Odell Education Utah Standards Alignment Guide Grade 10 | Utah State Standards for English Language Arts (2023)

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

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

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

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Reading

Utah Standards	Aligned Components of *Odell HSLP*
9-10.R.4 Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)	*Odell HSLP* partially addresses this standard; the program does not explicitly address accuracy and fluency. Alexander Hamilton, Section 1, Lessons 2–9, 11, 13–14 Alexander Hamilton, Section 2, Lessons 1–10, 13 Alexander Hamilton, Section 3, Lessons 1–9, 13 Alexander Hamilton, Section 4, Lessons 2–3, 6 Alexander Hamilton, Section 5, Lessons 4–6, 14 Antigone, Section 1, Lessons 1–4, 7 Antigone, Section 2, Lessons 1–4, 7 Antigone, Section 3, Lessons 1–5, 7 Antigone, Section 4, Lessons 1–7, 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 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 3, Lessons 1–3, 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 3, Lessons 1–7, 11

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Utah Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 4, Lessons 3–4, 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 1–9, 13 Things Fall Apart, Section 3, Lessons 1–6, 9 Things Fall Apart, Section 4, Lesson 7
9-10.R.5 Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)	Alexander Hamilton, Section 1, Lessons 2, 8, 11–12 Alexander Hamilton, Section 2, Lessons 1, 5–8, 11, 13 Alexander Hamilton, Section 3, Lessons 7–9, 11, 13 Alexander Hamilton, Section 4, Lessons 2–4, 6 Alexander Hamilton, Section 5, Lessons 6, 14 Antigone, Section 1, Lessons 2–5 Antigone, Section 2, Lessons 1–5, 7 Antigone, Section 3, Lessons 1–5, 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, 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 1, Lessons 2, 4–6, 9 Telling Stories, Section 2, Lessons 1–5, 10 Telling Stories, Section 3, Lessons 1–4, 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

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Utah Standards	Aligned Components of *Odell HSLP*
	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 3–4, 7, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2, 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, 7
9-10.R.6 When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)	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, 7, 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

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	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 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
9-10.R.7 Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)	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 Alexander Hamilton, Section 5, Lesson 6 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 How do we determine the right thing to do?, Section 1, Lesson 2 Telling Stories, Section 2, Lessons 3–5 Telling Stories, Section 3, Lesson 3 Telling Stories, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6, 9

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	The Immortal Life of Henrietta Lacks, Section 2, Lesson 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 6 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
9-10.R.8 Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)	Alexander Hamilton, Section 1, Lessons 3, 11 Alexander Hamilton, Section 2, Lessons 2–3, 8–9 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 5, Lessons 6–7 Antigone, Section 1, Lessons 2–4 Antigone, Section 2, Lessons 1–4 Antigone, Section 3, Lessons 1–4 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lessons 2–3, 5–6 How do we determine the right thing to do?, Section 2, Lesson 1 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lessons 3–5, 9 Telling Stories, Section 2, Lessons 3–6 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 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 4, Lesson 3

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Utah Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 1, Lessons 2–4, 6–9 Things Fall Apart, Section 2, Lessons 1–4, 6, 8 Things Fall Apart, Section 3, Lessons 3–6
9-10.R.9 Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)	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 How do we determine the right thing to do?, Section 1, Lessons 2, 8 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
9-10.R.9.a Identify and correctly use patterns of word parts that indicate different meanings or parts of speech.	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
9-10.R.9.b Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.	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
9-10.R.10 Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)	The Ethics of Public Health Decisions, Section 2, Lessons 2, 6, 10
9-10.R.11 Analyze how an author's geographic location, identity or background, culture, and time period affect the	Antigone, Section 3, Lesson 1 Telling Stories, Section 1, Lessons 5–6 Telling Stories, Section 3, Lesson 4

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perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)	The Ethics of Public Health Decisions, Section 2, Lessons 6, 8 Things Fall Apart, Section 2, Lesson 2
9-10.R.12 Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different media, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)	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 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

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Utah Standards	Aligned Components of *Odell HSLP*
	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
9-10.R.13 Not applicable to RL. 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. Recognize when irrelevant evidence is introduced. (RI)	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 4, Lesson 3 Antigone, Section 3, Lessons 1–2, 4 Antigone, Section 4, Lessons 2, 4–6 Grade 10 Application Unit, Section 2, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–10 The Ethics of Public Health Decisions, Section 4, Lesson 1
9-10.R.14 Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)	Alexander Hamilton, Section 3, Lesson 7 Telling Stories, Section 1, Lesson 3 The Ethics of Public Health Decisions, Section 2, Lessons 6, 9

Speaking and Listening

Utah Standards	Aligned Components of *Odell HSLP*
9-10.SL.1 Participate effectively in a range of conversations and collaborations on topics, texts, and issues.	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, 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

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Utah Standards	Aligned Components of *Odell HSLP*
	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 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
9-10.SL.1.a	Alexander Hamilton, Section 1, Lessons 1–11, 13

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Utah Standards	Aligned Components of *Odell HSLP*
Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.	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, Lessons 1, 3–4 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 1–9 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

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Utah Standards	Aligned Components of *Odell HSLP*
	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
9-10.SL.1.b Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.	Alexander Hamilton, Section 1, Lessons 1–9, 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 Grade 10 Application Unit, Section 5, Lessons 2–7, 11 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 1–8, 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

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Utah Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–2, 4–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–2, 6 Things Fall Apart, Section 1, Lessons 2–9, 11 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–4, 6, 9 Things Fall Apart, Section 4, Lessons 1, 6–7
9-10.SL.1.c Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.	Grade 10 Application Unit, Section 2, Lesson 5 Grade 10 Application Unit, Section 3, Lessons 3, 6 The Ethics of Public Health Decisions, Section 2, Lesson 9
9-10.SL.2 Interpret and evaluate the credibility of multiple sources of information presented in various formats and mediums to solve problems and make informed decisions.	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 3, 6 Grade 10 Application Unit, Section 3, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
9-10.SL.3 Use appropriate language, grammar, organization, development, and delivery styles appropriate to	Alexander Hamilton, Section 3, Lessons 8–10 Alexander Hamilton, Section 5, Lessons 2, 12

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Utah Standards	Aligned Components of *Odell HSLP*
purpose and audience for formal or informal contexts.	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 4–8 The Ethics of Public Health Decisions, Section 2, Lesson 7 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9 Things Fall Apart, Section 3, Lesson 3
9-10.SL.3.a Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.	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

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Utah Standards	Aligned Components of *Odell HSLP*
	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 4–8 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

Writing

Utah Standards	Aligned Components of *Odell HSLP*
9-10.W.1 Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.	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
9-10.W.1.a Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, 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

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Utah Standards	Aligned Components of *Odell HSLP*
	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
9-10.W.1.b Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 2–5 Grade 10 Application Unit, Section 4, Lesson 6 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 4, 6, 8–9
9-10.W.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lesson 5 Antigone, Section 3, Lessons 4–5 Antigone, Section 5, Lessons 3–5 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 8–9
9-10.W.1.d Use appropriate conventions and style for the audience, purpose, and task.	Antigone, Section 5, Lessons 1, 5 The Ethics of Public Health Decisions, Section 4, Lessons 5, 9
9-10.W.2 Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation 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 1, 4–5 How do we determine the right thing to do?, Section 2, Lesson 6

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Utah Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 1, 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
9-10.W.2.a Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.	*Odell HSLP* partially addresses this standard; the program does not explicitly address utilize formatting, graphics, and multimedia to show relationships. 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 1, 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 Ethics of Public Health Decisions, Section 1, 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
9-10.W.2.b Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11

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Utah Standards	Aligned Components of *Odell HSLP*
	Alexander Hamilton, Section 5, Lessons 9–10 Grade 10 Application Unit, Section 5, Lesson 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, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
9-10.W.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 3–5
9-10.W.2.d Use precise language and content-specific vocabulary to clarify the relationships of the ideas.	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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Utah 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
9-10.W.2.e Use appropriate conventions and style for the audience, purpose, and task.	The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 4, Lessons 4–5
9-10.W.3 Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.	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, Lessons 7–10 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, Lessons 4–5 Grade 10 Application Unit, Section 4, Lessons 1, 4 How do we determine the right thing to do?, Section 1, Lessons 5, 11, 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 How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 4, 7–8, 10 Telling Stories, Section 2, Lessons 2, 6–9 Telling Stories, Section 3, Lessons 4–6 Telling Stories, Section 4, Lessons 5–7 Telling Stories, Section 5, Lessons 1–8 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12

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Utah 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 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 2, Lesson 9 Things Fall Apart, Section 3, Lesson 8
9-10.W.3.a Engage and orient the reader by describing a problem, situation, or observation.	Alexander Hamilton, Section 5, Lesson 8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 5, Lesson 3
9-10.W.3.b Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.	Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 5, Lesson 3
9-10.W.3.c Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters 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 1–4, 7–8
9-10.W.3.d Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.	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, Lessons 7, 9–10 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, Lessons 4–5 Grade 10 Application Unit, Section 4, Lessons 1, 4

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Utah Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 1, Lessons 5, 11, 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 How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 4, 7–8, 10 Telling Stories, Section 2, Lessons 2, 6–9 Telling Stories, Section 3, Lessons 4–6 Telling Stories, Section 4, Lessons 5–7 Telling Stories, Section 5, Lessons 3, 5–8 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 2, Lesson 9 Things Fall Apart, Section 3, Lesson 8
9-10.W.3.e Use appropriate conventions and style for the audience, purpose, and task.	How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lesson 8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 5, Lesson 7
9-10.W.4 Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.	Alexander Hamilton, Section 2, Lessons 1, 6, 9 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lessons 1–5, 13 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lessons 2, 6

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Utah Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–6 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 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, Lessons 1, 7 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, Lessons 2, 4, 6, 9–10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
9-10.W.4.a Gather, assess, and synthesize information from credible sources on the topic.	Alexander Hamilton, Section 2, Lessons 1, 6, 9 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lessons 1–5, 13 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lessons 2, 6 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 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, Lessons 1, 3

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Utah Standards	Aligned Components of *Odell HSLP*
	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, Lessons 6, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
9-10.W.4.b Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.	Alexander Hamilton, Section 2, Lessons 1, 6, 9 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lessons 1–5, 13 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lessons 2, 6 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–6 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 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, Lessons 1, 7 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, Lessons 6, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
9-10.W.4.c	Alexander Hamilton, Section 5, Lesson 2 Grade 10 Application Unit, Section 3, Lessons 4–5

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Utah Standards	Aligned Components of *Odell HSLP*
Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.	How do we determine the right thing to do?, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 4, Lesson 2
9-10.W.4.d Interact and collaborate with others throughout the writing process.	Grade 10 Application Unit, Section 3, Lesson 5 Grade 10 Application Unit, Section 5, Lessons 2, 4 The Ethics of Public Health Decisions, Section 4, Lessons 2, 4, 9

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