Odell Education Rhode Island Standards Alignment Guide Grade 10 | Rhode Island Core Standards for English Language Arts (ELA)/Literacy (2021)

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 Rhode Island standards and the *Odell HSLP* follows.

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Language

Conventions of Standard English

Rhode Island Standards	Aligned Components of *Odell HSLP*
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	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, 8, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lessons 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 3, Lessons 4, 6 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, Lesson 11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lesson 5

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L.9-10.1.a Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.	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, 8, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lessons 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 3, Lessons 4, 6 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, Lesson 11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lesson 5
L.9-10.1.b Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and 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

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	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
L.9-10.1.c Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.	*Odell HSLP* partially addresses this standard; the program does not explicitly address parallel structure in paragraphs and larger pieces of writing. 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
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 3, Lesson 10 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5

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	How do we determine the right thing to do?, Section 1, Lessons 5, 13 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 5, Lesson 7 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, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 8 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 4, Lessons 4–5
L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 3, Lesson 10 Antigone, Section 5, Lesson 5 The Immortal Life of Henrietta Lacks, Section 1, Lesson 8
L.9-10.2.b Use a colon to introduce a list or quotation.	Antigone, Section 5, Lesson 5
L.9-10.2.c Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	*Odell HSLP* partially addresses this standard; the program does not explicitly address recognizing that some words have commonly accepted spelling variations. 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 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 5, Lesson 7 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, Lesson 9 Things Fall Apart, Section 1, Lesson 11

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	Things Fall Apart, Section 4, Lessons 4–5

Language

Knowledge of Language

Rhode Island Standards	Aligned Components of *Odell HSLP*
L.9-10.3 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, 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 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	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 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
L.9-10.3.b Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).	Grade 10 Application Unit, Section 5, Lesson 5

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Language

Vocabulary Acquisition and Use

Rhode Island Standards	Aligned Components of *Odell HSLP*
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	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 1–5 Grade 10 Application Unit, Section 1, Lesson 1 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, 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 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, 8

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L.9-10.4.a 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
L.9-10.4.b 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
L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	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
L.9-10.4.d 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
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	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 Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6–7 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 Things Fall Apart, Section 3, Lessons 5–6
L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	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
L.9-10.5.b 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
L.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 5–6, 9, 11–12 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 3, 7–8

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	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 3–4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 1, 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 2, 4, 6–7, 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 4, 11–12 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lesson 3

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Reading Informational Text

Key Ideas and Details

Rhode Island Standards	Aligned Components of *Odell HSLP*
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	Alexander Hamilton, Section 2, Lessons 5, 13 Alexander Hamilton, Section 3, Lessons 7, 9, 13 Alexander Hamilton, Section 4, Lessons 2–3, 6 Alexander Hamilton, Section 5, Lesson 14 Antigone, Section 2, Lessons 1, 4, 7 Antigone, Section 3, Lessons 1–2, 4–5, 7 Antigone, Section 4, Lessons 2, 4–6, 9 Antigone, Section 5, Lesson 7 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, Lesson 8 How do we determine the right thing to do?, Section 3, Lessons 1, 9 How do we determine the right thing to do?, Section 4, Lesson 4 Telling Stories, Section 2, Lessons 1, 10 Telling Stories, Section 3, Lessons 2–4, 7 Telling Stories, Section 4, Lessons 1–2, 4, 8 Telling Stories, Section 5, Lesson 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 2–3, 10 The Ethics of Public Health Decisions, Section 4, Lesson 11 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 1–7, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 4, 7, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2, 7 Things Fall Apart, Section 1, Lessons 4, 7–8

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 2, Lessons 1–2, 5, 13 Things Fall Apart, Section 3, Lesson 9 Things Fall Apart, Section 4, Lesson 7
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.	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, Lesson 1 Antigone, Section 2, Lessons 1, 4, 7 Antigone, Section 3, Lessons 2, 4, 7 Antigone, Section 4, Lessons 2, 4–6, 9 Antigone, Section 5, Lesson 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 2, Lesson 10 Telling Stories, Section 3, Lesson 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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, 13 Things Fall Apart, Section 3, Lesson 9 Things Fall Apart, Section 4, Lesson 7
RI.9-10.3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.	Telling Stories, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 2, Lesson 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 6

Reading Informational Text

Craft and Structure

Rhode Island Standards	Aligned Components of *Odell HSLP*
RI.9-10.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).	Alexander Hamilton, Section 2, Lessons 2–3, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 5, Lesson 6 Antigone, Section 3, Lesson 2 How do we determine the right thing to do?, Section 1, Lessons 2–3, 5–6 How do we determine the right thing to do?, Section 2, Lesson 1 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 3, Lesson 3 Telling Stories, Section 4, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 3, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–2, 4–6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2–8 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–3
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Antigone, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lesson 5 The Ethics of Public Health Decisions, Section 2, Lessons 2, 7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6–8 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1, 3–4, 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Alexander Hamilton, Section 2, Lesson 5 Antigone, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 3 The Ethics of Public Health Decisions, Section 2, Lessons 5–6, 10 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–2

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Reading Informational Text

Integration of Knowledge and Ideas

Rhode Island Standards	Aligned Components of *Odell HSLP*
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.	Alexander Hamilton, Section 2, Lessons 2, 4, 9–10, 13 Alexander Hamilton, Section 3, Lessons 3, 5, 7, 9, 13 Alexander Hamilton, Section 4, Lessons 1, 6 Alexander Hamilton, Section 5, Lesson 14 Antigone, Section 2, Lesson 7 Antigone, Section 3, Lesson 7 Antigone, Section 4, Lesson 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 2, Lesson 10 Telling Stories, Section 3, Lesson 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lesson 13 The Ethics of Public Health Decisions, Section 3, 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, 5–6, 13 Things Fall Apart, Section 3, Lesson 9 Things Fall Apart, Section 4, Lesson 7

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RI.9-10.8 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 or incomplete truths and fallacious reasoning.	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 4, Lesson 3 Antigone, Section 3, Lessons 1–2, 4 Antigone, Section 4, Lessons 2, 4–6 Grade 10 Application Unit, Section 2, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–10 The Ethics of Public Health Decisions, Section 4, Lesson 1
RI.9-10.9 Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	The Ethics of Public Health Decisions, Section 1, Lesson 2 The Ethics of Public Health Decisions, Section 3, Lessons 2–3

Reading Informational Text

Range of Reading and Level of Text Complexity

Rhode Island Standards	Aligned Components of *Odell HSLP*
RI.9-10.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 2–5, 8, 10, 13 Alexander Hamilton, Section 3, Lessons 1–3, 5–7, 9, 13 Alexander Hamilton, Section 4, Lessons 2–3, 6 Alexander Hamilton, Section 5, Lessons 4–5, 14 Antigone, Section 1, Lessons 1, 7 Antigone, Section 2, Lessons 1, 4, 7 Antigone, Section 3, Lessons 1–2, 4–5, 7 Antigone, Section 4, Lessons 2, 4–6, 9 Antigone, Section 5, Lesson 7 Grade 10 Application Unit, Section 2, Lessons 2–6 Grade 10 Application Unit, Section 3, Lessons 1–2 How do we determine the right thing to do?, Section 1, Lessons 2, 4–7, 9, 14 How do we determine the right thing to do?, Section 2, Lessons 1–4, 8

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 3–4 Telling Stories, Section 3, Lessons 2–4, 7 Telling Stories, Section 4, Lessons 1–3, 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 1, Lessons 2–6, 10 The Ethics of Public Health Decisions, Section 2, Lessons 2–10, 13 The Ethics of Public Health Decisions, Section 3, Lessons 1–3, 5, 10 The Ethics of Public Health Decisions, Section 4, Lessons 1, 11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 11 The Immortal Life of Henrietta Lacks, Section 2, Lesson 1 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–7, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 4, 11 The Immortal Life of Henrietta Lacks, Section 5, Lesson 7 Things Fall Apart, Section 1, Lessons 2, 4, 7–9, 12 Things Fall Apart, Section 2, Lessons 1–3, 5, 13 Things Fall Apart, Section 3, Lesson 9 Things Fall Apart, Section 4, Lesson 7

Reading Literature

Key Ideas and Details

Rhode Island Standards	Aligned Components of *Odell HSLP*
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	Alexander Hamilton, Section 1, Lessons 2, 8, 11–12 Alexander Hamilton, Section 2, Lessons 1, 6–7, 11, 13 Alexander Hamilton, Section 3, Lessons 8, 11, 13 Alexander Hamilton, Section 4, Lessons 4, 6

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Alexander Hamilton, Section 5, Lessons 6, 14 Antigone, Section 1, Lessons 2–5 Antigone, Section 2, Lessons 1–5, 7 Antigone, Section 3, Lessons 2–5, 7 Antigone, Section 4, Lessons 1–5, 7, 9 Antigone, Section 5, Lessons 1–2, 7 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 2, Lesson 8 How do we determine the right thing to do?, Section 3, Lessons 1, 9 How do we determine the right thing to do?, Section 4, Lesson 4 Telling Stories, Section 1, Lessons 2, 4–6, 9 Telling Stories, Section 2, Lessons 1–4, 10 Telling Stories, Section 3, Lessons 1–2, 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lesson 13 The Ethics of Public Health Decisions, Section 3, Lesson 10 The Ethics of Public Health Decisions, Section 4, Lesson 11 The Immortal Life of Henrietta Lacks, Section 2, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3, 11 The Immortal Life of Henrietta Lacks, Section 5, Lesson 7 Things Fall Apart, Section 1, Lessons 2–4, 6–10 Things Fall Apart, Section 2, Lessons 4–6, 9, 11, 13 Things Fall Apart, Section 3, Lessons 1–4, 7, 9 Things Fall Apart, Section 4, Lessons 2, 7

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RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.	Alexander Hamilton, Section 1, Lessons 2–12 Alexander Hamilton, Section 2, Lesson 13 Alexander Hamilton, Section 3, Lesson 13 Alexander Hamilton, Section 4, Lesson 6 Alexander Hamilton, Section 5, Lesson 14 Antigone, Section 1, Lessons 2–4 Antigone, Section 2, Lessons 1–4, 7 Antigone, Section 3, Lessons 2–4, 7 Antigone, Section 4, Lessons 1–5, 7, 9 Antigone, Section 5, Lessons 1–2, 7 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 2, 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 The Ethics of Public Health Decisions, Section 2, Lesson 13 The Ethics of Public Health Decisions, Section 3, Lesson 10 The Ethics of Public Health Decisions, Section 4, Lesson 11 The Immortal Life of Henrietta Lacks, Section 2, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 11 The Immortal Life of Henrietta Lacks, Section 4, Lesson 11 The Immortal Life of Henrietta Lacks, Section 5, Lesson 7 Things Fall Apart, Section 2, Lessons 5, 11, 13 Things Fall Apart, Section 3, Lessons 2, 9 Things Fall Apart, Section 4, Lesson 7

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RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Alexander Hamilton, Section 1, Lessons 3–4, 6–9, 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 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 Literature

Craft and Structure

Rhode Island Standards	Aligned Components of *Odell HSLP*
RL.9-10.4 Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.	Alexander Hamilton, Section 3, Lesson 4 Telling Stories, Section 2, Lesson 5 Things Fall Apart, Section 2, Lesson 8 *Odell HSLP* addresses analyzing the impact of words with multiple meanings in grade 9. Animal Farm, Section 1, Lessons 8–10, 12 Animal Farm, Section 2, Lesson 3 Animal Farm, Section 4, Lesson 4 Romeo and Juliet, Section 1, Lesson 8
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Alexander Hamilton, Section 1, Lesson 12 Antigone, Section 2, Lesson 4 Telling Stories, Section 1, Lesson 2 Telling Stories, Section 2, Lessons 2, 5 Things Fall Apart, Section 2, Lesson 11
RL.9-10.6 Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.	Antigone, Section 2, Lessons 1, 3 Things Fall Apart, Section 1, Lessons 5, 7

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Reading Literature

Integration of Knowledge and Ideas

Rhode Island Standards	Aligned Components of *Odell HSLP*
RL.9-10.7 Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.	Alexander Hamilton, Section 4, Lessons 2–3 Antigone, Section 4, Lessons 2, 4–6 Telling Stories, Section 4, Lesson 2 Things Fall Apart, Section 2, Lesson 1
RL.9-10.8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 4, Lesson 4 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lesson 2 Antigone, Section 3, Lesson 3 Antigone, Section 4, Lessons 1, 4

Reading Literature

Range of Reading and Level of Text Complexity

Rhode Island Standards	Aligned Components of *Odell HSLP*
RL.9-10.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	Alexander Hamilton, Section 1, Lessons 2–9, 11, 14 Alexander Hamilton, Section 2, Lessons 1–4, 6–10, 13 Alexander Hamilton, Section 3, Lessons 1, 4–5, 8–9, 13 Alexander Hamilton, Section 4, Lesson 6 Alexander Hamilton, Section 5, Lessons 6, 14 Antigone, Section 1, Lessons 2–4, 7 Antigone, Section 2, Lessons 1–4, 7 Antigone, Section 3, Lessons 2–5, 7 Antigone, Section 4, Lessons 1–5, 7, 9 Antigone, Section 5, Lesson 7 How do we determine the right thing to do?, Section 1, Lesson 14

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 2, Lessons 2–3, 5 Telling Stories, Section 3, Lessons 1–2, 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 1, Lesson 10 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 11 The Immortal Life of Henrietta Lacks, Section 3, Lesson 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3, 11 The Immortal Life of Henrietta Lacks, Section 5, Lesson 7 Things Fall Apart, Section 1, Lessons 2–4, 6–9, 12 Things Fall Apart, Section 2, Lessons 4–9, 13 Things Fall Apart, Section 3, Lessons 1–6, 9 Things Fall Apart, Section 4, Lesson 7

Speaking and Listening

Comprehension and Collaboration

Rhode Island Standards	Aligned Components of *Odell HSLP*
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	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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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13 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 1–6 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, 11 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4–10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–10 Telling Stories, Section 2, Lessons 1–10 Telling Stories, Section 3, Lessons 1–7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–4, 6 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
SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Alexander Hamilton, Section 1, Lessons 2–9, 11, 13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–9, 13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lesson 13 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 4–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1, 3–4 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lessons 1–6 How do we determine the right thing to do?, Section 1, Lessons 2, 4–10 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–7, 9–10 Telling Stories, Section 2, Lessons 2–8, 10 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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
SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	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 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 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
SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Alexander Hamilton, Section 1, Lessons 1–4, 6–9 Alexander Hamilton, Section 2, Lessons 4, 7 Alexander Hamilton, Section 4, Lesson 5 Antigone, Section 1, Lessons 1, 5 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–5, 7, 9 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 2–4, 6–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lessons 2–7, 11

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 Things Fall Apart, Section 1, Lessons 6, 8 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 4, Lesson 1
SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 Things Fall Apart, Section 1, Lessons 3, 6 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–2
SL.9-10.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lesson 8 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lessons 3, 6 Grade 10 Application Unit, Section 3, Lesson 7 How do we determine the right thing to do?, Section 1, Lessons 4–5 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1

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Rhode Island Standards	Aligned Components of *Odell HSLP*
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying 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

Rhode Island Standards	Aligned Components of *Odell HSLP*
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.	Alexander Hamilton, Section 3, Lessons 8–10 Alexander Hamilton, Section 5, Lessons 2, 12 Antigone, Section 1, Lesson 4 Antigone, Section 2, Lesson 2 Antigone, Section 4, Lessons 4–5 Grade 10 Application Unit, Section 1, Lessons 4–6 Grade 10 Application Unit, Section 2, Lessons 1–2, 6 Grade 10 Application Unit, Section 3, Lesson 7 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lessons 2–10 How do we determine the right thing to do?, Section 1, Lessons 3, 9 How do we determine the right thing to do?, Section 4, Lesson 1 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lesson 8 Telling Stories, Section 3, Lessons 2, 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lessons 4–6, 8 The Ethics of Public Health Decisions, Section 2, Lesson 7

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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 *Odell HSLP* addresses using vocabulary appropriate to purpose, audience, and task when presenting in grade 11. Application Unit, Section 5, Lesson 5 The American Dream of Homeownership, Section 3, Lesson 6
SL.9-10.5 Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	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
SL.9-10.6 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 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

Rhode Island Standards	Aligned Components of *Odell HSLP*
W.9-10.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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
W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	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
W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 2–5 Grade 10 Application Unit, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 4, 6, 8–9
W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
W.9-10.1.d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	Antigone, Section 5, Lessons 1–2 The Ethics of Public Health Decisions, Section 4, Lessons 5, 9
W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lesson 5 Antigone, Section 5, Lessons 3–5 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 7–9
W.9-10.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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, Lesson 5 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, 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
W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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
W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	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 1–5
W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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
W.9-10.2.d Use precise language and domain-specific vocabulary to manage the 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 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
W.9-10.2.e Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	Grade 10 Application Unit, Section 5, Lesson 5
W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	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
W.9-10.3 Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured 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
W.9-10.3.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; create an appropriate 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 Telling Stories, Section 5, Lessons 1–3, 8
W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, 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
W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 2, 4, 8

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W.9-10.3.d Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.	*Odell HSLP* partially addresses this standard; the program does not explicitly address using figurative language to describe settings and characters and establish mood and tone. 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
W.9-10.3.e 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

Writing

Production and Distribution of Writing

Rhode Island Standards	Aligned Components of *Odell HSLP*
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Alexander Hamilton, Section 5, Lessons 9–10 Grade 10 Application Unit, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 4, Lessons 1, 4 How do we determine the right thing to do?, Section 1, Lesson 11 Things Fall Apart, Section 2, Lesson 9
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	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, Lessons 2, 5–6 Antigone, Section 2, Lessons 5–6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 3, Lessons 4, 6

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 5, Lessons 5, 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, Lessons 1, 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 5–6 Telling Stories, Section 4, Lessons 6–7 Telling Stories, Section 5, Lessons 4, 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, 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, Lessons 7, 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
W.9-10.5.a Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).	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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Rhode Island 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, 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, Lessons 1, 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 5–6 Telling Stories, Section 4, Lessons 6–7 Telling Stories, Section 5, Lessons 4, 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, 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, Lessons 7, 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
W.9-10.5.b Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).	Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Antigone, Section 1, Lessons 2, 5 Antigone, Section 2, Lesson 5 Antigone, Section 5, Lesson 5

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 3, Lesson 5 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 4, Lesson 3
W.9-10.6 Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	The Immortal Life of Henrietta Lacks, Section 4, Lesson 8 The Immortal Life of Henrietta Lacks, Section 5, Lesson 4

Writing

Research to Build and Present Knowledge

Rhode Island Standards	Aligned Components of *Odell HSLP*
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	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

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Rhode Island Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 4, Lesson 6
W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital 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, avoiding plagiarism and following a standard format for citation.	Alexander Hamilton, Section 2, Lesson 9 Grade 10 Application Unit, Section 1, Lessons 2–3 Grade 10 Application Unit, Section 2, Lessons 3–6 Grade 10 Application Unit, Section 3, Lessons 1, 4 How do we determine the right thing to do?, Section 3, Lessons 2–3, 7 The Ethics of Public Health Decisions, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 4, Lesson 6
W.9-10.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.	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 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 2–4 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 2, Lesson 9 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

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

Writing

Range of Writing

Rhode Island Standards	Aligned Components of *Odell HSLP*
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Alexander Hamilton, Section 1, Lessons 1–11 Alexander Hamilton, Section 2, Lessons 1–10, 13 Alexander Hamilton, Section 3, Lessons 1–10, 13 Alexander Hamilton, Section 4, Lessons 1–4, 6 Alexander Hamilton, Section 5, Lessons 1–7, 9–11, 13–14 Antigone, Section 1, Lessons 1, 3–5 Antigone, Section 2, Lessons 1–3, 5, 7 Antigone, Section 3, Lessons 1, 3–5, 7 Antigone, Section 4, Lessons 1–7, 9 Antigone, Section 5, Lessons 6–7 Grade 10 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 1–6 Grade 10 Application Unit, Section 3, Lessons 1–7 Grade 10 Application Unit, Section 4, Lessons 1–5 Grade 10 Application Unit, Section 5, Lessons 1–4, 11

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

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