Odell Education Indiana Standards Alignment Guide Grade 10 | Indiana Academic Standards for English/Language Arts (2023)

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 Indiana standards and the *Odell HSLP* follows.

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Communication and Collaboration

Indiana Standards	Aligned Components of *Odell HSLP*
9-10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)	Alexander Hamilton, Section 1, Lessons 1–13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13–14 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1–7 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7, 11 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4–10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–10 Telling Stories, Section 2, Lessons 1–10 Telling Stories, Section 3, Lessons 1–7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–6, 8–9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–7 Things Fall Apart, Section 1, Lessons 1–9, 11 Things Fall Apart, Section 2, Lessons 1–13 Things Fall Apart, Section 3, Lessons 1–4, 6, 8–9 Things Fall Apart, Section 4, Lessons 1, 4–7
9-10.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)	Alexander Hamilton, Section 1, Lessons 2–9, 11, 13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–9, 13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lesson 13 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 4–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1, 3–4 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lessons 1–6 How do we determine the right thing to do?, Section 1, Lessons 2, 4–10 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–7, 9–10 Telling Stories, Section 2, Lessons 2–8, 10

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Indiana Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 3, Lessons 1–4, 7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1, 3, 5–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–2, 4–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–2, 6 Things Fall Apart, Section 1, Lessons 2–9, 11 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–4, 6, 9 Things Fall Apart, Section 4, Lessons 1, 6–7
9-10.CC.3 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Alexander Hamilton, Section 1, Lessons 1–4, 6–9 Alexander Hamilton, Section 2, Lessons 4, 7 Alexander Hamilton, Section 4, Lesson 5 Antigone, Section 1, Lessons 1, 5 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–5, 7, 9 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 2–4, 6–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lessons 2–7, 11 How do we determine the right thing to do?, Section 2, Lessons 1–8

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Indiana Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–7 Telling Stories, Section 2, Lessons 1–6, 8 Telling Stories, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–3, 5–10 The Ethics of Public Health Decisions, Section 3, Lessons 1–2, 4–8 The Ethics of Public Health Decisions, Section 4, Lessons 1, 7 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 1, Lessons 6, 8 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 4, Lesson 1
9-10.CC.4 Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	Alexander Hamilton, Section 2, Lesson 7 Alexander Hamilton, Section 4, Lesson 5 Antigone, Section 1, Lesson 1 Antigone, Section 2, Lessons 2–3 Antigone, Section 3, Lessons 1–6 Antigone, Section 4, Lessons 1–2, 4–7 Grade 10 Application Unit, Section 1, Lessons 3–4, 6 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lessons 3–4, 6 Grade 10 Application Unit, Section 5, Lessons 2, 4–7 How do we determine the right thing to do?, Section 1, Lessons 1, 7 How do we determine the right thing to do?, Section 2, Lessons 1–7

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Indiana Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lesson 6 Telling Stories, Section 2, Lessons 2, 4–6 Telling Stories, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–3, 5–8, 10 The Ethics of Public Health Decisions, Section 3, Lessons 1–8 The Ethics of Public Health Decisions, Section 4, Lessons 1, 3, 10 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–7, 9–10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10 Things Fall Apart, Section 1, Lessons 3, 6 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–2
9-10.CC.5 Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lesson 8 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
9-10.CC.6 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	Antigone, Section 3, Lesson 1 Grade 10 Application Unit, Section 1, Lesson 6 Grade 10 Application Unit, Section 2, Lessons 5–6 Grade 10 Application Unit, Section 3, Lesson 7 Grade 10 Application Unit, Section 4, Lesson 3

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 2, Lesson 1 The Ethics of Public Health Decisions, Section 3, Lesson 8
9-10.CC.7 Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	Alexander Hamilton, Section 3, Lessons 8–10 Alexander Hamilton, Section 5, Lessons 2, 12 Antigone, Section 1, Lesson 4 Antigone, Section 2, Lesson 2 Antigone, Section 4, Lessons 4–5 Grade 10 Application Unit, Section 1, Lessons 4–6 Grade 10 Application Unit, Section 2, Lessons 1–2, 6 Grade 10 Application Unit, Section 3, Lesson 7 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lessons 2–10 How do we determine the right thing to do?, Section 1, Lessons 3, 9 How do we determine the right thing to do?, Section 4, Lesson 1 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lesson 8 Telling Stories, Section 3, Lessons 2, 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lessons 4–6, 8 The Ethics of Public Health Decisions, Section 2, Lesson 7 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9 Things Fall Apart, Section 3, Lesson 3
9-10.CC.8 Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)	Alexander Hamilton, Section 3, Lesson 4 Alexander Hamilton, Section 4, Lesson 2 Grade 10 Application Unit, Section 2, Lesson 3 The Immortal Life of Henrietta Lacks, Section 4, Lesson 6

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Reading Comprehension

Indiana Standards	Aligned Components of *Odell HSLP*
9-10.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)	Alexander Hamilton, Section 1, Lessons 2, 8, 11–12 Alexander Hamilton, Section 2, Lessons 1, 6–7, 11, 13 Alexander Hamilton, Section 3, Lessons 8, 11, 13 Alexander Hamilton, Section 4, Lessons 4, 6 Alexander Hamilton, Section 5, Lessons 6, 14 Antigone, Section 1, Lessons 2–5 Antigone, Section 2, Lessons 1–5, 7 Antigone, Section 3, Lessons 2–5, 7 Antigone, Section 4, Lessons 1–5, 7, 9 Antigone, Section 5, Lessons 1–2, 7 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 2, Lesson 8 How do we determine the right thing to do?, Section 3, Lessons 1, 9 How do we determine the right thing to do?, Section 4, Lesson 4 Telling Stories, Section 1, Lessons 2, 4–6, 9 Telling Stories, Section 2, Lessons 1–4, 10 Telling Stories, Section 3, Lessons 1–2, 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lesson 13 The Ethics of Public Health Decisions, Section 3, Lesson 10 The Ethics of Public Health Decisions, Section 4, Lesson 11 The Immortal Life of Henrietta Lacks, Section 2, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3, 11 The Immortal Life of Henrietta Lacks, Section 5, Lesson 7

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Indiana Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lessons 2–4, 6–10 Things Fall Apart, Section 2, Lessons 4–6, 9, 11, 13 Things Fall Apart, Section 3, Lessons 1–4, 7, 9 Things Fall Apart, Section 4, Lessons 2, 7
9-10.RC.2 Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)	Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lessons 1–4 Antigone, Section 4, Lessons 1, 3, 7
9-10.RC.3 Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	Alexander Hamilton, Section 1, Lesson 12 Antigone, Section 2, Lessons 3–4 Antigone, Section 4, Lesson 3 Telling Stories, Section 1, Lesson 2 Telling Stories, Section 2, Lessons 2, 5 The Immortal Life of Henrietta Lacks, Section 2, Lesson 4 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 7 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lesson 11 Things Fall Apart, Section 4, Lesson 1
9-10.RC.4 Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	*Odell HSLP* partially addresses this standard; the program does not explicitly address how central ideas build on one another. The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4–6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 3, 6
9-10.RC.5 Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	Telling Stories, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 2, Lesson 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 6

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Indiana Standards	Aligned Components of *Odell HSLP*
9-10.RC.6 Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	Alexander Hamilton, Section 2, Lesson 5 Antigone, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 3 The Ethics of Public Health Decisions, Section 2, Lessons 5–6, 10 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–2
9-10.RC.7 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.	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 4, Lesson 3 Antigone, Section 3, Lessons 1–2, 4 Antigone, Section 4, Lessons 2, 4–6 Grade 10 Application Unit, Section 2, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–10 The Ethics of Public Health Decisions, Section 4, Lesson 1
9-10.RC.8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	How do we determine the right thing to do?, Section 1, Lessons 5–6 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Ethics of Public Health Decisions, Section 3, Lessons 2–3
9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.	Alexander Hamilton, Section 1, Lessons 3, 10 Alexander Hamilton, Section 2, Lessons 2, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9, 12 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lessons 1, 3–4, 6 Antigone, Section 3, Lessons 4, 6 Antigone, Section 4, Lessons 1–2, 4

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Indiana Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 1, Lesson 1 How do we determine the right thing to do?, Section 1, Lessons 2, 5, 8, 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 3, 9 Telling Stories, Section 2, Lessons 3, 9 Telling Stories, Section 3, Lessons 3, 6 Telling Stories, Section 4, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 2, 7 The Ethics of Public Health Decisions, Section 2, Lesson 3 The Ethics of Public Health Decisions, Section 3, Lessons 1, 5, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2, 4–7 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lessons 1, 3–4, 8
9-10.RC.10 Analyze nuances in the meaning of words with similar denotations.	How do we determine the right thing to do?, Section 1, Lesson 5 Telling Stories, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 7
9-10.RC.11 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Alexander Hamilton, Section 1, Lesson 3 Alexander Hamilton, Section 3, Lessons 2–3 Grade 10 Application Unit, Section 1, Lesson 1 How do we determine the right thing to do?, Section 1, Lessons 2, 8 Telling Stories, Section 1, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5, 7–8

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 3, Lessons 2, 5, 7 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lessons 1, 3
9-10.RC.12 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)	Alexander Hamilton, Section 1, Lessons 3, 11 Alexander Hamilton, Section 2, Lessons 3, 7, 9 Alexander Hamilton, Section 3, Lesson 1 Alexander Hamilton, Section 5, Lessons 6–7 Antigone, Section 1, Lessons 2–4 Antigone, Section 2, Lessons 1–4 Antigone, Section 3, Lessons 1, 3–4 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lessons 3–5, 9 Telling Stories, Section 2, Lessons 3–5 The Immortal Life of Henrietta Lacks, Section 3, Lesson 2 The Immortal Life of Henrietta Lacks, Section 4, Lesson 3 Things Fall Apart, Section 1, Lessons 2–4, 6–9 Things Fall Apart, Section 2, Lessons 4, 6, 8 Things Fall Apart, Section 3, Lessons 3–6
9-10.RC.13 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	Alexander Hamilton, Section 2, Lessons 2–3, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 5, Lessons 4, 6 Antigone, Section 2, Lesson 2 Antigone, Section 3, Lesson 2 How do we determine the right thing to do?, Section 1, Lessons 2–3, 5–6 How do we determine the right thing to do?, Section 2, Lesson 1 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lesson 9 Telling Stories, Section 3, Lesson 3

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Indiana Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 4, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 3, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–2, 4–6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2–8 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–3

Writing

Indiana Standards	Aligned Components of *Odell HSLP*
9-10.W.1 Write arguments in a variety of forms that: (E)	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lessons 2, 4–9
9-10.W.1.a Introduce 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.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 4, Lesson 6

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Indiana Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lessons 4–9
9-10.W.1.b Use rhetorical strategies to enhance the effectiveness of the claim.	Antigone, Section 5, Lessons 1, 3 The Ethics of Public Health Decisions, Section 4, Lessons 2, 7
9-10.W.1.c 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.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 2–5 Grade 10 Application Unit, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 4, 6, 8–9
9-10.W.1.d Use effective transitions 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.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lessons 4–5 Antigone, Section 5, Lessons 3–5 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 8–9
9-10.W.1.e Establish and maintain a consistent style and tone appropriate for the purpose and audience.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lessons 3–5 Antigone, Section 5, Lessons 3–5 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 5, 8–9

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Indiana Standards	Aligned Components of *Odell HSLP*
9-10.W.1.f Provide a concluding statement or section that follows from and supports the argument presented.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lesson 5 Antigone, Section 5, Lessons 3–5 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 7–9
9-10.W.2 Write informative compositions on a variety of topics that: (E)	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 Antigone, Section 3, Lesson 4 Grade 10 Application Unit, Section 3, Lesson 1 Grade 10 Application Unit, Section 5, Lesson 5 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lessons 4–7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10.W.2.a Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10.W.2.b Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 Grade 10 Application Unit, Section 3, Lesson 1 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10.W.2.c Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10

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Indiana Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 3–5
9-10.W.2.d Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 Antigone, Section 3, Lesson 4 Grade 10 Application Unit, Section 5, Lesson 5 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lessons 4–7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 3–5
9-10.W.2.e Establish and maintain a style appropriate for the purpose and audience.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 3–5

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9-10.W.2.f Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 2–5
9-10.W.3 Write narrative compositions in a variety of forms that: (E)	Alexander Hamilton, Section 5, Lessons 8–9 How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 1, 7–8 Telling Stories, Section 3, Lessons 4–5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 1–8
9-10.W.3.a 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.	Alexander Hamilton, Section 5, Lessons 8–9 Telling Stories, Section 2, Lessons 1, 7–8 Telling Stories, Section 5, Lessons 1, 3
9-10.W.3.b Create a smooth progression of experiences or events.	Telling Stories, Section 4, Lesson 5 Telling Stories, Section 5, Lessons 2, 4–6
9-10.W.3.c Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lessons 4–5 Telling Stories, Section 4, Lessons 5–6

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	Telling Stories, Section 5, Lessons 1, 3–4, 7–8
9-10.W.3.d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 2, 4, 8
9-10.W.3.e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lessons 4–5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 5–6, 8
9-10.W.3.f Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 5, 8
9-10.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 5, Lessons 2, 11 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 4, Lesson 1 Grade 10 Application Unit, Section 5, Lessons 1–2, 4–5 How do we determine the right thing to do?, Section 1, Lesson 13

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	How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lessons 8–9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 2, 4, 6–7 The Ethics of Public Health Decisions, Section 1, Lesson 6 The Ethics of Public Health Decisions, Section 2, Lesson 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 5–6, 8–9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 8, 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 4–5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 3–5
9-10.W.4.a Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.	Alexander Hamilton, Section 5, Lesson 11 Antigone, Section 5, Lessons 1–5 How do we determine the right thing to do?, Section 1, Lesson 13 Telling Stories, Section 2, Lesson 8 Telling Stories, Section 5, Lessons 2, 7 The Ethics of Public Health Decisions, Section 1, Lesson 6 The Ethics of Public Health Decisions, Section 4, Lessons 5, 8–9
9-10.W.4.b Use technology to generate, 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	The Immortal Life of Henrietta Lacks, Section 4, Lesson 8 The Immortal Life of Henrietta Lacks, Section 5, Lesson 4

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dynamically (e.g., use of publishing programs, integration of multimedia).	
9-10.W.4.c Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 5, Lesson 2 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lessons 2, 5 Grade 10 Application Unit, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 4, Lesson 1 Grade 10 Application Unit, Section 5, Lessons 1–2, 4–5 How do we determine the right thing to do?, Section 1, Lesson 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 4, 6 The Ethics of Public Health Decisions, Section 2, Lesson 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 3–5

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9-10.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study. (E)	Alexander Hamilton, Section 2, Lesson 9 Alexander Hamilton, Section 5, Lesson 2 Antigone, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 1, Lessons 3–5 Grade 10 Application Unit, Section 2, Lessons 1–5 Grade 10 Application Unit, Section 3, Lessons 1–4 Grade 10 Application Unit, Section 4, Lesson 1 Grade 10 Application Unit, Section 5, Lesson 1 How do we determine the right thing to do?, Section 2, Lesson 5 How do we determine the right thing to do?, Section 3, Lesson 2 Telling Stories, Section 4, Lesson 6 The Ethics of Public Health Decisions, Section 1, Lesson 4 The Ethics of Public Health Decisions, Section 4, Lesson 6 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9
9-10.W.5.a Formulate an inquiry question and refine and narrow the focus as research evolves.	Alexander Hamilton, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 3–5 Grade 10 Application Unit, Section 2, Lessons 1, 5 Grade 10 Application Unit, Section 3, Lessons 2–3 How do we determine the right thing to do?, Section 2, Lesson 5 The Ethics of Public Health Decisions, Section 1, Lesson 4
9-10.W.5.b Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	Alexander Hamilton, Section 2, Lesson 9 Grade 10 Application Unit, Section 2, Lessons 3–4 Grade 10 Application Unit, Section 3, Lesson 1
9-10.W.5.c Assess the usefulness of each source in answering the research question.	Alexander Hamilton, Section 2, Lesson 9 Grade 10 Application Unit, Section 2, Lessons 2–3 How do we determine the right thing to do?, Section 3, Lesson 2
9-10.W.5.d Synthesize and integrate information into the text selectively to maintain the flow of ideas.	Antigone, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 3, Lessons 3–4 Grade 10 Application Unit, Section 4, Lesson 1

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9-10.W.5.e Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.	Grade 10 Application Unit, Section 2, Lesson 5 Grade 10 Application Unit, Section 3, Lesson 4 Grade 10 Application Unit, Section 5, Lesson 1 The Ethics of Public Health Decisions, Section 4, Lesson 6
9-10.W.5.f Present information, choosing from a variety of formats.	Telling Stories, Section 4, Lesson 6 The Ethics of Public Health Decisions, Section 1, Lesson 4 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9
9-10.W.6 Demonstrate command of English grammar and usage, focusing on: (E)	Alexander Hamilton, Section 3, Lesson 10 How do we determine the right thing to do?, Section 1, Lesson 5 Telling Stories, Section 1, Lesson 4
9-10.W.6.a Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.	This standard is addressed in *Language Arts.*
9-10.W.6.b Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	Alexander Hamilton, Section 3, Lesson 10 How do we determine the right thing to do?, Section 1, Lesson 5 Telling Stories, Section 1, Lesson 4
9-10.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: (E)	Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 3, Lesson 10 Antigone, Section 5, Lesson 5 The Ethics of Public Health Decisions, Section 2, Lesson 4 The Immortal Life of Henrietta Lacks, Section 1, Lesson 8
9-10.W.7.a Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 3, Lesson 10 Antigone, Section 5, Lesson 5 The Ethics of Public Health Decisions, Section 2, Lesson 4 The Immortal Life of Henrietta Lacks, Section 1, Lesson 8

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