Odell Education New York Standards Alignment Guide Grade 10 | New York State Next Generation English Language Arts Learning Standards (2017)

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 New York standards and the *Odell HSLP* follows

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Language

Conventions of Academic English/Language for Learning

New York Standards	Aligned Components of *Odell HSLP*
9-10L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Alexander Hamilton, Section 1, Lessons 1, 12–13 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 6, 10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lessons 2, 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 5, Lessons 7–10 How do we determine the right thing to do?, Section 1, Lessons 5, 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 4, 8, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lessons 3, 5–6 Telling Stories, Section 4, Lessons 6–7 Telling Stories, Section 5, Lessons 6–7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6–7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 4, Lessons 4–5
9-10L1a The student is expected to know and be able to use the skill by the end of 10th grade. Use parallel structure.	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
9-10L1b The student is expected to know and be able to use the skill by the end of 10th grade. Use various types of phrases and clauses to add variety and interest to writing or presentations.	Alexander Hamilton, Section 1, Lessons 1, 12 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 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 4, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 6–7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8

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New York Standards	Aligned Components of *Odell HSLP*
9-10L1c The student is expected to know and be able to use the skill by the end of 10th grade. Understand that usage is a matter of convention that can change over time.	*Odell HSLP* partially addresses this standard; the program does not explicitly address that usage changes over time or is sometimes contested. Alexander Hamilton, Section 3, Lessons 6, 10 Antigone, Section 2, Lesson 2 Telling Stories, Section 1, Lesson 4 Telling Stories, Section 3, Lesson 3 The Immortal Life of Henrietta Lacks, Section 1, Lesson 4
9-10L1d The student is expected to know and be able to use the skill by the end of 10th grade. Resolve issues of complex or contested usage, consulting references as needed.	*Odell HSLP* partially addresses this standard; the program does not explicitly address resolving complex or contested usage issues or consulting references. Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 3, Lesson 10 Telling Stories, Section 5, Lesson 7
9-10L2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	Alexander Hamilton, Section 1, Lessons 1, 13 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 9–10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 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, Lesson 7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9

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New York Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 4–5
9-10L2a The student is expected to know and be able to use the skill by the end of 10th grade. Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	*Odell HSLP* partially addresses this standard; the program does not explicitly address parentheses or hyphens to clarify and enhance writing. Alexander Hamilton, Section 1, Lessons 1, 13 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 9–10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 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, Lesson 7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12

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New York Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 4–5
9-10L2b The student is expected to know and be able to use the skill by the end of 10th grade. Use a semicolon 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 Immortal Life of Henrietta Lacks, Section 1, Lesson 8
9-10L2c The student is expected to know and be able to use the skill by the end of 10th grade. Use a colon to introduce a list or quotation.	Antigone, Section 5, Lesson 5

Language

Knowledge of Language

New York Standards	Aligned Components of *Odell HSLP*
9-10L3 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.	Alexander Hamilton, Section 1, Lessons 1, 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 10–12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6

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New York Standards	Aligned Components of *Odell HSLP*
	Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 3, Lessons 4, 6 Grade 10 Application Unit, Section 5, Lessons 5, 8–10 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 4, 10 Telling Stories, Section 2, Lessons 6, 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, Lessons 4, 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, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1, 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6–7 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 2, Lesson 9 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 3–5
9-10L3a Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6

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New York Standards	Aligned Components of *Odell HSLP*
	Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 3, Lesson 4 Grade 10 Application Unit, Section 5, Lesson 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

Language

Vocabulary Acquisition and Use

New York Standards	Aligned Components of *Odell HSLP*
9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Alexander Hamilton, Section 1, Lessons 3, 10–11, 13 Alexander Hamilton, Section 2, Lessons 2–3, 8, 12 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9, 12

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New York Standards	Aligned Components of *Odell HSLP*
	Alexander Hamilton, Section 4, Lesson 5 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lessons 2–3, 6 Antigone, Section 2, Lessons 1, 3–4, 6 Antigone, Section 3, Lessons 1, 3–4, 6 Antigone, Section 4, Lessons 1–5, 8 Grade 10 Application Unit, Section 1, Lessons 1, 3, 7 Grade 10 Application Unit, Section 2, Lessons 1, 7 Grade 10 Application Unit, Section 3, Lesson 8 How do we determine the right thing to do?, Section 1, Lessons 1–2, 5, 8, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 3, 9–10 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, 9 The Ethics of Public Health Decisions, Section 2, Lessons 3–4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 1, 5–6, 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 2, Lessons 2, 4–6, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2, 4–7, 10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5, 10 Things Fall Apart, Section 1, Lessons 2, 11 Things Fall Apart, Section 2, Lessons 1, 3–4, 8, 12 Things Fall Apart, Section 3, Lessons 3–4, 8

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9-10L4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	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 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
9-10L4b 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

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	The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5, 7–8 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
9-10L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Alexander Hamilton, Section 1, Lessons 3, 10 Alexander Hamilton, Section 2, Lessons 2, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–6, 9 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lesson 1 Antigone, Section 4, Lessons 3, 5 Grade 10 Application Unit, Section 1, Lesson 1 Telling Stories, Section 1, Lessons 3, 9 Telling Stories, Section 3, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Ethics of Public Health Decisions, Section 2, Lesson 3 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5, 7–8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2, 5, 7 The Immortal Life of Henrietta Lacks, Section 4, Lesson 1 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lessons 1, 3–4
9-10L4d 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).	Alexander Hamilton, Section 1, Lessons 3, 10 Alexander Hamilton, Section 2, Lessons 2, 8 Antigone, Section 1, Lessons 2–3 Grade 10 Application Unit, Section 1, Lesson 1 How do we determine the right thing to do?, Section 1, Lessons 1–2, 8 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

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	Telling Stories, Section 2, Lesson 9 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Immortal Life of Henrietta Lacks, Section 1, Lesson 3 The Immortal Life of Henrietta Lacks, Section 3, Lesson 2 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lesson 4
9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Alexander Hamilton, Section 2, Lesson 3 Antigone, Section 2, Lessons 1, 4 How do we determine the right thing to do?, Section 1, Lesson 5 Telling Stories, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lesson 4 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6–8 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1, 4 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 Things Fall Apart, Section 3, Lessons 5–6
9-10L5a Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.	*Odell HSLP* partially addresses this standard; the program does not explicitly address euphemism. Antigone, Section 2, Lessons 1, 4 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6–7 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 Things Fall Apart, Section 3, Lessons 5–6
9-10L5b 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
9-10L6 Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 11–12

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when considering a word or phrase important to comprehension or expression.	Alexander Hamilton, Section 4, Lessons 4–5 Alexander Hamilton, Section 5, Lessons 9–10 Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lessons 5–6 Antigone, Section 3, Lesson 6 Antigone, Section 4, Lessons 7–8 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 1, Lesson 7 Grade 10 Application Unit, Section 2, Lesson 7 Grade 10 Application Unit, Section 3, Lesson 8 Grade 10 Application Unit, Section 5, Lessons 2–5, 8–10 How do we determine the right thing to do?, Section 1, Lessons 5, 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, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 6–7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8–10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6, 9–10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lessons 11–12 Things Fall Apart, Section 3, Lesson 8

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	Things Fall Apart, Section 4, Lesson 3

Reading

Key Ideas and Details

New York Standards	Aligned Components of *Odell HSLP*
9-10R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	Alexander Hamilton, Section 1, Lessons 2, 8, 11–12 Alexander Hamilton, Section 2, Lessons 1, 5–7, 11, 13 Alexander Hamilton, Section 3, Lessons 7–9, 11, 13 Alexander Hamilton, Section 4, Lessons 2–4, 6 Alexander Hamilton, Section 5, Lessons 2, 6, 13–14 Antigone, Section 1, Lessons 2–5 Antigone, Section 2, Lessons 1–5, 7 Antigone, Section 3, Lessons 1–5, 7 Antigone, Section 4, Lessons 1–7, 9 Antigone, Section 5, Lessons 1–2, 6–7 Grade 10 Application Unit, Section 1, Lessons 3, 5 Grade 10 Application Unit, Section 2, Lesson 1 How do we determine the right thing to do?, Section 1, Lessons 3, 7, 9 How do we determine the right thing to do?, Section 2, Lessons 4–6, 8 How do we determine the right thing to do?, Section 3, Lessons 1–3, 9 How do we determine the right thing to do?, Section 4, Lessons 3–4 Telling Stories, Section 1, Lessons 2, 4–6, 9 Telling Stories, Section 2, Lessons 1–4, 10 Telling Stories, Section 3, Lessons 1–4, 7 Telling Stories, Section 4, Lessons 1–2, 4, 8 Telling Stories, Section 5, Lessons 8–9 The Ethics of Public Health Decisions, Section 1, Lessons 2–4, 6 The Ethics of Public Health Decisions, Section 2, Lessons 1–2, 4–10, 13 The Ethics of Public Health Decisions, Section 3, Lessons 1–3, 10 The Ethics of Public Health Decisions, Section 4, Lessons 10–11

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New York Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–2, 5–9 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–5, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–8, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3–4, 7, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2, 6–7 Things Fall Apart, Section 1, Lessons 2–4, 6–10 Things Fall Apart, Section 2, Lessons 1–2, 4–6, 9, 11, 13 Things Fall Apart, Section 3, Lessons 1–4, 7, 9 Things Fall Apart, Section 4, Lessons 2, 6–7
9-10R2 Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	Alexander Hamilton, Section 1, Lessons 2–12 Alexander Hamilton, Section 2, Lessons 2, 8, 13 Alexander Hamilton, Section 3, Lessons 6–7, 9, 13 Alexander Hamilton, Section 4, Lesson 6 Alexander Hamilton, Section 5, Lesson 14 Antigone, Section 1, Lessons 1–4 Antigone, Section 2, Lessons 1–4, 7 Antigone, Section 3, Lessons 2–4, 7 Antigone, Section 4, Lessons 1–7, 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, Lessons 2–4, 8 How do we determine the right thing to do?, Section 3, Lessons 1–3, 9 How do we determine the right thing to do?, Section 4, Lesson 4 Telling Stories, Section 1, Lessons 1, 3 Telling Stories, Section 2, Lessons 5, 10 Telling Stories, Section 3, Lesson 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9

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New York Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 1, Lesson 1 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 1, Lesson 5 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4–5, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 3–4, 6, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2, 7 Things Fall Apart, Section 1, Lesson 4 Things Fall Apart, Section 2, Lessons 2–3, 5, 11, 13 Things Fall Apart, Section 3, Lessons 2, 9 Things Fall Apart, Section 4, Lesson 7
9-10R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	Alexander Hamilton, Section 1, Lessons 3–4, 6–9, 11–12 Alexander Hamilton, Section 2, Lessons 1, 8 Alexander Hamilton, Section 3, Lessons 1, 4–5, 8–9 Antigone, Section 1, Lessons 2–5 Antigone, Section 2, Lessons 1–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1–4, 7 Antigone, Section 5, Lessons 1–2 Telling Stories, Section 2, Lessons 3–5 Telling Stories, Section 4, Lesson 1 Telling Stories, Section 5, Lesson 4 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, 5–6

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lessons 2–4, 6–7, 9–10 Things Fall Apart, Section 2, Lessons 4, 6 Things Fall Apart, Section 3, Lessons 3–4, 6–7 Things Fall Apart, Section 4, Lesson 2

Reading

Craft and Structure

New York Standards	Aligned Components of *Odell HSLP*
9-10R4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	Alexander Hamilton, Section 1, Lessons 3, 11, 13 Alexander Hamilton, Section 2, Lessons 2–3, 8–9, 12 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9, 12 Alexander Hamilton, Section 5, Lessons 6–7 Antigone, Section 1, Lessons 2–4, 6 Antigone, Section 2, Lessons 1–4, 6 Antigone, Section 3, Lessons 1–4, 6 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lessons 2–3, 5–6, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lessons 3, 8 Telling Stories, Section 1, Lessons 3–5, 9–10 Telling Stories, Section 2, Lessons 3–6, 9 Telling Stories, Section 3, Lessons 3, 6 Telling Stories, Section 4, Lessons 3, 7 The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 3–4, 9, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8, 10

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New York Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–2, 4–6, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2–8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 1, Lessons 2–4, 6–9, 11 Things Fall Apart, Section 2, Lessons 1–4, 6, 8 Things Fall Apart, Section 3, Lessons 3–6, 8
9-10R5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 5 Antigone, Section 2, Lesson 4 Antigone, Section 3, Lesson 2 Antigone, Section 4, Lesson 6 Telling Stories, Section 1, Lesson 2 Telling Stories, Section 2, Lessons 2, 5 Telling Stories, Section 3, Lessons 1, 3 The Ethics of Public Health Decisions, Section 1, Lesson 5 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–7, 10 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6–9 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1, 3–4, 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6–7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–2, 11
9-10R6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	Alexander Hamilton, Section 2, Lesson 5 Antigone, Section 1, Lesson 3 Antigone, Section 4, Lessons 3–4, 6 How do we determine the right thing to do?, Section 1, Lesson 3 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1–3

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New York Standards	Aligned Components of *Odell HSLP*
	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 2, Lessons 2, 4 The Immortal Life of Henrietta Lacks, Section 3, Lessons 3–5, 7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 1, Lessons 4, 6–9 Things Fall Apart, Section 2, Lessons 1–2, 4–6 Things Fall Apart, Section 3, Lessons 3–4, 6

Reading

Integration of Knowledge and Ideas

New York Standards	Aligned Components of *Odell HSLP*
9-10R7 Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	Alexander Hamilton, Section 2, Lessons 2, 4, 9–11, 13 Alexander Hamilton, Section 3, Lessons 3, 5, 7, 9, 11, 13 Alexander Hamilton, Section 4, Lessons 1–2, 4, 6 Alexander Hamilton, Section 5, Lesson 14 Antigone, Section 1, Lesson 3 Antigone, Section 2, Lessons 2, 7 Antigone, Section 3, Lessons 3, 7 Antigone, Section 4, Lessons 1, 4, 9 Antigone, Section 5, Lesson 7 How do we determine the right thing to do?, Section 2, Lesson 8 How do we determine the right thing to do?, Section 3, Lesson 9 How do we determine the right thing to do?, Section 4, Lesson 4 Telling Stories, Section 1, Lesson 3 Telling Stories, Section 2, Lesson 10 Telling Stories, Section 3, Lesson 7 Telling Stories, Section 4, Lesson 8

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New York Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lesson 13 The Ethics of Public Health Decisions, Section 3, Lessons 3, 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 2–3, 6, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2, 7 Things Fall Apart, Section 1, Lessons 2, 4, 7–9 Things Fall Apart, Section 2, Lessons 1, 3, 5–9, 13 Things Fall Apart, Section 3, Lesson 9 Things Fall Apart, Section 4, Lesson 7
9-10R8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	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
9-10R9 Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 4, Lessons 3–4 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lessons 1–2 Antigone, Section 3, Lesson 3 Antigone, Section 4, Lessons 1, 4–5 Telling Stories, Section 1, Lessons 1, 3

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New York Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 2, Lessons 1–2 Telling Stories, Section 3, Lessons 2, 4 Telling Stories, Section 5, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Ethics of Public Health Decisions, Section 3, Lessons 2–3 Things Fall Apart, Section 1, Lesson 9 Things Fall Apart, Section 2, Lesson 1

Speaking and Listening

Comprehension and Collaboration

New York Standards	Aligned Components of *Odell HSLP*
9-10SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	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

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New York Standards	Aligned Components of *Odell HSLP*
	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 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
9-10SL1a Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	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

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New York Standards	Aligned Components of *Odell HSLP*
	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 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
9-10SL1b Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	Alexander Hamilton, Section 1, Lessons 1–11, 13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6

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New York Standards	Aligned Components of *Odell HSLP*
	Alexander Hamilton, Section 5, Lessons 1–6, 8–11 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 1–2, 4–6 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 2–7 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4, 6–8, 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, Lesson 1 Telling Stories, Section 1, Lessons 3–8, 10 Telling Stories, Section 2, Lessons 2, 4–9 Telling Stories, Section 3, Lessons 2–7 Telling Stories, Section 4, Lessons 2, 4–8 Telling Stories, Section 5, Lessons 1–8 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, 4–9 The Ethics of Public Health Decisions, Section 4, Lessons 1–6, 8–10 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 1–6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–4 Things Fall Apart, Section 1, Lessons 1–9, 11

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 2, Lessons 1–13 Things Fall Apart, Section 3, Lessons 1–4, 6, 8 Things Fall Apart, Section 4, Lessons 1, 4–6
9-10SL1c Pose and respond to questions that relate the discussion to broader themes or 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 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

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lessons 6, 8 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 4, Lesson 1
9-10SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of 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 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

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lessons 3, 6 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–2
9-10SL2 Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.	Alexander Hamilton, Section 2, Lesson 9 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, Lessons 2–7 Grade 10 Application Unit, Section 3, Lessons 1–2, 6–7 Grade 10 Application Unit, Section 4, Lesson 2 How do we determine the right thing to do?, Section 3, Lessons 2–3 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Ethics of Public Health Decisions, Section 2, Lessons 3, 5 The Ethics of Public Health Decisions, Section 4, Lesson 4 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
9-10SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated 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 The Ethics of Public Health Decisions, Section 2, Lesson 1 The Ethics of Public Health Decisions, Section 3, Lesson 8

Speaking and Listening

Presentation of Knowledge and Ideas

New York Standards	Aligned Components of *Odell HSLP*
9-10SL4	Alexander Hamilton, Section 3, Lessons 8–10

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New York Standards	Aligned Components of *Odell HSLP*
Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.	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
9-10SL5 Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	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
9-10SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Alexander Hamilton, Section 5, Lesson 12 Grade 10 Application Unit, Section 1, Lesson 6 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lesson 7 Grade 10 Application Unit, Section 4, Lesson 3

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New York Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 5, Lessons 5–6, 8–10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 9

Writing

Text Types and Purposes

New York Standards	Aligned Components of *Odell HSLP*
9-10W1 Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 2–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–6 Grade 10 Application Unit, Section 4, Lesson 6 Grade 10 Application Unit, Section 5, Lesson 4 How do we determine the right thing to do?, Section 1, 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 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 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 2, Lesson 7 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7

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New York Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10W1a Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), 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 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
9-10W1b Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating 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
9-10W1c Use precise language and content-specific vocabulary to express the appropriate complexity 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

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New York Standards	Aligned Components of *Odell HSLP*
	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
9-10W1d Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	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
9-10W1e Provide a concluding statement or section that explains the significance of the argument presented.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lesson 5 Antigone, Section 5, Lessons 3–5 Grade 10 Application Unit, Section 5, Lesson 4 How do we determine the right thing to do?, Section 2, Lesson 6 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 7–9 The Immortal Life of Henrietta Lacks, Section 5, Lesson 3 Things Fall Apart, Section 4, Lesson 2
9-10W1f Maintain a style and tone appropriate to the writing task.	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

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New York Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lessons 5, 8–9
9-10W2 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.	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 5, Lessons 2–4 How do we determine the right thing to do?, Section 1, 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, Lessons 3, 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 2, Lesson 7 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10W2a Introduce 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 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

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10W2b Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.	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 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10W2c Use precise language and content-specific vocabulary to express the appropriate complexity of a 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 3–5
9-10W2d	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11

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New York Standards	Aligned Components of *Odell HSLP*
Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	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
9-10W2e Provide a concluding statement or section that explains the significance of the information presented.	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 5, Lessons 2–4 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 3, 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
9-10W2f Establish and maintain a style appropriate to the writing task.	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

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New York Standards	Aligned Components of *Odell HSLP*
	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
9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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 1–8
9-10W3a Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator 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 1–3, 8
9-10W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) 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 Telling Stories, Section 5, Lessons 1, 3–4, 7–8
9-10W3c Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	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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New York Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 5, Lessons 1–4, 8
9-10W3d Use precise words and phrases, explicit 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
9-10W3e Provide a conclusion that follows from 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
9-10W4 Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	Alexander Hamilton, Section 5, Lessons 8–12 Antigone, Section 1, Lesson 4 Antigone, Section 2, Lesson 2 Antigone, Section 3, Lesson 2 Antigone, Section 4, Lessons 4–5 How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 1, 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 1–8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 8–9 Things Fall Apart, Section 3, Lesson 6
9-10W5 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 4, Lesson 5 Alexander Hamilton, Section 5, Lessons 2–5

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New York Standards	Aligned Components of *Odell HSLP*
	Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lessons 5–6 Antigone, Section 3, Lesson 6 Antigone, Section 4, Lesson 8 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lesson 7 Grade 10 Application Unit, Section 2, Lesson 7 Grade 10 Application Unit, Section 3, Lessons 7–8 Grade 10 Application Unit, Section 4, Lessons 1, 4–6 Grade 10 Application Unit, Section 5, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lessons 3, 11, 13 How do we determine the right thing to do?, Section 2, Lessons 4, 7 How do we determine the right thing to do?, Section 3, Lessons 2–3, 7–8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 11–12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 2–3, 6 The Immortal Life of Henrietta Lacks, Section 1, Lessons 9–10 The Immortal Life of Henrietta Lacks, Section 2, Lesson 8 The Immortal Life of Henrietta Lacks, Section 3, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–4 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lesson 12 Things Fall Apart, Section 3, Lessons 6–8

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New York Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 4, Lessons 2–4

Writing

Research to Build and Present Knowledge

New York Standards	Aligned Components of *Odell HSLP*
9-10W6 Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	Alexander Hamilton, Section 2, Lessons 1, 9 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lessons 1–5, 13 Antigone, Section 5, Lesson 6 Grade 10 Application Unit, Section 1, Lesson 6 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lessons 3, 7 Grade 10 Application Unit, Section 4, Lessons 2, 5–6 How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 4, Lessons 1, 3 Telling Stories, Section 4, Lessons 2, 5 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
9-10W7 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4

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New York Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 3, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 6

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