Odell Education Indiana Standards Alignment Guide Grade 9 | 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)	Animal Farm, Section 1, Lessons 2–15 Animal Farm, Section 2, Lessons 1–8, 10–11 Animal Farm, Section 3, Lessons 1–8 Animal Farm, Section 4, Lessons 1–8 Global Food Production, Section 1, Lessons 1–6, 8 Global Food Production, Section 2, Lessons 1–5, 7–12 Global Food Production, Section 3, Lessons 1–7, 9–11 Global Food Production, Section 4, Lessons 1, 4–10 Grade 9 Application Unit, Section 1, Lessons 1–7 Grade 9 Application Unit, Section 2, Lessons 1–7 Grade 9 Application Unit, Section 3, Lessons 1–8 Grade 9 Application Unit, Section 4, Lessons 1–6 Grade 9 Application Unit, Section 5, Lessons 1–7, 11 Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12 Photojournalism, Section 2, Lessons 1–3, 5–9 Photojournalism, Section 3, Lessons 1–11 Photojournalism, Section 4, Lessons 1–9 Photojournalism, Section 5, Lessons 3, 5, 7–8 Romeo and Juliet, Section 1, Lessons 1–10, 12 Romeo and Juliet, Section 2, Lessons 2–6 Romeo and Juliet, Section 3, Lessons 2–5, 7–8, 10–12 Romeo and Juliet, Section 4, Lessons 2–11, 13–16 Romeo and Juliet, Section 5, Lessons 1, 3, 6–7 The Book of Unknown Americans, Section 1, Lessons 1–5, 7–8 The Book of Unknown Americans, Section 2, Lessons 1–5, 7–9 The Book of Unknown Americans, Section 3, Lessons 1–4, 6–8 The Book of Unknown Americans, Section 4, Lessons 1–4, 6–8 The Book of Unknown Americans, Section 5, Lessons 1–2, 5–7 The Odyssey, Section 1, Lessons 1, 3–4, 6 The Odyssey, Section 2, Lessons 1, 4–7

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Odyssey, Section 3, Lessons 2, 6–7 The Odyssey, Section 4, Lessons 4, 6–7 The Odyssey, Section 5, Lessons 5, 7–8 Who changes the world?, Section 1, Lessons 1–3, 5, 8–10, 12 Who changes the world?, Section 2, Lessons 2–7, 9–12 Who changes the world?, Section 3, Lessons 1–8 Who changes the world?, Section 4, Lessons 1–2, 5–7
9-10.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)	Animal Farm, Section 1, Lessons 2–15 Animal Farm, Section 2, Lessons 1–6, 11 Animal Farm, Section 3, Lessons 2–8 Animal Farm, Section 4, Lessons 1, 5–8 Global Food Production, Section 1, Lessons 1–6, 8 Global Food Production, Section 2, Lessons 1–5, 7–9, 12 Global Food Production, Section 3, Lessons 4–7 Grade 9 Application Unit, Section 1, Lessons 1–3, 7 Grade 9 Application Unit, Section 2, Lessons 2–7 Grade 9 Application Unit, Section 3, Lessons 1–8 Grade 9 Application Unit, Section 4, Lessons 1–6 Grade 9 Application Unit, Section 5, Lessons 1–7, 11 Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12 Photojournalism, Section 2, Lessons 1–2, 5–7, 9 Photojournalism, Section 3, Lessons 1–4, 7–8, 11 Photojournalism, Section 4, Lessons 3–9 Photojournalism, Section 5, Lesson 7 Romeo and Juliet, Section 1, Lessons 2, 4–10, 12 Romeo and Juliet, Section 2, Lessons 4–6 Romeo and Juliet, Section 3, Lessons 2–5, 7–8, 10–12 Romeo and Juliet, Section 4, Lessons 2–11, 13–16 Romeo and Juliet, Section 5, Lessons 1, 3, 6 The Book of Unknown Americans, Section 1, Lessons 2–5, 7–8 The Book of Unknown Americans, Section 2, Lessons 1–5, 7–9

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Book of Unknown Americans, Section 3, Lesson 8 The Book of Unknown Americans, Section 4, Lessons 2, 4, 6, 8 The Book of Unknown Americans, Section 5, Lessons 1–2, 5–6 The Odyssey, Section 1, Lessons 1, 3–4, 6 The Odyssey, Section 2, Lessons 1, 4–7 The Odyssey, Section 3, Lessons 2, 6–7 The Odyssey, Section 4, Lessons 4, 6–7 The Odyssey, Section 5, Lessons 7–8 Who changes the world?, Section 1, Lessons 3, 5, 9–10 Who changes the world?, Section 2, Lessons 3–6, 9–12 Who changes the world?, Section 3, Lessons 1, 3, 5, 7–8 Who changes the world?, Section 4, Lessons 1–2, 6
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.	Animal Farm, Section 2, Lessons 1–2 Animal Farm, Section 4, Lessons 1, 6–7 Global Food Production, Section 3, Lessons 2, 4 Grade 9 Application Unit, Section 1, Lessons 5–7 Grade 9 Application Unit, Section 2, Lessons 4, 6–7 Grade 9 Application Unit, Section 3, Lessons 2, 7–8 Grade 9 Application Unit, Section 4, Lesson 3 Grade 9 Application Unit, Section 5, Lessons 1, 3–7, 11 Photojournalism, Section 1, Lessons 1–6, 8–9, 11–12 Photojournalism, Section 2, Lessons 1–3, 5, 7–8 Photojournalism, Section 3, Lessons 1–7, 9–10 Romeo and Juliet, Section 1, Lessons 1, 3–10, 12 Romeo and Juliet, Section 2, Lessons 4–5 Romeo and Juliet, Section 4, Lessons 11, 14–15 Romeo and Juliet, Section 5, Lesson 1 The Book of Unknown Americans, Section 2, Lessons 3–5, 7 The Book of Unknown Americans, Section 4, Lessons 4, 6

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	The Book of Unknown Americans, Section 5, Lessons 1, 6 The Odyssey, Section 1, Lessons 1, 3–4 The Odyssey, Section 2, Lesson 5 The Odyssey, Section 3, Lesson 7 The Odyssey, Section 4, Lesson 4 The Odyssey, Section 5, Lesson 7 Who changes the world?, Section 2, Lessons 3–6, 9–11 Who changes the world?, Section 4, Lesson 2
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.	Animal Farm, Section 2, Lessons 1–2 Animal Farm, Section 4, Lessons 1–3, 6 Global Food Production, Section 3, Lesson 4 Grade 9 Application Unit, Section 1, Lessons 3–4, 6 Grade 9 Application Unit, Section 2, Lessons 1, 3–4, 6 Grade 9 Application Unit, Section 3, Lessons 2, 7 Grade 9 Application Unit, Section 4, Lesson 3 Grade 9 Application Unit, Section 5, Lessons 6–7, 11 Photojournalism, Section 1, Lessons 2–6, 8–9, 11–12 Photojournalism, Section 4, Lessons 3–9 Romeo and Juliet, Section 2, Lessons 4–5 Romeo and Juliet, Section 4, Lessons 14–15 Romeo and Juliet, Section 5, Lesson 1 The Book of Unknown Americans, Section 5, Lesson 5 The Odyssey, Section 2, Lessons 4–6 The Odyssey, Section 4, Lesson 4 Who changes the world?, Section 2, Lessons 3–4, 6, 9–10 Who changes the world?, Section 3, Lesson 3 Who changes the world?, Section 4, Lessons 2, 6
9-10.CC.5 Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	Global Food Production, Section 2, Lesson 6 Global Food Production, Section 3, Lessons 1, 5 Grade 9 Application Unit, Section 1, Lesson 3 Grade 9 Application Unit, Section 2, Lesson 6 Grade 9 Application Unit, Section 3, Lesson 7

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Indiana Standards	Aligned Components of *Odell HSLP*
	Photojournalism, Section 1, Lessons 1–2, 4–5 Photojournalism, Section 3, Lesson 1 Romeo and Juliet, Section 5, Lesson 6 The Odyssey, Section 4, Lesson 4 Who changes the world?, Section 1, Lesson 10 Who changes the world?, Section 2, Lesson 3
9-10.CC.6 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	Animal Farm, Section 2, Lesson 4 Global Food Production, Section 3, Lesson 9 Grade 9 Application Unit, Section 1, Lesson 6 Grade 9 Application Unit, Section 2, Lessons 5–6 Grade 9 Application Unit, Section 3, Lesson 7 Grade 9 Application Unit, Section 4, Lesson 3 Romeo and Juliet, Section 2, Lesson 4 Romeo and Juliet, Section 5, Lesson 1 Who changes the world?, Section 1, Lesson 5
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.	Animal Farm, Section 3, Lessons 3, 6 Animal Farm, Section 4, Lessons 5–6 Global Food Production, Section 2, Lesson 3 Global Food Production, Section 3, Lesson 4 Grade 9 Application Unit, Section 1, Lessons 4–6 Grade 9 Application Unit, Section 2, Lessons 1–2, 6 Grade 9 Application Unit, Section 3, Lesson 7 Grade 9 Application Unit, Section 4, Lesson 3 Grade 9 Application Unit, Section 5, Lessons 2–10 Photojournalism, Section 1, Lessons 9, 11 Romeo and Juliet, Section 5, Lesson 1 The Book of Unknown Americans, Section 1, Lessons 1, 3 The Odyssey, Section 3, Lesson 2 The Odyssey, Section 4, Lesson 4 Who changes the world?, Section 1, Lessons 4–5 Who changes the world?, Section 2, Lesson 2 Who changes the world?, Section 4, Lessons 1–2
9-10.CC.8	Animal Farm, Section 3, Lesson 1 Global Food Production, Section 2, Lessons 7–8

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Indiana Standards	Aligned Components of *Odell HSLP*
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)	Grade 9 Application Unit, Section 2, Lesson 3 Photojournalism, Section 2, Lessons 1, 4

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)	Animal Farm, Section 1, Lessons 1–14 Animal Farm, Section 2, Lessons 1–7, 11 Animal Farm, Section 3, Lessons 1–5, 8 Animal Farm, Section 4, Lessons 1, 3–4, 6, 8 Global Food Production, Section 2, Lesson 12 Global Food Production, Section 3, Lesson 11 Global Food Production, Section 4, Lesson 10 Photojournalism, Section 2, Lesson 9 Photojournalism, Section 3, Lesson 11 Photojournalism, Section 4, Lesson 9 Photojournalism, Section 5, Lesson 8 Romeo and Juliet, Section 1, Lessons 6–11 Romeo and Juliet, Section 2, Lessons 1, 3–4, 6 Romeo and Juliet, Section 3, Lessons 1–2, 5, 7–9, 12 Romeo and Juliet, Section 4, Lessons 1, 5–10, 12, 14, 16 Romeo and Juliet, Section 5, Lessons 1–4, 7 The Book of Unknown Americans, Section 1, Lessons 3–4 The Book of Unknown Americans, Section 2, Lessons 4–5, 9 The Book of Unknown Americans, Section 3, Lessons 3–4, 8 The Book of Unknown Americans, Section 4, Lesson 8 The Book of Unknown Americans, Section 5, Lesson 7 The Odyssey, Section 1, Lessons 1–3 The Odyssey, Section 2, Lessons 1–5, 7 The Odyssey, Section 3, Lessons 1–5, 7 The Odyssey, Section 4, Lessons 1–5, 7

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Odyssey, Section 5, Lesson 8 Who changes the world?, Section 1, Lesson 4 Who changes the world?, Section 2, Lesson 12 Who changes the world?, Section 3, Lesson 8 Who changes the world?, Section 4, Lesson 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)	Animal Farm, Section 1, Lesson 12 Romeo and Juliet, Section 1, Lessons 8, 10 Romeo and Juliet, Section 3, Lesson 6 Romeo and Juliet, Section 4, Lessons 3, 5–6, 10 The Book of Unknown Americans, Section 2, Lesson 4
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.	Animal Farm, Section 1, Lessons 1, 3–6, 8–10, 12 Animal Farm, Section 3, Lesson 3 Romeo and Juliet, Section 2, Lesson 4 Romeo and Juliet, Section 4, Lessons 4, 6 The Book of Unknown Americans, Section 3, Lessons 2–3 The Book of Unknown Americans, Section 4, Lesson 4 The Odyssey, Section 1, Lesson 2 The Odyssey, Section 3, Lesson 3
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. Photojournalism, Section 4, Lesson 3 The Book of Unknown Americans, Section 3, Lesson 3
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.	Animal Farm, Section 2, Lesson 2 Global Food Production, Section 2, Lesson 6 Global Food Production, Section 3, Lesson 6 The Book of Unknown Americans, Section 1, Lesson 6 The Book of Unknown Americans, Section 2, Lesson 6 The Book of Unknown Americans, Section 3, Lesson 5

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Book of Unknown Americans, Section 4, Lesson 5 The Book of Unknown Americans, Section 5, Lessons 1–2 The Odyssey, Section 3, Lesson 1
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.	Animal Farm, Section 2, Lesson 1 Animal Farm, Section 3, Lesson 1 Animal Farm, Section 4, Lesson 1 Global Food Production, Section 2, Lesson 6 Photojournalism, Section 1, Lessons 3–11 Photojournalism, Section 3, Lesson 4 The Book of Unknown Americans, Section 4, Lesson 2 The Odyssey, Section 2, Lesson 3 The Odyssey, Section 4, Lesson 3 Who changes the world?, Section 1, Lessons 5, 7
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.	Animal Farm, Section 4, Lesson 1 Global Food Production, Section 1, Lessons 5–6 Global Food Production, Section 2, Lessons 3–9 Global Food Production, Section 3, Lessons 3–6 Global Food Production, Section 4, Lesson 3 Grade 9 Application Unit, Section 2, Lesson 3 Photojournalism, Section 1, Lessons 7–8 Romeo and Juliet, Section 4, Lesson 14 Romeo and Juliet, Section 5, Lesson 4 The Odyssey, Section 4, Lesson 3 Who changes the world?, Section 2, Lesson 5
9-10.RC.8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	Animal Farm, Section 2, Lesson 1 Photojournalism, Section 3, Lessons 4, 6 Photojournalism, Section 4, Lesson 6 Romeo and Juliet, Section 4, Lesson 13 Who changes the world?, Section 1, Lessons 5, 8–10
9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.	Animal Farm, Section 1, Lessons 2, 4–5, 15 Animal Farm, Section 2, Lesson 10 Animal Farm, Section 3, Lesson 7

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Indiana Standards	Aligned Components of *Odell HSLP*
	Global Food Production, Section 1, Lesson 4 Global Food Production, Section 2, Lessons 1–2, 11 Global Food Production, Section 3, Lesson 10 Photojournalism, Section 1, Lessons 1, 6, 8, 12 Photojournalism, Section 2, Lessons 3–4, 8 Photojournalism, Section 4, Lessons 2, 8 Romeo and Juliet, Section 1, Lesson 2 Romeo and Juliet, Section 3, Lesson 11 Romeo and Juliet, Section 4, Lessons 3, 13 The Book of Unknown Americans, Section 1, Lessons 2, 4–5, 8 The Book of Unknown Americans, Section 3, Lesson 1 The Book of Unknown Americans, Section 4, Lesson 1 The Odyssey, Section 1, Lessons 2–3 The Odyssey, Section 2, Lessons 4, 6 The Odyssey, Section 3, Lessons 3, 6 The Odyssey, Section 4, Lesson 6 Who changes the world?, Section 1, Lessons 1, 3, 8 Who changes the world?, Section 2, Lesson 5
9-10.RC.10 Analyze nuances in the meaning of words with similar denotations.	Animal Farm, Section 2, Lesson 1 The Book of Unknown Americans, Section 2, Lesson 7 The Odyssey, Section 2, Lesson 4
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).	Global Food Production, Section 1, Lesson 4 Global Food Production, Section 2, Lessons 1–2 Global Food Production, Section 3, Lesson 10 Romeo and Juliet, Section 1, Lesson 2 The Odyssey, Section 1, Lesson 3 Who changes the world?, Section 1, Lesson 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)	Animal Farm, Section 1, Lessons 1–2, 4–5 Global Food Production, Section 1, Lesson 2 Photojournalism, Section 4, Lesson 4 Romeo and Juliet, Section 1, Lessons 6, 8–9 Romeo and Juliet, Section 3, Lessons 3, 6–7, 9

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Indiana Standards	Aligned Components of *Odell HSLP*
	Romeo and Juliet, Section 4, Lessons 7–9, 13 The Book of Unknown Americans, Section 1, Lessons 2, 4–5 The Book of Unknown Americans, Section 2, Lessons 1–4 The Book of Unknown Americans, Section 3, Lesson 1 The Book of Unknown Americans, Section 4, Lessons 1, 3 The Odyssey, Section 1, Lessons 2–3 The Odyssey, Section 2, Lessons 2, 4 The Odyssey, Section 3, Lesson 3 Who changes the world?, Section 1, Lesson 4
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.	Animal Farm, Section 2, Lessons 1, 5 Global Food Production, Section 1, Lessons 3–4 Global Food Production, Section 2, Lessons 1–2 Photojournalism, Section 1, Lessons 2–4 Photojournalism, Section 2, Lesson 3 Photojournalism, Section 3, Lessons 4, 7 Photojournalism, Section 4, Lesson 2 Romeo and Juliet, Section 1, Lesson 2 The Book of Unknown Americans, Section 2, Lesson 6 Who changes the world?, Section 1, Lessons 2, 4–5, 7–9 Who changes the world?, Section 2, Lesson 10

Writing

Indiana Standards	Aligned Components of *Odell HSLP*
9-10.W.1 Write arguments in a variety of forms that: (E)	Global Food Production, Section 1, Lessons 5, 7 Global Food Production, Section 2, Lessons 7–10 Global Food Production, Section 3, Lessons 1, 8–9 Global Food Production, Section 4, Lessons 1, 4–7 Grade 9 Application Unit, Section 4, Lesson 6 Grade 9 Application Unit, Section 5, Lessons 4–5 Photojournalism, Section 4, Lessons 5–6

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Odyssey, Section 1, Lesson 3 Who changes the world?, Section 3, Lesson 2 Who changes the world?, Section 4, Lesson 5
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.	Global Food Production, Section 1, Lessons 5, 7 Global Food Production, Section 2, Lessons 7–10 Global Food Production, Section 3, Lessons 1, 8–9 Global Food Production, Section 4, Lessons 1, 4–6 Grade 9 Application Unit, Section 4, Lesson 6 Photojournalism, Section 4, Lessons 5–6 The Odyssey, Section 1, Lesson 3 Who changes the world?, Section 3, Lesson 2
9-10.W.1.b Use rhetorical strategies to enhance the effectiveness of the claim.	Global Food Production, Section 4, Lesson 6 Grade 9 Application Unit, Section 5, Lessons 4–5 Who changes the world?, Section 4, Lesson 5
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.	Global Food Production, Section 1, Lessons 5, 7 Global Food Production, Section 2, Lesson 10 Global Food Production, Section 3, Lesson 8 Global Food Production, Section 4, Lessons 1, 5 Grade 9 Application Unit, Section 4, Lesson 6 Photojournalism, Section 4, Lessons 5–6 The Odyssey, Section 1, Lesson 3 Who changes the world?, Section 3, Lesson 2
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.	Global Food Production, Section 1, Lesson 7 Global Food Production, Section 4, Lesson 7
9-10.W.1.e Establish and maintain a consistent style and tone appropriate for the purpose and audience.	Global Food Production, Section 1, Lesson 7 Global Food Production, Section 2, Lesson 10 Global Food Production, Section 3, Lessons 8–9 Global Food Production, Section 4, Lessons 5, 7
9-10.W.1.f	Global Food Production, Section 1, Lesson 7 Global Food Production, Section 2, Lesson 10

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Indiana Standards	Aligned Components of *Odell HSLP*
Provide a concluding statement or section that follows from and supports the argument presented.	Global Food Production, Section 4, Lesson 6
9-10.W.2 Write informative compositions on a variety of topics that: (E)	Animal Farm, Section 1, Lesson 9 Animal Farm, Section 2, Lessons 3, 5 Animal Farm, Section 3, Lessons 1, 3–5 Animal Farm, Section 4, Lessons 1, 4–5 Grade 9 Application Unit, Section 4, Lesson 6 Grade 9 Application Unit, Section 5, Lessons 4–5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lessons 8–9 Photojournalism, Section 4, Lesson 7 Photojournalism, Section 5, Lessons 1–6 Romeo and Juliet, Section 1, Lesson 11 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 2–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lessons 4–5 The Odyssey, Section 3, Lesson 5 The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 1–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
9-10.W.2.a Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.	Animal Farm, Section 1, Lesson 9 Animal Farm, Section 2, Lessons 3, 5 Animal Farm, Section 3, Lessons 1, 3–5 Animal Farm, Section 4, Lessons 4–5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lessons 8–9 Photojournalism, Section 4, Lesson 7 Photojournalism, Section 5, Lessons 1–6 Romeo and Juliet, Section 1, Lesson 11

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	Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 2–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lessons 4–5 The Odyssey, Section 3, Lesson 5 The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 1–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
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.	Animal Farm, Section 1, Lesson 9 Animal Farm, Section 2, Lessons 3, 5 Animal Farm, Section 3, Lessons 1, 3–5 Animal Farm, Section 4, Lessons 1, 4–5 Grade 9 Application Unit, Section 4, Lesson 6 Grade 9 Application Unit, Section 5, Lesson 4 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lessons 8–9 Photojournalism, Section 4, Lesson 7 Photojournalism, Section 5, Lessons 1–2, 4–6 Romeo and Juliet, Section 1, Lesson 11 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 2–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lessons 4–5 The Odyssey, Section 3, Lesson 5 The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 1–2, 4–6 Who changes the world?, Section 1, Lesson 11

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Indiana Standards	Aligned Components of *Odell HSLP*
	Who changes the world?, Section 3, Lesson 6
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.	Animal Farm, Section 4, Lessons 4–5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lesson 9 Photojournalism, Section 5, Lessons 4–6 Romeo and Juliet, Section 1, Lesson 11 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 3–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lesson 5 The Odyssey, Section 3, Lesson 5 The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 4–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
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.	Animal Farm, Section 4, Lessons 4–5 Grade 9 Application Unit, Section 5, Lesson 5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lesson 9 Photojournalism, Section 4, Lesson 7 Photojournalism, Section 5, Lessons 1, 3–6 Romeo and Juliet, Section 1, Lesson 11 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 3–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lesson 5 The Odyssey, Section 3, Lesson 5

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 3–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
9-10.W.2.e Establish and maintain a style appropriate for the purpose and audience.	Animal Farm, Section 4, Lessons 4–5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 3, Lesson 9 Photojournalism, Section 4, Lesson 7 Photojournalism, Section 5, Lessons 1, 4–6 Romeo and Juliet, Section 1, Lesson 11 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 3–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lesson 5 The Odyssey, Section 3, Lesson 5 The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 4–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
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).	Animal Farm, Section 4, Lessons 4–5 Photojournalism, Section 2, Lesson 7 Photojournalism, Section 5, Lessons 4–6 Romeo and Juliet, Section 3, Lesson 9 Romeo and Juliet, Section 5, Lessons 3–4 The Book of Unknown Americans, Section 1, Lessons 6–7 The Book of Unknown Americans, Section 3, Lesson 5 The Book of Unknown Americans, Section 4, Lesson 5 The Odyssey, Section 1, Lesson 5 The Odyssey, Section 3, Lesson 5

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Odyssey, Section 4, Lesson 5 The Odyssey, Section 5, Lessons 4–6 Who changes the world?, Section 1, Lesson 11 Who changes the world?, Section 3, Lesson 6
9-10.W.3 Write narrative compositions in a variety of forms that: (E)	Animal Farm, Section 1, Lessons 6, 8, 11, 13 Animal Farm, Section 2, Lessons 6–9 Animal Farm, Section 4, Lessons 2–3 The Book of Unknown Americans, Section 1, Lesson 7 The Book of Unknown Americans, Section 3, Lessons 4, 6 The Book of Unknown Americans, Section 4, Lesson 6 The Book of Unknown Americans, Section 5, Lessons 3–4 Who changes the world?, Section 4, Lessons 3–5
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.	Animal Farm, Section 1, Lesson 6 Animal Farm, Section 4, Lesson 3 The Book of Unknown Americans, Section 4, Lesson 6 The Book of Unknown Americans, Section 5, Lesson 3
9-10.W.3.b Create a smooth progression of experiences or events.	Animal Farm, Section 2, Lessons 6–8
9-10.W.3.c Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.	Animal Farm, Section 1, Lessons 6, 11, 13 Animal Farm, Section 2, Lessons 6–9 Animal Farm, Section 4, Lessons 2–3 The Book of Unknown Americans, Section 3, Lesson 6 The Book of Unknown Americans, Section 5, Lessons 3–4 Who changes the world?, Section 4, Lessons 3–5
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.	Animal Farm, Section 1, Lessons 11, 13 Animal Farm, Section 2, Lessons 6–9 Animal Farm, Section 4, Lessons 2–3

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Indiana Standards	Aligned Components of *Odell HSLP*
	The Book of Unknown Americans, Section 5, Lessons 3–4 Who changes the world?, Section 4, Lessons 3–5
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.	Animal Farm, Section 1, Lessons 6, 8, 11, 13 Animal Farm, Section 2, Lessons 6–9 Animal Farm, Section 4, Lessons 2–3 The Book of Unknown Americans, Section 1, Lesson 7 The Book of Unknown Americans, Section 3, Lesson 4 The Book of Unknown Americans, Section 5, Lessons 3–4 Who changes the world?, Section 4, Lessons 3–5
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.	Animal Farm, Section 1, Lessons 11, 13 Animal Farm, Section 2, Lessons 6–9 Animal Farm, Section 4, Lessons 2–3 The Book of Unknown Americans, Section 3, Lesson 6 The Book of Unknown Americans, Section 5, Lessons 3–4 Who changes the world?, Section 4, Lessons 3–5
9-10.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.	Animal Farm, Section 1, Lessons 6, 11, 15 Animal Farm, Section 2, Lessons 5–6, 9–10 Animal Farm, Section 3, Lesson 7 Animal Farm, Section 4, Lesson 3 Global Food Production, Section 1, Lessons 7–8 Global Food Production, Section 2, Lessons 9, 11 Global Food Production, Section 3, Lesson 10 Global Food Production, Section 4, Lessons 1–2, 4, 7–8 Grade 9 Application Unit, Section 3, Lessons 4, 6 Grade 9 Application Unit, Section 5, Lessons 2, 5, 8–10 Photojournalism, Section 1, Lessons 7, 10 Photojournalism, Section 2, Lessons 3, 8 Photojournalism, Section 3, Lessons 5–6, 9–10 Photojournalism, Section 4, Lesson 2

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Indiana Standards	Aligned Components of *Odell HSLP*
	Photojournalism, Section 5, Lessons 1, 3, 5–6 Romeo and Juliet, Section 1, Lesson 12 Romeo and Juliet, Section 3, Lessons 5, 10–11 Romeo and Juliet, Section 4, Lesson 1 Romeo and Juliet, Section 5, Lessons 4–5 The Book of Unknown Americans, Section 1, Lessons 5–8 The Book of Unknown Americans, Section 2, Lesson 8 The Book of Unknown Americans, Section 3, Lessons 2–4, 7 The Book of Unknown Americans, Section 4, Lesson 7 The Book of Unknown Americans, Section 5, Lesson 3 The Odyssey, Section 1, Lesson 6 The Odyssey, Section 3, Lessons 5–6 The Odyssey, Section 4, Lesson 6 The Odyssey, Section 5, Lesson 6 Who changes the world?, Section 1, Lessons 11–12 Who changes the world?, Section 3, Lessons 6–7
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.	Animal Farm, Section 1, Lesson 11 Global Food Production, Section 4, Lessons 2, 4, 7–8 Grade 9 Application Unit, Section 5, Lesson 5 Photojournalism, Section 3, Lesson 9 Photojournalism, Section 4, Lesson 2 Photojournalism, Section 5, Lesson 1 Romeo and Juliet, Section 4, Lesson 1 The Book of Unknown Americans, Section 5, Lesson 3 Who changes the world?, Section 1, Lesson 12
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 dynamically (e.g., use of publishing programs, integration of multimedia).	Global Food Production, Section 2, Lesson 9 Photojournalism, Section 3, Lesson 6 Romeo and Juliet, Section 3, Lesson 5 The Book of Unknown Americans, Section 3, Lessons 2–4

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Indiana Standards	Aligned Components of *Odell HSLP*
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.	Animal Farm, Section 1, Lessons 6, 11, 15 Animal Farm, Section 2, Lessons 5–6, 9–10 Animal Farm, Section 3, Lesson 7 Animal Farm, Section 4, Lesson 3 Global Food Production, Section 1, Lessons 7–8 Global Food Production, Section 2, Lesson 11 Global Food Production, Section 3, Lesson 10 Global Food Production, Section 4, Lessons 1–2, 7–8 Grade 9 Application Unit, Section 3, Lessons 4, 6 Grade 9 Application Unit, Section 5, Lessons 2, 5, 8–10 Photojournalism, Section 1, Lessons 7, 10 Photojournalism, Section 2, Lessons 3, 8 Photojournalism, Section 3, Lessons 5, 10 Photojournalism, Section 5, Lessons 3, 5–6 Romeo and Juliet, Section 1, Lesson 12 Romeo and Juliet, Section 3, Lessons 10–11 Romeo and Juliet, Section 5, Lessons 4–5 The Book of Unknown Americans, Section 1, Lessons 5–8 The Book of Unknown Americans, Section 2, Lesson 8 The Book of Unknown Americans, Section 3, Lesson 7 The Book of Unknown Americans, Section 4, Lesson 7 The Odyssey, Section 1, Lesson 6 The Odyssey, Section 3, Lessons 5–6 The Odyssey, Section 4, Lesson 6 The Odyssey, Section 5, Lesson 6 Who changes the world?, Section 1, Lessons 11–12 Who changes the world?, Section 3, Lessons 6–7
9-10.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study. (E)	Animal Farm, Section 3, Lessons 4–6 Animal Farm, Section 4, Lessons 4–6 Global Food Production, Section 4, Lesson 2 Grade 9 Application Unit, Section 1, Lessons 3, 5 Grade 9 Application Unit, Section 2, Lessons 1–4

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Indiana Standards	Aligned Components of *Odell HSLP*
	Grade 9 Application Unit, Section 3, Lessons 1–5 Grade 9 Application Unit, Section 4, Lesson 1 Grade 9 Application Unit, Section 5, Lesson 2 Photojournalism, Section 2, Lesson 5 Romeo and Juliet, Section 5, Lesson 4 The Odyssey, Section 1, Lesson 6 Who changes the world?, Section 2, Lessons 3, 5–6 Who changes the world?, Section 3, Lesson 2
9-10.W.5.a Formulate an inquiry question and refine and narrow the focus as research evolves.	Grade 9 Application Unit, Section 1, Lessons 3, 5 Grade 9 Application Unit, Section 2, Lesson 1 Grade 9 Application Unit, Section 3, Lesson 3 Who changes the world?, Section 2, Lessons 3, 5–6
9-10.W.5.b Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	Grade 9 Application Unit, Section 1, Lesson 3 Grade 9 Application Unit, Section 2, Lessons 3–4 Grade 9 Application Unit, Section 3, Lessons 1–2 Photojournalism, Section 2, Lesson 5 Who changes the world?, Section 2, Lesson 6
9-10.W.5.c Assess the usefulness of each source in answering the research question.	Grade 9 Application Unit, Section 1, Lesson 3 Grade 9 Application Unit, Section 2, Lessons 2–4 Who changes the world?, Section 2, Lesson 5
9-10.W.5.d Synthesize and integrate information into the text selectively to maintain the flow of ideas.	Grade 9 Application Unit, Section 3, Lessons 1, 3–5 Grade 9 Application Unit, Section 4, Lesson 1 Romeo and Juliet, Section 5, Lesson 4 Who changes the world?, Section 3, Lesson 2
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.	Global Food Production, Section 4, Lesson 2 Grade 9 Application Unit, Section 2, Lesson 3 Grade 9 Application Unit, Section 4, Lesson 1 Grade 9 Application Unit, Section 5, Lesson 2 The Odyssey, Section 1, Lesson 6 Who changes the world?, Section 3, Lesson 2

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9-10.W.5.f Present information, choosing from a variety of formats.	Animal Farm, Section 3, Lessons 4–6 Animal Farm, Section 4, Lessons 4–6
9-10.W.6 Demonstrate command of English grammar and usage, focusing on: (E)	Animal Farm, Section 1, Lesson 4 Grade 9 Application Unit, Section 5, Lessons 7–10 Photojournalism, Section 3, Lessons 2, 4 Romeo and Juliet, Section 1, Lessons 3, 11 Romeo and Juliet, Section 4, Lesson 3 The Book of Unknown Americans, Section 5, Lesson 5 The Odyssey, Section 2, Lesson 3 The Odyssey, Section 3, Lessons 5–6 The Odyssey, Section 4, Lesson 6
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.	Animal Farm, Section 1, Lesson 4 Grade 9 Application Unit, Section 5, Lessons 7–10 Photojournalism, Section 3, Lessons 2, 4 Romeo and Juliet, Section 1, Lessons 3, 11 Romeo and Juliet, Section 4, Lesson 3 The Book of Unknown Americans, Section 5, Lesson 5 The Odyssey, Section 2, Lesson 3 The Odyssey, Section 3, Lessons 5–6 The Odyssey, Section 4, Lesson 6
9-10.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: (E)	Photojournalism, Section 1, Lesson 12 Photojournalism, Section 2, Lessons 3, 8 Photojournalism, Section 4, Lesson 2 Romeo and Juliet, Section 3, Lesson 10 Romeo and Juliet, Section 5, Lesson 5 The Odyssey, Section 5, Lesson 6 Who changes the world?, Section 4, Lesson 5

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9-10.W.7.a Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	Photojournalism, Section 1, Lesson 12 Photojournalism, Section 2, Lessons 3, 8 Photojournalism, Section 4, Lesson 2 Romeo and Juliet, Section 3, Lesson 10 Romeo and Juliet, Section 5, Lesson 5 The Odyssey, Section 5, Lesson 6 Who changes the world?, Section 4, Lesson 5

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