal Farm, Section 2, Lessons 1–4<br>Animal Farm, Section 3, Lessons 1–2, 4–5<br>Animal Farm, Section 4, Lesson 1 |

## Reading: Literature

### Integration of Knowledge and Ideas

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.9-10.7**<br>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | Animal Farm, Section 1, Lessons 7, 9, 11, 13<br>Animal Farm, Section 2, Lessons 2–3, 11<br>Animal Farm, Section 3, Lessons 1–5, 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lesson 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lesson 10<br>Romeo and Juliet, Section 2, Lessons 4, 6<br>Romeo and Juliet, Section 3, Lessons 2, 8, 12<br>Romeo and Juliet, Section 4, Lessons 5, 10, 16<br>Romeo and Juliet, Section 5, Lessons 1–2, 7<br>The Book of Unknown Americans, Section 2, Lesson 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lesson 8 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lesson 3<br>The Odyssey, Section 2, Lessons 3, 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RL.9-10.9**<br>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | Animal Farm, Section 2, Lesson 3<br>Animal Farm, Section 3, Lessons 1–3<br>Romeo and Juliet, Section 2, Lessons 2–3<br>Romeo and Juliet, Section 3, Lessons 1, 5<br>Romeo and Juliet, Section 4, Lessons 2, 12–13 |

## Reading: Literature

### Range of Reading and Level of Text Complexity

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.9-10.10**<br>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Animal Farm, Section 1, Lesson 16<br>Animal Farm, Section 2, Lesson 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 1, Lessons 2, 9<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 1, Lesson 13<br>Photojournalism, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lessons 4, 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lessons 4–9, 13<br>Romeo and Juliet, Section 2, Lessons 1, 6<br>Romeo and Juliet, Section 3, Lessons 3–4, 6–7, 12 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Romeo and Juliet, Section 4, Lessons 3–4, 6–9, 13, 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lessons 2–5, 9<br>The Book of Unknown Americans, Section 2, Lessons 1–5, 9<br>The Book of Unknown Americans, Section 3, Lessons 1–4, 8<br>The Book of Unknown Americans, Section 4, Lessons 1–3, 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lesson 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lesson 13<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RL.9-10.10.a**<br>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Animal Farm, Section 1, Lesson 16<br>Animal Farm, Section 2, Lesson 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 1, Lessons 2, 9<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 1, Lesson 13<br>Photojournalism, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lessons 4, 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lessons 4–9, 13<br>Romeo and Juliet, Section 2, Lessons 1, 6<br>Romeo and Juliet, Section 3, Lessons 3–4, 6–7, 12 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Romeo and Juliet, Section 4, Lessons 3–4, 6–9, 13, 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lessons 2–5, 9<br>The Book of Unknown Americans, Section 2, Lessons 1–5, 9<br>The Book of Unknown Americans, Section 3, Lessons 1–4, 8<br>The Book of Unknown Americans, Section 4, Lessons 1–3, 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lesson 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lesson 13<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |

## Reading: Informational Text

### Key Ideas and Details

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.9-10.1**<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Animal Farm, Section 2, Lessons 1–2, 5–6, 11<br>Animal Farm, Section 3, Lessons 1, 8<br>Animal Farm, Section 4, Lessons 1, 8<br>Global Food Production, Section 1, Lessons 2, 5–6<br>Global Food Production, Section 2, Lessons 1, 4–7, 12<br>Global Food Production, Section 3, Lessons 2, 5, 11<br>Global Food Production, Section 4, Lessons 3, 10<br>Photojournalism, Section 1, Lessons 1–8<br>Photojournalism, Section 2, Lessons 3, 5–6, 9<br>Photojournalism, Section 3, Lessons 4, 8, 11 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Photojournalism, Section 4, Lessons 6, 9<br>Photojournalism, Section 5, Lessons 4, 7–8<br>Romeo and Juliet, Section 2, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 12<br>Romeo and Juliet, Section 4, Lesson 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lesson 6<br>The Book of Unknown Americans, Section 2, Lessons 6, 9<br>The Book of Unknown Americans, Section 3, Lessons 5, 8<br>The Book of Unknown Americans, Section 4, Lessons 2, 5, 8<br>The Book of Unknown Americans, Section 5, Lessons 1–2, 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lessons 3, 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lessons 4, 10<br>Who changes the world?, Section 2, Lessons 2, 10, 12<br>Who changes the world?, Section 3, Lessons 1, 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RI.9-10.2**<br>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Animal Farm, Section 2, Lessons 1–2, 5–6, 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lessons 1, 8<br>Global Food Production, Section 2, Lessons 6, 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lesson 10<br>Photojournalism, Section 1, Lessons 1–8<br>Photojournalism, Section 2, Lessons 2–3, 6, 9<br>Photojournalism, Section 3, Lesson 11<br>Photojournalism, Section 4, Lesson 9<br>Photojournalism, Section 5, Lessons 4, 7–8<br>Romeo and Juliet, Section 2, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 12 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Romeo and Juliet, Section 4, Lesson 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 2, Lesson 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lessons 5, 8<br>The Book of Unknown Americans, Section 5, Lessons 1–2, 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lessons 2, 4–8<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RI.9-10.3**<br>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. | Animal Farm, Section 2, Lesson 2<br>Global Food Production, Section 2, Lesson 6<br>Global Food Production, Section 3, Lesson 6<br>The Book of Unknown Americans, Section 1, Lesson 6<br>The Book of Unknown Americans, Section 2, Lesson 6<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Book of Unknown Americans, Section 5, Lessons 1–2<br>The Odyssey, Section 3, Lesson 1 |

## Reading: Informational Text

### Craft and Structure

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.9-10.4** | Animal Farm, Section 2, Lessons 1, 5 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | Global Food Production, Section 1, Lessons 3–4<br>Global Food Production, Section 2, Lessons 1–2<br>Photojournalism, Section 1, Lessons 2–4<br>Photojournalism, Section 2, Lesson 3<br>Photojournalism, Section 3, Lessons 4, 7<br>Photojournalism, Section 4, Lesson 2<br>The Book of Unknown Americans, Section 2, Lesson 6<br>Who changes the world?, Section 1, Lessons 2, 4, 7–9<br>Who changes the world?, Section 2, Lesson 10 |
| **RI.9-10.5**<br>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | Global Food Production, Section 1, Lessons 3, 5<br>Global Food Production, Section 2, Lesson 3<br>Photojournalism, Section 1, Lessons 5, 8–9<br>Photojournalism, Section 3, Lessons 2, 4, 7<br>Photojournalism, Section 4, Lesson 2<br>Romeo and Juliet, Section 5, Lesson 4<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 5, Lesson 2<br>The Odyssey, Section 2, Lesson 3<br>Who changes the world?, Section 2, Lesson 10 |
| **RI.9-10.6**<br>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | Animal Farm, Section 2, Lesson 1<br>Animal Farm, Section 3, Lesson 1<br>Animal Farm, Section 4, Lesson 1<br>Global Food Production, Section 2, Lesson 6<br>Photojournalism, Section 1, Lessons 3–11<br>Photojournalism, Section 3, Lesson 4<br>The Book of Unknown Americans, Section 4, Lesson 2<br>The Odyssey, Section 2, Lesson 3<br>The Odyssey, Section 4, Lesson 3<br>Who changes the world?, Section 1, Lessons 5, 7 |

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## Reading: Informational Text

### Integration of Knowledge and Ideas

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.9-10.7**<br>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | Animal Farm, Section 2, Lessons 1, 5–6, 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 2, Lesson 12<br>Global Food Production, Section 3, Lesson 11<br>Global Food Production, Section 4, Lessons 3, 10<br>Photojournalism, Section 1, Lessons 1–11<br>Photojournalism, Section 2, Lessons 3, 6, 9<br>Photojournalism, Section 3, Lessons 6, 8, 11<br>Photojournalism, Section 4, Lessons 4, 6, 9<br>Photojournalism, Section 5, Lessons 4, 7–8<br>Romeo and Juliet, Section 2, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 12<br>Romeo and Juliet, Section 4, Lesson 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 2, Lesson 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lesson 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 2, Lesson 12<br>Who changes the world?, Section 3, Lesson 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RI.9-10.8**<br>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | Animal Farm, Section 4, Lesson 1<br>Global Food Production, Section 1, Lessons 5–6<br>Global Food Production, Section 2, Lessons 3–9<br>Global Food Production, Section 3, Lessons 3–6<br>Global Food Production, Section 4, Lesson 3 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Grade 9 Application Unit, Section 2, Lesson 3<br>Photojournalism, Section 1, Lessons 7–8<br>Romeo and Juliet, Section 4, Lesson 14<br>Romeo and Juliet, Section 5, Lesson 4<br>The Odyssey, Section 4, Lesson 3<br>Who changes the world?, Section 2, Lesson 5 |
| **RI.9-10.9**<br>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. | Photojournalism, Section 3, Lessons 4, 6<br>Photojournalism, Section 4, Lesson 6<br>Who changes the world?, Section 1, Lesson 5 |

## Reading: Informational Text

### Range of Reading and Level of Text Complexity

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.9-10.10**<br>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Animal Farm, Section 1, Lesson 16<br>Animal Farm, Section 2, Lesson 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 1, Lessons 1–2, 4–5, 9<br>Global Food Production, Section 2, Lessons 1–5, 8–9, 12<br>Global Food Production, Section 3, Lessons 3–7, 11<br>Global Food Production, Section 4, Lesson 10<br>Grade 9 Application Unit, Section 2, Lessons 2–6<br>Grade 9 Application Unit, Section 3, Lessons 1–2<br>Photojournalism, Section 1, Lesson 13<br>Photojournalism, Section 2, Lessons 1, 3–5, 9<br>Photojournalism, Section 3, Lessons 2–4, 7, 11<br>Photojournalism, Section 4, Lessons 2–3, 9<br>Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lessons 1–2, 13<br>Romeo and Juliet, Section 2, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 12 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Romeo and Juliet, Section 4, Lesson 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lesson 9<br>The Book of Unknown Americans, Section 2, Lesson 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lessons 2, 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lesson 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lessons 1, 3, 5, 8–9, 13<br>Who changes the world?, Section 2, Lessons 2, 4–9, 12<br>Who changes the world?, Section 3, Lessons 4–5, 8<br>Who changes the world?, Section 4, Lesson 7 |
| **RI.9-10.10.a**<br>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Animal Farm, Section 1, Lesson 16<br>Animal Farm, Section 2, Lesson 11<br>Animal Farm, Section 3, Lesson 8<br>Animal Farm, Section 4, Lesson 8<br>Global Food Production, Section 1, Lessons 1–2, 4–5, 9<br>Global Food Production, Section 2, Lessons 1–5, 8–9, 12<br>Global Food Production, Section 3, Lessons 3–7, 11<br>Global Food Production, Section 4, Lesson 10<br>Grade 9 Application Unit, Section 2, Lessons 2–6<br>Grade 9 Application Unit, Section 3, Lessons 1–2<br>Photojournalism, Section 1, Lesson 13<br>Photojournalism, Section 2, Lessons 1, 3–5, 9<br>Photojournalism, Section 3, Lessons 2–4, 7, 11<br>Photojournalism, Section 4, Lessons 2–3, 9 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Photojournalism, Section 5, Lesson 8<br>Romeo and Juliet, Section 1, Lessons 1–2, 13<br>Romeo and Juliet, Section 2, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 12<br>Romeo and Juliet, Section 4, Lesson 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lesson 9<br>The Book of Unknown Americans, Section 2, Lesson 9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lessons 2, 8<br>The Book of Unknown Americans, Section 5, Lesson 7<br>The Odyssey, Section 1, Lesson 7<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lessons 1, 3, 5, 8–9, 13<br>Who changes the world?, Section 2, Lessons 2, 4–8, 12<br>Who changes the world?, Section 3, Lessons 4, 8<br>Who changes the world?, Section 4, Lesson 7 |

## Writing

### Text Types and Purposes

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.9-10.1**<br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Global Food Production, Section 1, Lessons 5, 7<br>Global Food Production, Section 2, Lessons 7–10<br>Global Food Production, Section 3, Lessons 1, 8–9<br>Global Food Production, Section 4, Lessons 1, 4–7<br>Grade 9 Application Unit, Section 4, Lesson 6<br>Photojournalism, Section 3, Lesson 6 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Photojournalism, Section 4, Lessons 5–6<br>The Odyssey, Section 1, Lesson 3<br>The Odyssey, Section 2, Lesson 1<br>Who changes the world?, Section 3, Lesson 2 |
| **W.9-10.1.a**<br>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | Global Food Production, Section 1, Lessons 5, 7<br>Global Food Production, Section 2, Lessons 7–10<br>Global Food Production, Section 3, Lessons 1, 8–9<br>Global Food Production, Section 4, Lessons 1, 4–6<br>Grade 9 Application Unit, Section 4, Lesson 6<br>Photojournalism, Section 4, Lessons 5–6<br>The Odyssey, Section 1, Lesson 3<br>Who changes the world?, Section 3, Lesson 2 |
| **W.9-10.1.b**<br>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | Global Food Production, Section 1, Lessons 5, 7<br>Global Food Production, Section 2, Lesson 10<br>Global Food Production, Section 3, Lesson 8<br>Global Food Production, Section 4, Lessons 1, 5<br>Grade 9 Application Unit, Section 4, Lesson 6<br>Photojournalism, Section 4, Lessons 5–6<br>The Odyssey, Section 1, Lesson 3<br>Who changes the world?, Section 3, Lesson 2 |
| **W.9-10.1.c**<br>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | Global Food Production, Section 1, Lesson 7<br>Global Food Production, Section 4, Lesson 7 |
| **W.9-10.1.d**<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Global Food Production, Section 1, Lesson 7<br>Global Food Production, Section 2, Lesson 10<br>Global Food Production, Section 3, Lessons 8–9<br>Global Food Production, Section 4, Lessons 5, 7 |
| **W.9-10.1.e**<br>Provide a concluding statement or section that follows from and supports the argument presented. | Global Food Production, Section 1, Lesson 7<br>Global Food Production, Section 2, Lesson 10<br>Global Food Production, Section 4, Lesson 6 |

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| **W.9-10.2**<br>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | Animal Farm, Section 1, Lessons 9, 13–14<br>Animal Farm, Section 2, Lessons 3, 5, 9<br>Animal Farm, Section 3, Lessons 1, 3–5<br>Animal Farm, Section 4, Lessons 1, 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 3, Lessons 8–9<br>Photojournalism, Section 4, Lesson 7<br>Photojournalism, Section 5, Lessons 1–6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 4, Lesson 14<br>Romeo and Juliet, Section 5, Lessons 2–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lessons 4–5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 1–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.a**<br>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | Animal Farm, Section 1, Lesson 9<br>Animal Farm, Section 2, Lessons 3, 5<br>Animal Farm, Section 3, Lessons 1, 3–5<br>Animal Farm, Section 4, Lessons 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 3, Lessons 8–9<br>Photojournalism, Section 4, Lesson 7<br>Photojournalism, Section 5, Lessons 1–6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 2–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7 |

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| | The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lessons 4–5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 1–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.b**<br>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | Animal Farm, Section 1, Lesson 9<br>Animal Farm, Section 2, Lessons 3, 5<br>Animal Farm, Section 3, Lessons 1, 3–5<br>Animal Farm, Section 4, Lessons 1, 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 3, Lessons 8–9<br>Photojournalism, Section 4, Lesson 7<br>Photojournalism, Section 5, Lessons 1–2, 4–6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 2–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lessons 4–5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 1–2, 4–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.c**<br>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | Animal Farm, Section 4, Lessons 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 3, Lesson 9<br>Photojournalism, Section 5, Lessons 4–6 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
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| | Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 3–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lesson 5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 4–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.d**<br>Use precise language and domain-specific vocabulary to manage the complexity of the topic. | Animal Farm, Section 4, Lessons 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 3, Lesson 9<br>Photojournalism, Section 4, Lesson 7<br>Photojournalism, Section 5, Lessons 1, 3–6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 3–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lesson 5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 3–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.e** | Animal Farm, Section 4, Lessons 4–5<br>Photojournalism, Section 2, Lesson 7 |

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| Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Photojournalism, Section 3, Lesson 9<br>Photojournalism, Section 4, Lesson 7<br>Photojournalism, Section 5, Lessons 1, 4–6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 3–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lesson 5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 4–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.2.f**<br>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Animal Farm, Section 4, Lessons 4–5<br>Photojournalism, Section 2, Lesson 7<br>Photojournalism, Section 5, Lessons 4–6<br>Romeo and Juliet, Section 3, Lesson 9<br>Romeo and Juliet, Section 5, Lessons 3–4<br>The Book of Unknown Americans, Section 1, Lessons 6–7<br>The Book of Unknown Americans, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 4, Lesson 5<br>The Odyssey, Section 1, Lesson 5<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 4, Lesson 5<br>The Odyssey, Section 5, Lessons 4–6<br>Who changes the world?, Section 1, Lesson 11<br>Who changes the world?, Section 3, Lesson 6 |
| **W.9-10.3**<br>Write narratives to develop real or imagined experiences or events using effective technique, | Animal Farm, Section 1, Lessons 6, 8, 10–13<br>Animal Farm, Section 2, Lessons 6–9 |

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| well-chosen details, and well-structured event sequences. | Animal Farm, Section 3, Lesson 5<br>Animal Farm, Section 4, Lessons 2–3, 5<br>The Book of Unknown Americans, Section 1, Lessons 1, 7<br>The Book of Unknown Americans, Section 2, Lesson 7<br>The Book of Unknown Americans, Section 3, Lessons 4, 6<br>The Book of Unknown Americans, Section 4, Lesson 6<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |
| **W.9-10.3.a**<br>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | Animal Farm, Section 1, Lessons 6, 8, 10–13<br>Animal Farm, Section 2, Lessons 6–9<br>Animal Farm, Section 4, Lessons 2–3<br>The Book of Unknown Americans, Section 1, Lessons 1, 7<br>The Book of Unknown Americans, Section 3, Lessons 4, 6<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |
| **W.9-10.3.b**<br>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Animal Farm, Section 1, Lessons 6, 11, 13<br>Animal Farm, Section 2, Lessons 6–9<br>Animal Farm, Section 4, Lessons 2–3<br>The Book of Unknown Americans, Section 3, Lesson 6<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |
| **W.9-10.3.c**<br>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | Animal Farm, Section 1, Lessons 11, 13<br>Animal Farm, Section 2, Lessons 6–9<br>Animal Farm, Section 4, Lessons 2–3<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |

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| **W.9-10.3.d**<br>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Animal Farm, Section 1, Lessons 6, 8, 11, 13<br>Animal Farm, Section 2, Lessons 6–9<br>Animal Farm, Section 4, Lessons 2–3<br>The Book of Unknown Americans, Section 1, Lesson 7<br>The Book of Unknown Americans, Section 3, Lesson 4<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |
| **W.9-10.3.e**<br>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Animal Farm, Section 1, Lessons 11, 13<br>Animal Farm, Section 2, Lessons 6–9<br>Animal Farm, Section 4, Lessons 2–3<br>The Book of Unknown Americans, Section 3, Lesson 6<br>The Book of Unknown Americans, Section 5, Lessons 3–4<br>Who changes the world?, Section 4, Lessons 3–5 |

## Writing

### Production and Distribution of Writing

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.9-10.4**<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Global Food Production, Section 2, Lesson 9<br>Global Food Production, Section 3, Lesson 8<br>Global Food Production, Section 4, Lessons 1, 3–4, 8<br>Grade 9 Application Unit, Section 3, Lessons 4–5<br>Grade 9 Application Unit, Section 4, Lessons 1, 4<br>Photojournalism, Section 3, Lesson 6<br>Romeo and Juliet, Section 1, Lesson 11<br>Romeo and Juliet, Section 3, Lessons 9–10<br>Romeo and Juliet, Section 5, Lessons 2–4<br>The Book of Unknown Americans, Section 3, Lessons 2–4<br>The Odyssey, Section 3, Lesson 5<br>The Odyssey, Section 5, Lessons 3–6<br>Who changes the world?, Section 3, Lessons 5–6 |

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| CCSS Standards | Aligned Components of *Odell HSLP* |
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| **W.9-10.5**<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Animal Farm, Section 1, Lessons 10–11, 13–15<br>Animal Farm, Section 2, Lessons 6–10<br>Animal Farm, Section 3, Lessons 4–7<br>Animal Farm, Section 4, Lessons 1–5<br>Global Food Production, Section 1, Lessons 7–8<br>Global Food Production, Section 2, Lessons 9–11<br>Global Food Production, Section 3, Lessons 7, 9–10<br>Global Food Production, Section 4, Lessons 2–8<br>Grade 9 Application Unit, Section 1, Lessons 5–7<br>Grade 9 Application Unit, Section 2, Lessons 1–4, 6<br>Grade 9 Application Unit, Section 3, Lessons 1, 3–7<br>Grade 9 Application Unit, Section 4, Lessons 1–2, 4–6<br>Grade 9 Application Unit, Section 5, Lessons 1–7<br>Photojournalism, Section 1, Lessons 9–10, 12<br>Photojournalism, Section 2, Lessons 6–8<br>Photojournalism, Section 3, Lessons 6, 8–10<br>Photojournalism, Section 4, Lessons 5–8<br>Photojournalism, Section 5, Lessons 1–6<br>Romeo and Juliet, Section 1, Lessons 10–12<br>Romeo and Juliet, Section 2, Lesson 5<br>Romeo and Juliet, Section 3, Lessons 2, 8–11<br>Romeo and Juliet, Section 4, Lessons 1, 5, 10–11, 14–15<br>Romeo and Juliet, Section 5, Lessons 2–4<br>The Book of Unknown Americans, Section 1, Lessons 6–8<br>The Book of Unknown Americans, Section 2, Lessons 6–8<br>The Book of Unknown Americans, Section 3, Lessons 2–3, 5–7<br>The Book of Unknown Americans, Section 4, Lessons 5–7<br>The Book of Unknown Americans, Section 5, Lessons 1, 3–5<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 2, Lesson 6<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lessons 1, 5–6 |

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| | The Odyssey, Section 5, Lessons 1–3, 5–6<br>Who changes the world?, Section 1, Lessons 6, 9, 11–12<br>Who changes the world?, Section 2, Lesson 11<br>Who changes the world?, Section 3, Lessons 6–7<br>Who changes the world?, Section 4, Lessons 1, 3–5 |
| **W.9-10.6**<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | Global Food Production, Section 2, Lesson 9<br>Photojournalism, Section 3, Lesson 6<br>Romeo and Juliet, Section 3, Lesson 5<br>The Book of Unknown Americans, Section 3, Lessons 2–4 |

## Writing

### Research to Build and Present Knowledge

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.9-10.7**<br>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Animal Farm, Section 1, Lessons 6–7<br>Animal Farm, Section 2, Lesson 3<br>Animal Farm, Section 3, Lessons 1, 3<br>Animal Farm, Section 4, Lesson 7<br>Global Food Production, Section 4, Lessons 3, 9<br>Grade 9 Application Unit, Section 1, Lesson 6<br>Grade 9 Application Unit, Section 2, Lesson 6<br>Grade 9 Application Unit, Section 3, Lessons 3, 7<br>Grade 9 Application Unit, Section 4, Lessons 2, 5–6<br>Photojournalism, Section 1, Lessons 2, 4, 6–7, 10<br>Photojournalism, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lesson 10<br>Who changes the world?, Section 2, Lesson 5<br>Who changes the world?, Section 4, Lesson 6 |
| **W.9-10.8**<br>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research | Global Food Production, Section 1, Lesson 5<br>Global Food Production, Section 3, Lessons 1, 8<br>Global Food Production, Section 4, Lessons 1–3, 5 |

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| question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | Grade 9 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 9 Application Unit, Section 2, Lessons 2–4, 6<br>Grade 9 Application Unit, Section 3, Lessons 1–5, 7<br>Grade 9 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 9 Application Unit, Section 5, Lessons 1–4<br>Photojournalism, Section 1, Lessons 6–7, 10<br>Romeo and Juliet, Section 1, Lesson 10<br>Romeo and Juliet, Section 3, Lessons 2, 8<br>Romeo and Juliet, Section 4, Lessons 5, 10<br>The Odyssey, Section 5, Lesson 1<br>Who changes the world?, Section 2, Lesson 6 |
| **W.9-10.9**<br>Draw evidence from literary or informational texts to support analysis, reflection, and research. | Animal Farm, Section 1, Lesson 15<br>Animal Farm, Section 2, Lessons 5, 10<br>Animal Farm, Section 3, Lessons 3, 7<br>Animal Farm, Section 4, Lessons 3–4<br>Global Food Production, Section 1, Lessons 7–8<br>Global Food Production, Section 2, Lessons 5, 7–9, 11<br>Global Food Production, Section 3, Lessons 1, 10<br>Global Food Production, Section 4, Lessons 2–3, 5<br>Grade 9 Application Unit, Section 1, Lesson 7<br>Grade 9 Application Unit, Section 2, Lesson 7<br>Grade 9 Application Unit, Section 3, Lessons 7–8<br>Grade 9 Application Unit, Section 4, Lessons 1, 4–6<br>Grade 9 Application Unit, Section 5, Lessons 1–4<br>Photojournalism, Section 1, Lessons 9, 12<br>Photojournalism, Section 2, Lessons 2, 7–8<br>Photojournalism, Section 3, Lessons 3, 6, 8–10<br>Photojournalism, Section 4, Lessons 5–8<br>Photojournalism, Section 5, Lessons 1–2, 4<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 2, Lesson 5<br>Romeo and Juliet, Section 3, Lessons 5, 9, 11<br>Romeo and Juliet, Section 4, Lessons 9, 14–15<br>Romeo and Juliet, Section 5, Lesson 2 |

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| | The Book of Unknown Americans, Section 1, Lessons 3, 8<br>The Book of Unknown Americans, Section 2, Lesson 8<br>The Book of Unknown Americans, Section 3, Lessons 2–3, 7<br>The Book of Unknown Americans, Section 4, Lesson 7<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 2, Lessons 2, 6<br>The Odyssey, Section 3, Lessons 1–2, 4–6<br>The Odyssey, Section 4, Lessons 1–3, 5–6<br>The Odyssey, Section 5, Lessons 1–2, 4<br>Who changes the world?, Section 1, Lessons 4–5, 11–12<br>Who changes the world?, Section 2, Lessons 4, 11<br>Who changes the world?, Section 3, Lessons 6–7 |
| **W.9-10.9.a**<br>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). | Animal Farm, Section 1, Lesson 15<br>Animal Farm, Section 2, Lessons 5, 10<br>Animal Farm, Section 3, Lessons 3, 7<br>Animal Farm, Section 4, Lessons 3–4<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 2, Lesson 5<br>Romeo and Juliet, Section 3, Lessons 9, 11<br>Romeo and Juliet, Section 5, Lesson 2<br>The Book of Unknown Americans, Section 1, Lessons 3, 8<br>The Book of Unknown Americans, Section 2, Lesson 8<br>The Book of Unknown Americans, Section 3, Lessons 2–3, 7<br>The Book of Unknown Americans, Section 4, Lesson 7<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 2, Lessons 2, 6<br>The Odyssey, Section 3, Lessons 1–2, 4–6<br>The Odyssey, Section 4, Lessons 1–3, 5–6<br>The Odyssey, Section 5, Lessons 1–2, 4<br>Who changes the world?, Section 3, Lessons 6–7 |

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| **W.9-10.9.b**<br>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | Animal Farm, Section 2, Lessons 5, 10<br>Global Food Production, Section 1, Lessons 7–8<br>Global Food Production, Section 2, Lessons 5, 7–9, 11<br>Global Food Production, Section 3, Lessons 1, 10<br>Global Food Production, Section 4, Lessons 2–3, 5<br>Grade 9 Application Unit, Section 1, Lesson 7<br>Grade 9 Application Unit, Section 2, Lesson 7<br>Grade 9 Application Unit, Section 3, Lessons 7–8<br>Grade 9 Application Unit, Section 4, Lessons 1, 4–6<br>Grade 9 Application Unit, Section 5, Lessons 1–4<br>Photojournalism, Section 1, Lessons 9, 12<br>Photojournalism, Section 2, Lessons 2, 7–8<br>Photojournalism, Section 3, Lessons 3, 6, 8–10<br>Photojournalism, Section 4, Lessons 5–8<br>Photojournalism, Section 5, Lessons 1–2, 4<br>The Book of Unknown Americans, Section 4, Lesson 7<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 2, Lessons 2, 6<br>The Odyssey, Section 3, Lessons 1, 5–6<br>The Odyssey, Section 4, Lessons 3, 5–6<br>The Odyssey, Section 5, Lessons 1–2, 4<br>Who changes the world?, Section 1, Lessons 4–5, 11–12<br>Who changes the world?, Section 2, Lessons 4, 11<br>Who changes the world?, Section 3, Lessons 6–7 |

## Writing

### Range of Writing

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.9-10.10**<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Animal Farm, Section 1, Lessons 2–12, 14<br>Animal Farm, Section 2, Lessons 1–9, 11<br>Animal Farm, Section 3, Lessons 1–6, 8<br>Animal Farm, Section 4, Lessons 5–8<br>Global Food Production, Section 1, Lessons 1–7 |

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| | Global Food Production, Section 2, Lessons 1–10, 12<br>Global Food Production, Section 3, Lessons 2–7, 9, 11<br>Global Food Production, Section 4, Lessons 2–4, 9–10<br>Grade 9 Application Unit, Section 1, Lessons 1–3, 5–6<br>Grade 9 Application Unit, Section 2, Lessons 1–6<br>Grade 9 Application Unit, Section 3, Lessons 1–7<br>Grade 9 Application Unit, Section 4, Lessons 1–5<br>Grade 9 Application Unit, Section 5, Lessons 1–4, 11<br>Photojournalism, Section 1, Lessons 2–5, 11<br>Photojournalism, Section 2, Lessons 1–5, 7, 9<br>Photojournalism, Section 3, Lessons 1, 3–4, 6–9, 11<br>Photojournalism, Section 4, Lessons 1–3, 5–7, 9<br>Photojournalism, Section 5, Lessons 7–8<br>Romeo and Juliet, Section 1, Lessons 1, 4–9<br>Romeo and Juliet, Section 2, Lessons 1–3, 6<br>Romeo and Juliet, Section 3, Lessons 1, 3–5, 7, 12<br>Romeo and Juliet, Section 4, Lessons 2–4, 6–9, 11–13, 16<br>Romeo and Juliet, Section 5, Lesson 7<br>The Book of Unknown Americans, Section 1, Lessons 1–5, 7<br>The Book of Unknown Americans, Section 2, Lessons 1–5, 7, 9<br>The Book of Unknown Americans, Section 3, Lessons 1–4, 6, 8<br>The Book of Unknown Americans, Section 4, Lessons 1–4, 6, 8<br>The Book of Unknown Americans, Section 5, Lessons 1–3, 5–7<br>The Odyssey, Section 1, Lesson 1<br>The Odyssey, Section 2, Lesson 7<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lessons 2, 7<br>The Odyssey, Section 5, Lesson 8<br>Who changes the world?, Section 1, Lessons 1–3, 5–7, 9, 11 |

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| | Who changes the world?, Section 2, Lessons 1, 4, 7–10, 12<br>Who changes the world?, Section 3, Lessons 1–6, 8<br>Who changes the world?, Section 4, Lessons 2–3, 6–7 |

## Speaking and Listening

### Comprehension and Collaboration

| CCSS Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **SL.9-10.1**<br>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Animal Farm, Section 1, Lessons 2–15<br>Animal Farm, Section 2, Lessons 1–8, 10–11<br>Animal Farm, Section 3, Lessons 1–8<br>Animal Farm, Section 4, Lessons 1–8<br>Global Food Production, Section 1, Lessons 1–6, 8<br>Global Food Production, Section 2, Lessons 1–5, 7–12<br>Global Food Production, Section 3, Lessons 1–7, 9–11<br>Global Food Production, Section 4, Lessons 1, 4–10<br>Grade 9 Application Unit, Section 1, Lessons 1–7<br>Grade 9 Application Unit, Section 2, Lessons 1–7<br>Grade 9 Application Unit, Section 3, Lessons 1–8<br>Grade 9 Application Unit, Section 4, Lessons 1–6<br>Grade 9 Application Unit, Section 5, Lessons 1–7, 11<br>Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12<br>Photojournalism, Section 2, Lessons 1–3, 5–9<br>Photojournalism, Section 3, Lessons 1–11<br>Photojournalism, Section 4, Lessons 1–9<br>Photojournalism, Section 5, Lessons 3, 5, 7–8<br>Romeo and Juliet, Section 1, Lessons 1–10, 12<br>Romeo and Juliet, Section 2, Lessons 2–6<br>Romeo and Juliet, Section 3, Lessons 2–5, 7–8, 10–12<br>Romeo and Juliet, Section 4, Lessons 2–11, 13–16<br>Romeo and Juliet, Section 5, Lessons 1, 3, 6–7<br>The Book of Unknown Americans, Section 1, Lessons 1–5, 7–8 |

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| | The Book of Unknown Americans, Section 2, Lessons 1–5, 7–9<br>The Book of Unknown Americans, Section 3, Lessons 1–4, 6–8<br>The Book of Unknown Americans, Section 4, Lessons 1–4, 6–8<br>The Book of Unknown Americans, Section 5, Lessons 1–2, 5–7<br>The Odyssey, Section 1, Lessons 1, 3–4, 6<br>The Odyssey, Section 2, Lessons 1, 4–7<br>The Odyssey, Section 3, Lessons 2, 6–7<br>The Odyssey, Section 4, Lessons 4, 6–7<br>The Odyssey, Section 5, Lessons 5, 7–8<br>Who changes the world?, Section 1, Lessons 1–3, 5, 8–10, 12<br>Who changes the world?, Section 2, Lessons 2–7, 9–12<br>Who changes the world?, Section 3, Lessons 1–8<br>Who changes the world?, Section 4, Lessons 1–2, 5–7 |
| **SL.9-10.1.a**<br>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | Animal Farm, Section 1, Lessons 2–15<br>Animal Farm, Section 2, Lessons 1–6, 11<br>Animal Farm, Section 3, Lessons 2–8<br>Animal Farm, Section 4, Lessons 1, 5–8<br>Global Food Production, Section 1, Lessons 1–6, 8<br>Global Food Production, Section 2, Lessons 1–5, 7–9, 12<br>Global Food Production, Section 3, Lessons 4–7<br>Grade 9 Application Unit, Section 1, Lessons 1–3, 7<br>Grade 9 Application Unit, Section 2, Lessons 2–7<br>Grade 9 Application Unit, Section 3, Lessons 1–8<br>Grade 9 Application Unit, Section 4, Lessons 1–6<br>Grade 9 Application Unit, Section 5, Lessons 1–7, 11<br>Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12<br>Photojournalism, Section 2, Lessons 1–2, 5–7, 9<br>Photojournalism, Section 3, Lessons 1–4, 7–8, 11<br>Photojournalism, Section 4, Lessons 3–9<br>Photojournalism, Section 5, Lesson 7 |

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| | Romeo and Juliet, Section 1, Lessons 2, 4–10, 12<br>Romeo and Juliet, Section 2, Lessons 4–6<br>Romeo and Juliet, Section 3, Lessons 2–5, 7–8, 10–12<br>Romeo and Juliet, Section 4, Lessons 2–11, 13–16<br>Romeo and Juliet, Section 5, Lessons 1, 3, 6<br>The Book of Unknown Americans, Section 1, Lessons 2–5, 7–8<br>The Book of Unknown Americans, Section 2, Lessons 1–5, 7–9<br>The Book of Unknown Americans, Section 3, Lesson 8<br>The Book of Unknown Americans, Section 4, Lessons 2, 4, 6, 8<br>The Book of Unknown Americans, Section 5, Lessons 1–2, 5–6<br>The Odyssey, Section 1, Lessons 1, 3–4, 6<br>The Odyssey, Section 2, Lessons 1, 4–7<br>The Odyssey, Section 3, Lessons 2, 6–7<br>The Odyssey, Section 4, Lessons 4, 6–7<br>The Odyssey, Section 5, Lessons 7–8<br>Who changes the world?, Section 1, Lessons 3, 5, 9–10<br>Who changes the world?, Section 2, Lessons 3–6, 9–12<br>Who changes the world?, Section 3, Lessons 1, 3, 5, 7–8<br>Who changes the world?, Section 4, Lessons 1–2, 6 |
| **SL.9-10.1.b**<br>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | Animal Farm, Section 1, Lessons 2–15<br>Animal Farm, Section 2, Lessons 1–8, 10–11<br>Animal Farm, Section 3, Lessons 3–7<br>Animal Farm, Section 4, Lessons 1–7<br>Global Food Production, Section 1, Lessons 1–6, 8<br>Global Food Production, Section 2, Lessons 1–5, 7–12<br>Global Food Production, Section 3, Lessons 1–7, 9–11<br>Global Food Production, Section 4, Lessons 1, 4–10<br>Grade 9 Application Unit, Section 1, Lessons 1–5, 7 |

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| | Grade 9 Application Unit, Section 2, Lessons 1–5, 7<br>Grade 9 Application Unit, Section 3, Lessons 1–8<br>Grade 9 Application Unit, Section 4, Lessons 1–6<br>Grade 9 Application Unit, Section 5, Lessons 1–7, 11<br>Photojournalism, Section 1, Lessons 1–6, 8<br>Photojournalism, Section 2, Lesson 5<br>Photojournalism, Section 4, Lessons 1–9<br>Photojournalism, Section 5, Lessons 3, 5<br>Romeo and Juliet, Section 1, Lessons 1–4, 6–8, 10, 12<br>Romeo and Juliet, Section 2, Lessons 2–6<br>Romeo and Juliet, Section 3, Lessons 2–5, 7–8, 10–12<br>Romeo and Juliet, Section 4, Lessons 2–11, 13–16<br>Romeo and Juliet, Section 5, Lesson 1<br>The Book of Unknown Americans, Section 1, Lessons 1–5, 7–8<br>The Book of Unknown Americans, Section 2, Lessons 1–5, 7–9<br>The Book of Unknown Americans, Section 3, Lessons 1–4, 6–7<br>The Book of Unknown Americans, Section 4, Lessons 2–4, 6–7<br>The Book of Unknown Americans, Section 5, Lessons 1–2, 5<br>The Odyssey, Section 1, Lessons 1, 3–4, 6<br>The Odyssey, Section 2, Lessons 1, 4–7<br>The Odyssey, Section 3, Lessons 2, 6–7<br>The Odyssey, Section 4, Lessons 4, 6–7<br>The Odyssey, Section 5, Lesson 5<br>Who changes the world?, Section 1, Lessons 1–3, 5, 8–9, 12<br>Who changes the world?, Section 2, Lessons 2–7, 9–11<br>Who changes the world?, Section 3, Lessons 1–7<br>Who changes the world?, Section 4, Lessons 1, 5–6 |
| **SL.9-10.1.c**<br>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate | Animal Farm, Section 2, Lessons 1–2<br>Animal Farm, Section 4, Lessons 1, 6–7<br>Global Food Production, Section 3, Lessons 2, 4 |

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| others into the discussion; and clarify, verify, or challenge ideas and conclusions. | Grade 9 Application Unit, Section 1, Lessons 5–7<br>Grade 9 Application Unit, Section 2, Lessons 4, 6–7<br>Grade 9 Application Unit, Section 3, Lessons 2, 7–8<br>Grade 9 Application Unit, Section 4, Lesson 3<br>Grade 9 Application Unit, Section 5, Lessons 1, 3–7, 11<br>Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12<br>Photojournalism, Section 2, Lessons 1–3, 5, 7–8<br>Photojournalism, Section 3, Lessons 1–7, 9–10<br>Romeo and Juliet, Section 1, Lessons 1, 3–10, 12<br>Romeo and Juliet, Section 2, Lessons 4–5<br>Romeo and Juliet, Section 4, Lessons 11, 14–15<br>Romeo and Juliet, Section 5, Lesson 1<br>The Book of Unknown Americans, Section 2, Lessons 3–5, 7<br>The Book of Unknown Americans, Section 4, Lessons 4, 6<br>The Book of Unknown Americans, Section 5, Lessons 1, 6<br>The Odyssey, Section 1, Lessons 1, 3–4<br>The Odyssey, Section 2, Lesson 5<br>The Odyssey, Section 3, Lesson 7<br>The Odyssey, Section 4, Lesson 4<br>The Odyssey, Section 5, Lesson 7<br>Who changes the world?, Section 2, Lessons 3–6, 9–11<br>Who changes the world?, Section 4, Lesson 2 |
| **SL.9-10.1.d**<br>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | Animal Farm, Section 2, Lessons 1–2<br>Animal Farm, Section 4, Lessons 1–3, 6<br>Global Food Production, Section 3, Lesson 4<br>Grade 9 Application Unit, Section 1, Lessons 3–4, 6<br>Grade 9 Application Unit, Section 2, Lessons 1, 3–4, 6<br>Grade 9 Application Unit, Section 3, Lessons 2, 7<br>Grade 9 Application Unit, Section 4, Lesson 3<br>Grade 9 Application Unit, Section 5, Lessons 6–7, 11<br>Photojournalism, Section 1, Lessons 2–6, 8–9, 11–12<br>Photojournalism, Section 4, Lessons 3–9 |

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| | Romeo and Juliet, Section 2, Lessons 4–5<br>Romeo and Juliet, Section 4, Lessons 14–15<br>Romeo and Juliet, Section 5, Lesson 1<br>The Book of Unknown Americans, Section 5, Lesson 5<br>The Odyssey, Section 2, Lessons 4–6<br>The Odyssey, Section 4, Lesson 4<br>Who changes the world?, Section 2, Lessons 3–4, 6, 9–10<br>Who changes the world?, Section 3, Lesson 3<br>Who changes the world?, Section 4, Lessons 2, 6 |
| **SL.9-10.2**<br>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | Global Food Production, Section 2, Lesson 6<br>Global Food Production, Section 3, Lessons 1, 5<br>Grade 9 Application Unit, Section 1, Lesson 3<br>Grade 9 Application Unit, Section 2, Lesson 6<br>Grade 9 Application Unit, Section 3, Lesson 7<br>Photojournalism, Section 1, Lessons 1–2, 4–5<br>Photojournalism, Section 3, Lesson 1<br>Romeo and Juliet, Section 5, Lesson 6<br>The Odyssey, Section 4, Lesson 4<br>Who changes the world?, Section 1, Lesson 10<br>Who changes the world?, Section 2, Lesson 3 |
| **SL.9-10.3**<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Animal Farm, Section 2, Lesson 4<br>Global Food Production, Section 3, Lesson 9<br>Grade 9 Application Unit, Section 1, Lesson 6<br>Grade 9 Application Unit, Section 2, Lessons 5–6<br>Grade 9 Application Unit, Section 3, Lesson 7<br>Grade 9 Application Unit, Section 4, Lesson 3<br>Romeo and Juliet, Section 2, Lesson 4<br>Romeo and Juliet, Section 5, Lesson 1<br>Who changes the world?, Section 1, Lesson 5 |

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## Speaking and Listening

### Presentation of Knowledge and Ideas

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|---|---|
| **SL.9-10.4**<br>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | Animal Farm, Section 3, Lessons 3, 6<br>Animal Farm, Section 4, Lessons 5–6<br>Global Food Production, Section 2, Lesson 3<br>Global Food Production, Section 3, Lesson 4<br>Grade 9 Application Unit, Section 1, Lessons 4–6<br>Grade 9 Application Unit, Section 2, Lessons 1–2, 6<br>Grade 9 Application Unit, Section 3, Lesson 7<br>Grade 9 Application Unit, Section 4, Lesson 3<br>Grade 9 Application Unit, Section 5, Lessons 2–10<br>Photojournalism, Section 1, Lessons 9, 11<br>Romeo and Juliet, Section 5, Lesson 1<br>The Book of Unknown Americans, Section 1, Lessons 1, 3<br>The Odyssey, Section 3, Lesson 2<br>The Odyssey, Section 4, Lesson 4<br>Who changes the world?, Section 1, Lessons 4–5<br>Who changes the world?, Section 2, Lesson 2<br>Who changes the world?, Section 4, Lessons 1–2 |
| **SL.9-10.5**<br>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | Animal Farm, Section 3, Lessons 4–6<br>Animal Farm, Section 4, Lessons 4–6 |
| **SL.9-10.6**<br>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Grade 9 Application Unit, Section 1, Lesson 6<br>Grade 9 Application Unit, Section 2, Lesson 6<br>Grade 9 Application Unit, Section 3, Lesson 7<br>Grade 9 Application Unit, Section 4, Lesson 3<br>Grade 9 Application Unit, Section 5, Lessons 5–6, 8–10<br>Romeo and Juliet, Section 1, Lesson 6<br>Romeo and Juliet, Section 4, Lesson 14<br>Romeo and Juliet, Section 5, Lessons 1, 6 |

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## Language

### Conventions of Standard English

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| **L.9-10.1**<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Animal Farm, Section 1, Lessons 3–4, 11, 15<br>Animal Farm, Section 2, Lessons 6, 9–10<br>Animal Farm, Section 3, Lesson 7<br>Animal Farm, Section 4, Lesson 3<br>Global Food Production, Section 1, Lesson 8<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 3, Lesson 10<br>Global Food Production, Section 4, Lesson 8<br>Grade 9 Application Unit, Section 5, Lessons 7–10<br>Photojournalism, Section 1, Lessons 8, 12<br>Photojournalism, Section 2, Lessons 3–4, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lessons 2, 8<br>Photojournalism, Section 5, Lesson 6<br>Romeo and Juliet, Section 1, Lessons 3, 12<br>Romeo and Juliet, Section 2, Lesson 4<br>Romeo and Juliet, Section 3, Lessons 9–11<br>Romeo and Juliet, Section 4, Lesson 14<br>Romeo and Juliet, Section 5, Lesson 5<br>The Book of Unknown Americans, Section 1, Lessons 5, 8<br>The Book of Unknown Americans, Section 2, Lessons 6, 8<br>The Book of Unknown Americans, Section 3, Lessons 5, 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3, 5, 7<br>The Book of Unknown Americans, Section 5, Lesson 5<br>The Odyssey, Section 1, Lessons 4, 6<br>The Odyssey, Section 2, Lessons 2–3<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 11–12<br>Who changes the world?, Section 3, Lesson 7 |

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| | Who changes the world?, Section 4, Lesson 5 |
| **L.9-10.1.a**<br>Use parallel structure. | Animal Farm, Section 1, Lesson 4<br>Grade 9 Application Unit, Section 5, Lessons 7–10<br>Romeo and Juliet, Section 1, Lesson 3<br>The Book of Unknown Americans, Section 5, Lesson 5<br>The Odyssey, Section 2, Lesson 3<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6 |
| **L.9-10.1.b**<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | Animal Farm, Section 1, Lesson 15<br>Animal Farm, Section 2, Lesson 10<br>Animal Farm, Section 3, Lesson 7<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 3, Lesson 10<br>Global Food Production, Section 4, Lesson 8<br>Grade 9 Application Unit, Section 5, Lessons 7–10<br>Photojournalism, Section 1, Lessons 8, 12<br>Photojournalism, Section 2, Lessons 3–4, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lesson 8<br>Photojournalism, Section 5, Lesson 6<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 3, Lessons 9–11<br>Romeo and Juliet, Section 5, Lesson 5<br>The Book of Unknown Americans, Section 1, Lessons 5, 8<br>The Book of Unknown Americans, Section 2, Lessons 6, 8<br>The Book of Unknown Americans, Section 3, Lesson 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3, 5, 7<br>The Odyssey, Section 2, Lessons 2–3<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 11–12 |

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| | Who changes the world?, Section 3, Lesson 7<br>Who changes the world?, Section 4, Lesson 5 |
| **L.9-10.2**<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Animal Farm, Section 1, Lessons 3–4, 11, 15<br>Animal Farm, Section 2, Lessons 6, 9–10<br>Animal Farm, Section 3, Lesson 7<br>Animal Farm, Section 4, Lesson 3<br>Global Food Production, Section 1, Lesson 8<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 3, Lesson 10<br>Global Food Production, Section 4, Lesson 8<br>Photojournalism, Section 1, Lessons 8, 12<br>Photojournalism, Section 2, Lessons 3, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lessons 2, 8<br>Photojournalism, Section 5, Lesson 6<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 3, Lessons 10–11<br>Romeo and Juliet, Section 4, Lesson 1<br>Romeo and Juliet, Section 5, Lessons 4–5<br>The Book of Unknown Americans, Section 1, Lesson 8<br>The Book of Unknown Americans, Section 2, Lessons 6, 8<br>The Book of Unknown Americans, Section 3, Lessons 5, 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3, 5, 7<br>The Book of Unknown Americans, Section 5, Lesson 5<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 11–12<br>Who changes the world?, Section 3, Lesson 7<br>Who changes the world?, Section 4, Lesson 5 |
| **L.9-10.2.a** | Photojournalism, Section 1, Lesson 12 |

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| Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | Photojournalism, Section 2, Lessons 3, 8<br>Photojournalism, Section 4, Lesson 2<br>Romeo and Juliet, Section 3, Lesson 10<br>Romeo and Juliet, Section 5, Lesson 5<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 4, Lesson 5 |
| **L.9-10.2.b**<br>Use a colon to introduce a list or quotation. | Photojournalism, Section 1, Lesson 12<br>Photojournalism, Section 2, Lessons 3, 8<br>Photojournalism, Section 4, Lesson 2<br>The Odyssey, Section 5, Lesson 6 |
| **L.9-10.2.c**<br>Spell correctly. | Animal Farm, Section 1, Lessons 11, 15<br>Animal Farm, Section 2, Lessons 6, 9–10<br>Animal Farm, Section 3, Lesson 7<br>Animal Farm, Section 4, Lesson 3<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 4, Lesson 8<br>Photojournalism, Section 1, Lesson 12<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 5, Lesson 6<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 3, Lessons 10–11<br>Romeo and Juliet, Section 5, Lessons 4–5<br>The Book of Unknown Americans, Section 1, Lesson 8<br>The Book of Unknown Americans, Section 2, Lessons 6, 8<br>The Book of Unknown Americans, Section 3, Lessons 5, 7<br>The Book of Unknown Americans, Section 4, Lessons 5, 7<br>The Book of Unknown Americans, Section 5, Lesson 5<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 11–12 |

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| | Who changes the world?, Section 3, Lesson 7<br>Who changes the world?, Section 4, Lesson 5 |

## Language

### Knowledge of Language

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| **L.9-10.3**<br>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | Animal Farm, Section 1, Lessons 3–4, 6, 11, 15<br>Animal Farm, Section 2, Lessons 5–6, 9–10<br>Animal Farm, Section 3, Lesson 7<br>Animal Farm, Section 4, Lesson 3<br>Global Food Production, Section 1, Lessons 7–8<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 3, Lesson 10<br>Global Food Production, Section 4, Lessons 7–8<br>Grade 9 Application Unit, Section 3, Lessons 4, 6<br>Grade 9 Application Unit, Section 5, Lessons 5, 8–10<br>Photojournalism, Section 1, Lessons 8, 10, 12<br>Photojournalism, Section 2, Lessons 3, 6, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lesson 8<br>Photojournalism, Section 5, Lessons 3, 5–6<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 3, Lessons 10–11<br>Romeo and Juliet, Section 5, Lesson 5<br>The Book of Unknown Americans, Section 1, Lessons 5–8<br>The Book of Unknown Americans, Section 2, Lesson 8<br>The Book of Unknown Americans, Section 3, Lesson 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3, 7<br>The Book of Unknown Americans, Section 5, Lesson 3<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6 |

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| | The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 6–7, 9, 11–12<br>Who changes the world?, Section 3, Lessons 6–7 |
| **L.9-10.3.a**<br>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. | Animal Farm, Section 1, Lessons 6, 11, 15<br>Animal Farm, Section 2, Lessons 5–6, 9–10<br>Animal Farm, Section 3, Lesson 7<br>Animal Farm, Section 4, Lesson 3<br>Global Food Production, Section 1, Lessons 7–8<br>Global Food Production, Section 2, Lesson 11<br>Global Food Production, Section 3, Lesson 10<br>Global Food Production, Section 4, Lessons 7–8<br>Grade 9 Application Unit, Section 3, Lessons 4, 6<br>Grade 9 Application Unit, Section 5, Lessons 5, 8–10<br>Photojournalism, Section 1, Lesson 10<br>Photojournalism, Section 2, Lessons 3, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 5, Lessons 3, 5–6<br>Romeo and Juliet, Section 1, Lesson 12<br>Romeo and Juliet, Section 3, Lessons 10–11<br>Romeo and Juliet, Section 5, Lesson 5<br>The Book of Unknown Americans, Section 1, Lessons 5–8<br>The Book of Unknown Americans, Section 2, Lesson 8<br>The Book of Unknown Americans, Section 3, Lesson 7<br>The Book of Unknown Americans, Section 4, Lesson 7<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 3, Lessons 5–6<br>The Odyssey, Section 4, Lesson 6<br>The Odyssey, Section 5, Lesson 6<br>Who changes the world?, Section 1, Lessons 11–12<br>Who changes the world?, Section 3, Lessons 6–7 |

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## Language

### Vocabulary Acquisition and Use

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| **L.9-10.4**<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | Animal Farm, Section 1, Lessons 2, 4–5, 11, 13, 15<br>Animal Farm, Section 2, Lessons 8, 10<br>Animal Farm, Section 3, Lesson 7<br>Global Food Production, Section 1, Lessons 4, 8<br>Global Food Production, Section 2, Lessons 1–2, 11<br>Global Food Production, Section 3, Lesson 10<br>Grade 9 Application Unit, Section 1, Lessons 1, 3, 7<br>Grade 9 Application Unit, Section 2, Lessons 1, 7<br>Grade 9 Application Unit, Section 3, Lesson 8<br>Photojournalism, Section 1, Lessons 1, 6, 8, 12<br>Photojournalism, Section 2, Lessons 3–5, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lessons 2, 8<br>Romeo and Juliet, Section 1, Lessons 2, 12<br>Romeo and Juliet, Section 2, Lesson 5<br>Romeo and Juliet, Section 3, Lesson 11<br>Romeo and Juliet, Section 4, Lessons 3, 13, 15<br>The Book of Unknown Americans, Section 1, Lessons 2, 4–5, 8<br>The Book of Unknown Americans, Section 2, Lesson 8<br>The Book of Unknown Americans, Section 3, Lessons 1, 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3, 7<br>The Odyssey, Section 1, Lessons 2–3, 6<br>The Odyssey, Section 2, Lessons 4, 6<br>The Odyssey, Section 3, Lessons 3, 6<br>The Odyssey, Section 4, Lesson 6<br>Who changes the world?, Section 1, Lessons 1, 3, 8, 12<br>Who changes the world?, Section 2, Lessons 1, 5, 11<br>Who changes the world?, Section 3, Lesson 7 |
| **L.9-10.4.a**<br>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a | Animal Farm, Section 1, Lessons 2, 4–5, 15<br>Animal Farm, Section 2, Lesson 10<br>Animal Farm, Section 3, Lesson 7 |

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| sentence) as a clue to the meaning of a word or phrase. | Global Food Production, Section 1, Lesson 4<br>Global Food Production, Section 2, Lessons 1–2, 11<br>Global Food Production, Section 3, Lesson 10<br>Photojournalism, Section 1, Lessons 1, 6, 8, 12<br>Photojournalism, Section 2, Lessons 3–4, 8<br>Photojournalism, Section 4, Lessons 2, 8<br>Romeo and Juliet, Section 1, Lesson 2<br>Romeo and Juliet, Section 3, Lesson 11<br>Romeo and Juliet, Section 4, Lessons 3, 13<br>The Book of Unknown Americans, Section 1, Lessons 2, 4–5, 8<br>The Book of Unknown Americans, Section 3, Lesson 1<br>The Book of Unknown Americans, Section 4, Lesson 1<br>The Odyssey, Section 1, Lessons 2–3<br>The Odyssey, Section 2, Lessons 4, 6<br>The Odyssey, Section 3, Lessons 3, 6<br>The Odyssey, Section 4, Lesson 6<br>Who changes the world?, Section 1, Lessons 1, 3, 8<br>Who changes the world?, Section 2, Lesson 5 |
| **L.9-10.4.b**<br>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | Global Food Production, Section 1, Lesson 4<br>Global Food Production, Section 2, Lessons 1–2<br>Global Food Production, Section 3, Lesson 10<br>Romeo and Juliet, Section 1, Lesson 2<br>The Odyssey, Section 1, Lesson 3<br>Who changes the world?, Section 1, Lesson 3 |
| **L.9-10.4.c**<br>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | Animal Farm, Section 1, Lesson 2<br>Global Food Production, Section 1, Lesson 4<br>Global Food Production, Section 2, Lessons 1–2, 11<br>Global Food Production, Section 3, Lesson 10<br>Grade 9 Application Unit, Section 1, Lesson 7<br>Grade 9 Application Unit, Section 2, Lesson 7<br>Grade 9 Application Unit, Section 3, Lesson 8<br>Romeo and Juliet, Section 4, Lesson 13<br>The Odyssey, Section 1, Lessons 2–3 |

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| | Who changes the world?, Section 1, Lessons 3, 8<br>Who changes the world?, Section 2, Lesson 5 |
| **L.9-10.4.d**<br>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Animal Farm, Section 1, Lesson 2<br>Global Food Production, Section 1, Lesson 4<br>Global Food Production, Section 2, Lessons 1–2<br>Global Food Production, Section 3, Lesson 10<br>Romeo and Juliet, Section 3, Lesson 11<br>The Book of Unknown Americans, Section 1, Lessons 2, 4<br>The Book of Unknown Americans, Section 3, Lesson 1<br>The Odyssey, Section 1, Lesson 2<br>Who changes the world?, Section 1, Lessons 3, 8<br>Who changes the world?, Section 2, Lesson 5 |
| **L.9-10.5**<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Animal Farm, Section 1, Lessons 4–6, 8–10, 12<br>Animal Farm, Section 2, Lessons 1–5<br>Photojournalism, Section 1, Lesson 8<br>Photojournalism, Section 2, Lessons 3–4<br>Photojournalism, Section 3, Lessons 5, 7<br>Romeo and Juliet, Section 1, Lessons 7, 9<br>Romeo and Juliet, Section 3, Lesson 3<br>Romeo and Juliet, Section 4, Lessons 3–4, 7–8<br>The Book of Unknown Americans, Section 2, Lessons 4, 7<br>The Book of Unknown Americans, Section 4, Lessons 1, 3<br>The Odyssey, Section 2, Lesson 4<br>Who changes the world?, Section 1, Lessons 5–7, 9 |
| **L.9-10.5.a**<br>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | Animal Farm, Section 1, Lessons 4–5, 8–10, 12<br>Animal Farm, Section 2, Lessons 1–5<br>Romeo and Juliet, Section 1, Lessons 7, 9<br>Romeo and Juliet, Section 3, Lesson 3<br>Romeo and Juliet, Section 4, Lessons 3–4, 7–8<br>The Book of Unknown Americans, Section 2, Lesson 4 |

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| | The Book of Unknown Americans, Section 4, Lesson 3<br>The Odyssey, Section 2, Lesson 4<br>Who changes the world?, Section 1, Lessons 5, 7, 9 |
| **L.9-10.5.b**<br>Analyze nuances in the meaning of words with similar denotations. | Animal Farm, Section 2, Lesson 1<br>The Book of Unknown Americans, Section 2, Lesson 7<br>The Odyssey, Section 2, Lesson 4 |
| **L.9-10.6**<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Animal Farm, Section 1, Lessons 2, 13, 15<br>Animal Farm, Section 2, Lessons 6, 8, 10<br>Animal Farm, Section 3, Lesson 7<br>Global Food Production, Section 1, Lessons 4, 7–8<br>Global Food Production, Section 2, Lessons 1, 11<br>Global Food Production, Section 3, Lessons 9–10<br>Global Food Production, Section 4, Lesson 3<br>Grade 9 Application Unit, Section 1, Lesson 7<br>Grade 9 Application Unit, Section 2, Lesson 7<br>Grade 9 Application Unit, Section 3, Lesson 8<br>Grade 9 Application Unit, Section 5, Lessons 2–5, 8–10<br>Photojournalism, Section 1, Lessons 8, 10, 12<br>Photojournalism, Section 2, Lessons 3, 6, 8<br>Photojournalism, Section 3, Lessons 5, 10<br>Photojournalism, Section 4, Lesson 8<br>Photojournalism, Section 5, Lessons 3, 5<br>Romeo and Juliet, Section 1, Lessons 4, 11–12<br>Romeo and Juliet, Section 2, Lesson 5<br>Romeo and Juliet, Section 3, Lesson 11<br>Romeo and Juliet, Section 4, Lesson 15<br>Romeo and Juliet, Section 5, Lesson 3<br>The Book of Unknown Americans, Section 1, Lessons 5–6, 8<br>The Book of Unknown Americans, Section 2, Lessons 5, 7–8<br>The Book of Unknown Americans, Section 3, Lesson 7 |

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| | The Book of Unknown Americans, Section 4, Lessons 1, 3, 7<br>The Book of Unknown Americans, Section 5, Lesson 3<br>The Odyssey, Section 1, Lesson 6<br>The Odyssey, Section 2, Lesson 6<br>The Odyssey, Section 3, Lesson 6<br>The Odyssey, Section 4, Lesson 6<br>Who changes the world?, Section 1, Lessons 8, 12<br>Who changes the world?, Section 2, Lesson 11<br>Who changes the world?, Section 3, Lesson 7 |

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