ODELL EDUCATION
HIGH SCHOOL LITERACY PROGRAM

GREAT MINDS®

Odell Education Virginia Standards Alignment Guide Grade 10 | Virginia Standards of Learning

Originally founded in 2011, *Odell High School Literacy Program (HSLP)* was built on a foundational belief that literacy should be a tool of student empowerment — one that equips all students with the skills and knowledge essential for success in college, their careers, and civic life. *Odell HSLP* reflects rigorous, student-centered curriculum that firmly roots literacy in texts and ideas worth exploring. *Odell HSLP* is designed for Grades 9-12 and 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 *Odell HSLP* in early 2026 and is pleased to bring you this program.

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, *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 all students can access and engage with rigorous grade-level content. A detailed alignment analysis between Virginia standards and *Odell HSLP* follows.

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Developing Skilled Readers and Building Reading Stamina

Reading Fluency

Virginia Standards	Aligned Components of *Odell HSLP*
10.DSR.A Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).	Antigone, Section 1, Lesson 4 Antigone, Section 2, Lesson 3 Antigone, Section 3, Lessons 3–4 Things Fall Apart, Section 2, Lesson 7

Developing Skilled Readers and Building Reading Stamina

Text Complexity

Virginia Standards	Aligned Components of *Odell HSLP*
10.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).	Alexander Hamilton, Section 1, Lessons 2–9, 11, 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 1, Lessons 1–6, 9, 11 Telling Stories, Section 2, Lessons 1–5, 10 Telling Stories, Section 3, Lessons 1–3, 7

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Virginia Standards	Aligned Components of *Odell HSLP*
	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 1–10, 13 The Ethics of Public Health Decisions, Section 3, Lessons 1–3, 5–6, 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, Lessons 1–6, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–7, 11 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

Developing Skilled Readers and Building Reading Stamina

Textual Evidence

Virginia Standards	Aligned Components of *Odell HSLP*
10.DSR.C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).	Alexander Hamilton, Section 1, Lessons 2, 8, 11–12 Alexander Hamilton, Section 2, Lessons 1, 5–7, 11, 13 Alexander Hamilton, Section 3, Lessons 7–9, 11, 13 Alexander Hamilton, Section 4, Lessons 2–4, 6 Alexander Hamilton, Section 5, Lessons 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 1–4, 10

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Virginia Standards	Aligned Components of *Odell HSLP*
	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 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

Developing Skilled Readers and Building Reading Stamina

Deep Reading on Topics to Build Knowledge and Vocabulary

Virginia Standards	Aligned Components of *Odell HSLP*
10.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).	Alexander Hamilton, Section 2, Lesson 13 Antigone, Section 1, Lesson 1 Antigone, Section 2, Lesson 3 Grade 10 Application Unit, Section 1, Lesson 2 How do we determine the right thing to do?, Section 1, Lessons 4–7 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 1, Lessons 1, 5 The Immortal Life of Henrietta Lacks, Section 4, Lesson 4 Things Fall Apart, Section 1, Lessons 4, 7–9 Things Fall Apart, Section 2, Lessons 3, 5

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Developing Skilled Readers and Building Reading Stamina

Reading Strategies

Virginia Standards	Aligned Components of *Odell HSLP*
10.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).	Alexander Hamilton, Section 1, Lesson 2 How do we determine the right thing to do?, Section 3, Lesson 3 The Ethics of Public Health Decisions, Section 2, Lesson 2 The Ethics of Public Health Decisions, Section 3, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 5, 8 The Immortal Life of Henrietta Lacks, Section 3, Lesson 1 The Immortal Life of Henrietta Lacks, Section 4, Lesson 4 Things Fall Apart, Section 1, Lesson 8

Reading and Vocabulary

Vocabulary Development and Word Analysis

Virginia Standards	Aligned Components of *Odell HSLP*
10.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 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 7–8 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 1, Lesson 7 Grade 10 Application Unit, Section 2, Lesson 7 Grade 10 Application Unit, Section 3, Lesson 8 Grade 10 Application Unit, Section 5, Lessons 2–5, 8–10 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6

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Virginia Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 6–7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8–10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6, 9–10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lessons 11–12 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lesson 3
10.RV.1.B Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.	Alexander Hamilton, Section 1, Lessons 3, 10 Alexander Hamilton, Section 2, Lessons 2, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9, 12 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lessons 1, 3–4, 6 Antigone, Section 3, Lessons 4, 6 Antigone, Section 4, Lessons 1–2, 4 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

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Virginia Standards	Aligned Components of *Odell HSLP*
10.RV.1.C Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.	Alexander Hamilton, Section 1, Lesson 3 Alexander Hamilton, Section 3, Lessons 2–3 Antigone, Section 1, Lessons 2–3 Antigone, Section 2, Lesson 1 Antigone, Section 4, Lesson 1 Grade 10 Application Unit, Section 1, Lesson 1 How do we determine the right thing to do?, Section 1, Lessons 2, 8 Telling Stories, Section 1, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 2 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5, 7–8 The Immortal Life of Henrietta Lacks, Section 2, Lessons 2, 5–6 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
10.RV.1.D Discriminate between the connotative and denotative meanings and interpret the connotation(s).	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
10.RV.1.E Identify and explain idiomatic language in context.	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 3, Lesson 3 Antigone, Section 1, Lesson 3 Antigone, Section 2, Lessons 1, 4 Telling Stories, Section 2, Lesson 3 Telling Stories, Section 4, Lesson 3 The Ethics of Public Health Decisions, Section 3, Lesson 2 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 1, Lessons 2–3 Things Fall Apart, Section 3, Lessons 5–6
10.RV.1.F Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.	Antigone, Section 2, Lessons 1, 4 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6–7 The Immortal Life of Henrietta Lacks, Section 2, Lesson 5 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 Things Fall Apart, Section 2, Lessons 8–9

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Virginia Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 3, Lessons 4–6
10.RV.1.G Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 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 7–8 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 1, Lesson 7 Grade 10 Application Unit, Section 2, Lesson 7 Grade 10 Application Unit, Section 3, Lesson 8 Grade 10 Application Unit, Section 5, Lessons 2–5, 8–10 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 6–7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8–10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6, 9–10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lessons 11–12 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lesson 3

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Reading Literary Text

Key Ideas and Plot Details

Virginia Standards	Aligned Components of *Odell HSLP*
10.RL.1.A Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.	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 1–4, 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 1, Lessons 4, 6–9 Things Fall Apart, Section 2, Lessons 4–6, 11, 13 Things Fall Apart, Section 3, Lessons 2–4, 9 Things Fall Apart, Section 4, Lesson 7
10.RL.1.B Analyze how authors structure texts to advance the plot, explaining how each	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

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Virginia Standards	Aligned Components of *Odell HSLP*
event gives rise to the next or foreshadows a future event.	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 1, Lesson 2 Telling Stories, Section 2, Lessons 1–5 Things Fall Apart, Section 1, Lessons 2–4, 6–10 Things Fall Apart, Section 2, Lessons 4–6, 11 Things Fall Apart, Section 3, Lessons 3–4, 6–7 Things Fall Apart, Section 4, Lesson 2
10.RL.1.C Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on 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
10.RL.1.D Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.	Alexander Hamilton, Section 3, Lessons 7–8 Antigone, Section 1, Lesson 3 Antigone, Section 2, Lessons 1, 3–4 Antigone, Section 3, Lesson 4 Antigone, Section 4, Lesson 4

Reading Literary Text

Craft and Style

Virginia Standards	Aligned Components of *Odell HSLP*
10.RL.2.A	Alexander Hamilton, Section 1, Lessons 3, 11–12

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Virginia Standards	Aligned Components of *Odell HSLP*
Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.	Alexander Hamilton, Section 2, Lessons 3, 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, 3–4 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lessons 2–5, 9 Telling Stories, Section 2, Lessons 2–5 The Immortal Life of Henrietta Lacks, Section 4, Lesson 3 Things Fall Apart, Section 1, Lessons 2–4, 6–9 Things Fall Apart, Section 2, Lessons 4, 6, 8, 11 Things Fall Apart, Section 3, Lessons 3–6
10.RL.2.B Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.	Alexander Hamilton, Section 1, Lessons 3, 11 Alexander Hamilton, Section 2, Lessons 3, 9, 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 4, Lesson 4 Alexander Hamilton, Section 5, Lessons 6–7 Antigone, Section 1, Lessons 2–4 Antigone, Section 2, Lessons 1–4 Antigone, Section 3, Lessons 1, 3–4 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lessons 1, 3–5, 9 Telling Stories, Section 2, Lessons 3–5 The Immortal Life of Henrietta Lacks, Section 4, Lesson 3 Things Fall Apart, Section 1, Lessons 2–4, 6–9 Things Fall Apart, Section 2, Lessons 4, 6, 8 Things Fall Apart, Section 3, Lessons 3–6 *Odell HSLP* addresses allegory in grade 9. Animal Farm, Section 1, Lessons 1, 3, 4, 5, 12 Animal Farm, Section 2, Lesson 3 Animal Farm, Section 3, Lesson 3

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Virginia Standards	Aligned Components of *Odell HSLP*
10.RL.2.C Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.	Alexander Hamilton, Section 1, Lessons 3, 11 Alexander Hamilton, Section 2, Lessons 3, 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, 3–4 Antigone, Section 4, Lessons 1–4 How do we determine the right thing to do?, Section 1, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 3 Telling Stories, Section 1, Lessons 3–5, 9 Telling Stories, Section 2, Lessons 3–5 The Immortal Life of Henrietta Lacks, Section 4, Lesson 3 Things Fall Apart, Section 1, Lessons 2–4, 6–9 Things Fall Apart, Section 2, Lessons 4, 6, 8 Things Fall Apart, Section 3, Lessons 3–6
10.RL.2.D Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.	*Odell HSLP* addresses this standard in grade 11. Beloved, Section 4, Lessons 2–3 Friday Night Lights, Section 4, Lesson 7 Great Gatsby, Section 4, Lesson 2 Homeownership, Section 1, Lesson 3

Reading Literary Text

Integration of Concepts

Virginia Standards	Aligned Components of *Odell HSLP*
10.RL.3.A Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.	Antigone, Section 1, Lesson 2 Antigone, Section 2, Lesson 3 Antigone, Section 3, Lesson 3 The Immortal Life of Henrietta Lacks, Section 1, Lesson 7 Things Fall Apart, Section 1, Lessons 4, 6–9 Things Fall Apart, Section 2, Lessons 1, 4–6 Things Fall Apart, Section 3, Lessons 3–4

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Virginia Standards	Aligned Components of *Odell HSLP*
10.RL.3.B Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.	*Odell HSLP* partially addresses this standard; the program does not explicitly address comparing dramatic plot structure or dramatic conventions to narrative structure and conventions in other literary forms. Alexander Hamilton, Section 1, Lessons 3–4, 6–9, 12 Alexander Hamilton, Section 2, Lessons 1, 8, 10 Alexander Hamilton, Section 3, Lessons 1–2, 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 1, Lesson 2 Telling Stories, Section 2, Lessons 2–5 Things Fall Apart, Section 1, Lessons 2–4, 6–7, 9–10 Things Fall Apart, Section 2, Lessons 4, 6, 11 Things Fall Apart, Section 3, Lessons 3–4, 6–7 Things Fall Apart, Section 4, Lesson 2
10.RL.3.C Analyze the similarities and differences represented in the literature of different cultures and eras.	Antigone, Section 3, Lesson 1 Telling Stories, Section 1, Lessons 1, 6 Things Fall Apart, Section 1, Lessons 4, 6–9 Things Fall Apart, Section 2, Lessons 4–7 Things Fall Apart, Section 3, Lessons 3–4

Reading Informational Text

Key Ideas and Confirming Details

Virginia Standards	Aligned Components of *Odell HSLP*
10.RI.1.A Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among 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
10.RI.1.B	Alexander Hamilton, Section 2, Lesson 2 Grade 10 Application Unit, Section 2, Lesson 2

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Virginia Standards	Aligned Components of *Odell HSLP*
Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.	The Ethics of Public Health Decisions, Section 1, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3, 5 The Immortal Life of Henrietta Lacks, Section 4, Lesson 4 Things Fall Apart, Section 1, Lesson 2
10.RI.1.C Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.	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

Reading Informational Text

Craft and Style

Virginia Standards	Aligned Components of *Odell HSLP*
10.RI.2.A Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.	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
10.RI.2.B Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 3, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–2, 4–6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2–8 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–3
10.RI.2.C Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.	Alexander Hamilton, Section 2, Lessons 2–3, 5, 7–8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 5, Lesson 6 Antigone, Section 3, Lesson 2 Antigone, Section 4, Lesson 6 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 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 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, 5–6, 9–10 The Ethics of Public Health Decisions, Section 4, Lessons 1, 7 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–9 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

Reading Informational Text

Integration of Concepts

Virginia Standards	Aligned Components of *Odell HSLP*
10.RI.3.A Evaluate how different authors write about the same topic and shape their presentations or viewpoints of	The Ethics of Public Health Decisions, Section 2, Lesson 5, 8, 9

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Virginia Standards	Aligned Components of *Odell HSLP*
key information using facts, opinions, and reasoning.	
10.RI.3.B Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	The Ethics of Public Health Decisions, Section 2, Lesson 5, 8, 9

Writing

Modes and Purposes for Writing

Virginia Standards	Aligned Components of *Odell HSLP*
10.W.1.A Write extended pieces that:	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
10.W.1.A.i Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7

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Virginia Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 4, Lessons 1–5
10.W.1.A.ii Adopt an organizational structure that clarifies relationships among ideas and concepts.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
10.W.1.A.iii Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.	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
10.W.1.A.iv Provide a concluding section that follows from 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 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 2–5
10.W.1.B Write arguments that:	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
10.W.1.B.i Develop a thesis that demonstrates knowledgeable judgements.	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
10.W.1.B.ii Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).	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

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10.W.1.B.iii Address and refute counterclaims.	Antigone, Section 3, Lesson 4 Antigone, Section 5, Lessons 2–4 The Ethics of Public Health Decisions, Section 4, Lessons 4, 6, 9
10.W.1.B.iv Provide conclusions that follow from and support 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
10.W.1.C Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.	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 1–4 How do we determine the right thing to do?, Section 1, Lessons 3, 11, 13 How do we determine the right thing to do?, Section 2, Lessons 4, 7 How do we determine the right thing to do?, Section 3, Lessons 2–3, 7–8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 11–12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 2–3, 6 The Immortal Life of Henrietta Lacks, Section 1, Lessons 9–10

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	The Immortal Life of Henrietta Lacks, Section 2, Lesson 8 The Immortal Life of Henrietta Lacks, Section 3, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–4 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lesson 12 Things Fall Apart, Section 3, Lessons 6–8 Things Fall Apart, Section 4, Lessons 2–4
10.W.1.D Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	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 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

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	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

Writing

Organization and Composition

Virginia Standards	Aligned Components of *Odell HSLP*
10.W.2.A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:	Alexander Hamilton, Section 1, Lessons 1, 12 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 10–12 Alexander Hamilton, Section 5, Lessons 7, 9–10 Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lessons 4–6 Antigone, Section 3, Lessons 3–6 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 4, Lesson 6 Grade 10 Application Unit, Section 5, Lesson 1 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 6–7 How do we determine the right thing to do?, Section 3, Lessons 7–8 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 4, 6–9 Telling Stories, Section 3, Lessons 4–6 Telling Stories, Section 4, Lessons 5–7 Telling Stories, Section 5, Lessons 1, 3–4, 6–8 The Ethics of Public Health Decisions, Section 2, Lessons 4, 11–12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 4–9

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Virginia Standards	Aligned Components of *Odell HSLP*
	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, Lessons 7–8, 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 3, Lessons 7–8 Things Fall Apart, Section 4, Lessons 1–5
10.W.2.A.i Composing a thesis statement that clearly communicates the writer's position or assertion.	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
10.W.2.A.ii Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 5, Lessons 9–10 Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 3–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 4, Lesson 6 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lessons 4–9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
10.W.2.A.iii Defending a position using sufficient reasons with evidence from credible sources as support.	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
10.W.2.A.iv Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.	Antigone, Section 5, Lesson 3 Grade 10 Application Unit, Section 5, Lesson 1 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 The Ethics of Public Health Decisions, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 4, Lesson 8
10.W.2.A.v Using transitions effectively to connect ideas within and across paragraphs.	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
10.W.2.A.vi Elaborating ideas clearly through intentional word choice and varied sentence structure.	Alexander Hamilton, Section 1, Lessons 1, 12 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 10–12 Alexander Hamilton, Section 5, Lessons 7, 9–10 Antigone, Section 1, Lesson 6

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Virginia Standards	Aligned Components of *Odell HSLP*
	Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lessons 6–7 How do we determine the right thing to do?, Section 3, Lessons 7–8 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, Lessons 7, 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 3, Lessons 7–8 Things Fall Apart, Section 4, Lessons 3–5

Writing

Usage and Mechanics

Virginia Standards	Aligned Components of *Odell HSLP*
10.W.3.A Revise writing for clarity of content, accuracy, and adequate elaboration.	Alexander Hamilton, Section 1, Lessons 12–13 Alexander Hamilton, Section 2, Lessons 1, 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 4, Lesson 5 Alexander Hamilton, Section 5, Lesson 11 Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lessons 4–6 Antigone, Section 3, Lessons 2–6 Antigone, Section 4, Lessons 7–8 Antigone, Section 5, Lessons 1–5

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Virginia Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 1, Lessons 5–7 Grade 10 Application Unit, Section 2, Lessons 1–4, 6 Grade 10 Application Unit, Section 3, Lessons 1, 3–7 Grade 10 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 10 Application Unit, Section 5, Lessons 1–7 How do we determine the right thing to do?, Section 1, Lessons 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 7–8, 10 Telling Stories, Section 2, Lessons 7–9 Telling Stories, Section 3, Lessons 4–6 Telling Stories, Section 4, Lessons 5–7 Telling Stories, Section 5, Lessons 1–7 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 11–12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 2–9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 9–10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 7–8 The Immortal Life of Henrietta Lacks, Section 3, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–5 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 1–5
10.W.3.B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.	Grade 10 Application Unit, Section 1, Lessons 5–6 Grade 10 Application Unit, Section 2, Lessons 5–6 Grade 10 Application Unit, Section 3, Lessons 6–7 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lesson 6 Antigone, Section 1, Lesson 5 Antigone, Section 4, Lesson 7 Antigone, Section 5, Lesson 6 The Immortal Life of Henrietta Lacks, Section 5, Lesson 1

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Virginia Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 2, Lesson 11 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1, 6
10.W.3.C Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).	Alexander Hamilton, Section 1, Lessons 12–13 Alexander Hamilton, Section 2, Lessons 1, 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 4, Lesson 5 Alexander Hamilton, Section 5, Lesson 11 Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lessons 4–6 Antigone, Section 3, Lessons 2–6 Antigone, Section 4, Lessons 7–8 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 1, Lessons 5–7 Grade 10 Application Unit, Section 2, Lessons 1–4, 6 Grade 10 Application Unit, Section 3, Lessons 1, 3–7 Grade 10 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 10 Application Unit, Section 5, Lessons 1–7 How do we determine the right thing to do?, Section 1, Lessons 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 7–8, 10 Telling Stories, Section 2, Lessons 7–9 Telling Stories, Section 3, Lessons 4–6 Telling Stories, Section 4, Lessons 5–7 Telling Stories, Section 5, Lessons 1–7 The Ethics of Public Health Decisions, Section 1, Lesson 9 The Ethics of Public Health Decisions, Section 2, Lessons 11–12 The Ethics of Public Health Decisions, Section 3, Lessons 8–9 The Ethics of Public Health Decisions, Section 4, Lessons 2–9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 9–10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 7–8 The Immortal Life of Henrietta Lacks, Section 3, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 7, 10

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–5 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 1–5

Language Usage

Grammar

Virginia Standards	Aligned Components of *Odell HSLP*
10.LU.1.A Use, edit, and revise parallel structure across complex sentences and paragraphs in 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
10.LU.1.B Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.	Alexander Hamilton, Section 1, Lessons 1, 12 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 4, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 6–7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8
10.LU.1.C Recognize and use active and passive voice to convey a desired effect in speaking and writing.	Antigone, Section 5, Lesson 5 Things Fall Apart, Section 1, Lesson 4
10.LU.1.D Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	Alexander Hamilton, Section 1, Lessons 1, 12 Alexander Hamilton, Section 2, Lessons 3, 12 Alexander Hamilton, Section 3, Lessons 10, 12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 How do we determine the right thing to do?, Section 1, Lessons 5, 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 4, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 6–7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lesson 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 Things Fall Apart, Section 1, Lesson 11 Things Fall Apart, Section 3, Lesson 8
10.LU.1.E Maintain consistent verb tense when speaking and writing.	Antigone, Section 5, Lesson 5 Telling Stories, Section 1, Lesson 8 Telling Stories, Section 2, Lesson 8

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Virginia Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lesson 6 Telling Stories, Section 5, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 4, Lesson 5

Language Usage

Mechanics

Virginia Standards	Aligned Components of *Odell HSLP*
10.LU.2.A Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.	Antigone, Section 5, Lesson 5 The Immortal Life of Henrietta Lacks, Section 2, Lesson 1
10.LU.2.B Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
10.LU.2.C Spell correctly, consulting reference materials to check as needed.	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 Things Fall Apart, Section 4, Lessons 4–5

Communication and Multimodal Literacies

Communication, Listening, and Collaboration

Virginia Standards	Aligned Components of *Odell HSLP*
10.C.1.A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:	Alexander Hamilton, Section 1, Lessons 1–13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13–14 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1–7 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8

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Virginia Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7, 11 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4–10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–10 Telling Stories, Section 2, Lessons 1–10 Telling Stories, Section 3, Lessons 1–7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–6, 8–9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–7 Things Fall Apart, Section 1, Lessons 1–9, 11 Things Fall Apart, Section 2, Lessons 1–13 Things Fall Apart, Section 3, Lessons 1–4, 6, 8–9 Things Fall Apart, Section 4, Lessons 1, 4–7
10.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.	Alexander Hamilton, Section 1, Lessons 1–13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13–14 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1–7 Grade 10 Application Unit, Section 1, Lessons 1–7

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Virginia Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7, 11 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4–10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–10 Telling Stories, Section 2, Lessons 1–10 Telling Stories, Section 3, Lessons 1–7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–10 The Ethics of Public Health Decisions, Section 4, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–6, 8–9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–7 Things Fall Apart, Section 1, Lessons 1–9, 11 Things Fall Apart, Section 2, Lessons 1–13 Things Fall Apart, Section 3, Lessons 1–4, 6, 8–9 Things Fall Apart, Section 4, Lessons 1, 4–7
10.C.1.A.ii Setting guidelines for group presentations and discussions.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Antigone, Section 5, Lessons 1–2, 4–6 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 2–7 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4, 6–8, 10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lesson 1 Telling Stories, Section 1, Lessons 3–8, 10 Telling Stories, Section 2, Lessons 2, 4–9 Telling Stories, Section 3, Lessons 2–7 Telling Stories, Section 4, Lessons 2, 4–8 Telling Stories, Section 5, Lessons 1–8 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1, 4–9 The Ethics of Public Health Decisions, Section 4, Lessons 1–6, 8–10 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–6, 8, 10–11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–4 Things Fall Apart, Section 1, Lessons 1–9, 11 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
10.C.1.A.iii Incorporating all group members in the development of new understandings, making decisions, and solving problems.	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 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Grade 10 Application Unit, Section 5, Lessons 2–7, 11 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–7 Telling Stories, Section 2, Lessons 1–6, 8 Telling Stories, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–3, 5–10 The Ethics of Public Health Decisions, Section 3, Lessons 1–2, 4–8 The Ethics of Public Health Decisions, Section 4, Lessons 1, 7 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 1, Lessons 6, 8 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 4, Lesson 1
10.C.1.A.iv Setting clear goals and deadlines and defining 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 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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Virginia 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
10.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.	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 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lessons 3–4, 6 Grade 10 Application Unit, Section 5, Lessons 2, 4–7 How do we determine the right thing to do?, Section 1, Lessons 1, 7 How do we determine the right thing to do?, Section 2, Lessons 1–7 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lesson 6 Telling Stories, Section 2, Lessons 2, 4–6 Telling Stories, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–3, 5–8, 10

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
10.C.1.A.vi Summarizing points of agreement and disagreement.	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 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–4, 6–8 Grade 10 Application Unit, Section 4, Lessons 3–4, 6 Grade 10 Application Unit, Section 5, Lessons 2, 4–7 How do we determine the right thing to do?, Section 1, Lessons 1, 7 How do we determine the right thing to do?, Section 2, Lessons 1–7 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lesson 6 Telling Stories, Section 2, Lessons 2, 4–6 Telling Stories, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–3, 5–8, 10 The Ethics of Public Health Decisions, Section 3, Lessons 1–8 The Ethics of Public Health Decisions, Section 4, Lessons 1, 3, 10 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–8, 10 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–7, 9–10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–4, 6, 8, 10 Things Fall Apart, Section 1, Lessons 3, 6 Things Fall Apart, Section 2, Lessons 9, 11 Things Fall Apart, Section 3, Lessons 1–2

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Virginia Standards	Aligned Components of *Odell HSLP*
10.C.1.A.vii Assessing, evaluating critically, and using information accurately for a common purpose or goal.	Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lesson 8 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
10.C.1.A.viii Using reflection to evaluate one's own role in the process in pairs or small-group activities.	Alexander Hamilton, Section 2, Lesson 7 Alexander Hamilton, Section 3, Lesson 8 Antigone, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 3, Lesson 9

Communication and Multimodal Literacies

Speaking and Presentation of Ideas

Virginia Standards	Aligned Components of *Odell HSLP*
10.C.2.A Report orally on a topic or text or present an opinion. This includes:	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 3, Lesson 1 Antigone, Section 4, Lessons 4–5 Grade 10 Application Unit, Section 1, Lessons 4–6 Grade 10 Application Unit, Section 2, Lessons 1–2, 5–6 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 1, Lessons 4–8 The Ethics of Public Health Decisions, Section 2, Lessons 1, 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
10.C.2.A.i Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.	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
10.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).	Alexander Hamilton, Section 3, Lessons 8–10 Alexander Hamilton, Section 5, Lessons 2, 12 Antigone, Section 1, Lesson 4 Antigone, Section 2, Lesson 2 Antigone, Section 4, Lessons 4–5 Grade 10 Application Unit, Section 1, Lessons 4–6 Grade 10 Application Unit, Section 2, Lessons 1–2, 6 Grade 10 Application Unit, Section 3, Lesson 7 Grade 10 Application Unit, Section 4, Lesson 3 Grade 10 Application Unit, Section 5, Lessons 2–10 How do we determine the right thing to do?, Section 1, Lessons 3, 9 How do we determine the right thing to do?, Section 4, Lesson 1 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lesson 8 Telling Stories, Section 3, Lessons 2, 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lessons 4–6, 8 The Ethics of Public Health Decisions, Section 2, Lesson 7 The Ethics of Public Health Decisions, Section 3, Lesson 8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9 Things Fall Apart, Section 3, Lesson 3

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Virginia Standards	Aligned Components of *Odell HSLP*
10.C.2.A.iii Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.	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 Grade 10 Application Unit, Section 5, Lessons 4, 6 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 7 The Ethics of Public Health Decisions, Section 2, Lesson 1 The Ethics of Public Health Decisions, Section 3, Lesson 8
10.C.2.B Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).	*Odell HSLP* does not address this standard.

Communication and Multimodal Literacies

Integrating Multimodal Literacies

Virginia Standards	Aligned Components of *Odell HSLP*
10.C.3.A Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).	Antigone, Section 4, Lesson 4 Grade 10 Application Unit, Section 5, Lesson 1 How do we determine the right thing to do?, Section 3, Lesson 4 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, 8–9
10.C.3.B Monitor, analyze, and use multiple streams of simultaneous information.	Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lesson 8 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
10.C.3.C Create media messages for diverse audiences and purposes.	Alexander Hamilton, Section 5, Lesson 9 Antigone, Section 1, Lesson 4 Grade 10 Application Unit, Section 5, Lesson 1 How do we determine the right thing to do?, Section 3, Lesson 4 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lessons 5–6 The Ethics of Public Health Decisions, Section 1, Lesson 4 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 8–9

Communication and Multimodal Literacies

Examining Media Messages

Virginia Standards	Aligned Components of *Odell HSLP*
10.C.4.A Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).	Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lesson 8 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lesson 6 Grade 10 Application Unit, Section 3, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1
10.C.4.B Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).	Alexander Hamilton, Section 1, Lesson 1 Alexander Hamilton, Section 2, Lessons 2–3, 5, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 4, Lesson 3 Alexander Hamilton, Section 5, Lesson 6 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 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, Lessons 2–3 Telling Stories, Section 2, Lesson 2

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Virginia Standards	Aligned Components of *Odell HSLP*
	Telling Stories, Section 3, Lessons 1, 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 1–3, 5–10 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–9 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, Lessons 2, 6 The Immortal Life of Henrietta Lacks, Section 5, Lessons 1–2 Things Fall Apart, Section 2, Lessons 1–3
10.C.4.C Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.	Alexander Hamilton, Section 2, Lessons 2–3, 5, 8 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9 Alexander Hamilton, Section 4, Lesson 3 Alexander Hamilton, Section 5, Lesson 6 Antigone, Section 1, Lesson 3 Antigone, Section 2, Lesson 2 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 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, Lessons 2–3 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 3 Telling Stories, Section 4, Lessons 3–4 The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 2–3, 5–10 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–9 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, Lessons 2–3, 6 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–3

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Virginia Standards	Aligned Components of *Odell HSLP*
10.C.4.D Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias.	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lesson 8 Antigone, Section 4, Lesson 6 Grade 10 Application Unit, Section 1, Lesson 3 Grade 10 Application Unit, Section 2, Lessons 2, 6 Grade 10 Application Unit, Section 3, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 2 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 3 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7 The Ethics of Public Health Decisions, Section 2, Lessons 3, 5–7, 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 4, Lessons 1, 5 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–2
10.C.4.E Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	Antigone, Section 3, Lesson 3 The Ethics of Public Health Decisions, Section 2, Lesson 3

Research

Evaluation and Synthesis of Information

Virginia Standards	Aligned Components of *Odell HSLP*
10.R.1.A Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 4, Lessons 1, 3 Telling Stories, Section 4, Lessons 2, 5 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
10.R.1.B Gather and organize information from various sources, including internet resources, electronic databases, and other technology.	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4 How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 3, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 6
10.R.1.C Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.	Alexander Hamilton, Section 2, Lessons 6, 9 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4 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 2, 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 2, Lesson 7

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lesson 6 The Immortal Life of Henrietta Lacks, Section 2, Lesson 5 Things Fall Apart, Section 2, Lessons 1, 4
10.R.1.D Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 5, Lessons 2–5 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 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, Lesson 1 Telling Stories, Section 2, Lesson 4 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 2, Lesson 11 The Ethics of Public Health Decisions, Section 4, Lessons 4, 6, 8–9
10.R.1.E Create research products aligned with the demands of the reading and writing standards.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 6 Things Fall Apart, Section 4, Lesson 6
10.R.1.F Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4 How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 3, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 6
10.R.1.G Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	*Odell HSLP* partially addresses this standard; the program does not explicitly address defining plagiarism or its legal consequences. Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4 How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 3, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 6
10.R.1.H	Foundation Unit, Section 1, Lesson 1 Foundation Unit, Section 1, Lesson 2

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Virginia Standards	Aligned Components of *Odell HSLP*
Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.	Foundation Unit, Section 1, Lesson 10 Foundation Unit, Section 1, Lesson 11

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