Odell Education Minnesota Standards Alignment Guide Grade 10 | Minnesota Academic Standards in English Language Arts (2020)

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 Minnesota standards and the *Odell HSLP* follows.

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Reading

R2 Read and comprehend independently A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.2.1 Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.	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 1–3, 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 1–3 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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Minnesota 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
10.1.2.2 At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.	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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	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 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
10.1.2.3 Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.	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, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lesson 8 The Ethics of Public Health Decisions, Section 4, Lesson 6

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Reading

R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories.	*Odell HSLP* does not address this standard.

Reading

R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.	Alexander Hamilton, Section 1, Lessons 2–12 Alexander Hamilton, Section 2, Lessons 1–2, 5–8, 11, 13 Alexander Hamilton, Section 3, Lessons 6–9, 11, 13 Alexander Hamilton, Section 4, Lessons 2–4, 6 Alexander Hamilton, Section 5, Lessons 6, 14 Antigone, Section 1, Lessons 1–5 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, 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 1–6, 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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 1, Lessons 1–4, 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 1–6, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–7, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 3–4, 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 1–6, 9, 11, 13 Things Fall Apart, Section 3, Lessons 1–4, 7, 9 Things Fall Apart, Section 4, Lessons 2, 7
10.1.4.2 Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.	Alexander Hamilton, Section 1, Lessons 2–12 Alexander Hamilton, Section 2, Lessons 2, 5, 8, 11, 13 Alexander Hamilton, Section 3, Lessons 6–7, 9, 11, 13 Alexander Hamilton, Section 4, Lessons 4, 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 Grade 10 Application Unit, Section 2, Lesson 2 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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	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 2, 5, 10 Telling Stories, Section 3, Lessons 1, 3, 7 Telling Stories, Section 4, Lesson 8 Telling Stories, Section 5, Lesson 9 The Ethics of Public Health Decisions, Section 1, Lessons 1–2 The Ethics of Public Health Decisions, Section 2, Lessons 5–6, 8, 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 5, 9 The Immortal Life of Henrietta Lacks, Section 2, Lessons 4–5, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 3–4, 6–7, 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 1–3, 5, 11, 13 Things Fall Apart, Section 3, Lessons 2, 9 Things Fall Apart, Section 4, Lesson 7
10.1.4.3 Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.	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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	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
10.1.4.4 Compare and contrast how two authors unfold 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 between them, in informational text.	Telling Stories, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 2, Lessons 5–6 The Immortal Life of Henrietta Lacks, Section 1, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 2, Lesson 6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1, 6

Reading

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.5.1 Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear and nonlinear plots).	Alexander Hamilton, Section 1, Lesson 12 Antigone, Section 2, Lesson 4 Telling Stories, Section 1, Lesson 2 Telling Stories, Section 2, Lessons 2, 5 Things Fall Apart, Section 2, Lesson 11
10.1.5.2 Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.	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
10.1.5.3	The Ethics of Public Health Decisions, Section 2, Lesson 8

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Minnesota Standards	Aligned Components of *Odell HSLP*
Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.	The Immortal Life of Henrietta Lacks, Section 4, Lesson 8

Reading

R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.6.1 Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.	*Odell HSLP* partially addresses this standard; the program does not explicitly address analyzing texts by Dakota and Anishinaabe authors. Alexander Hamilton, Section 2, Lesson 5 Antigone, Section 4, Lesson 6 Telling Stories, Section 1, Lesson 6 Telling Stories, Section 2, Lesson 2 Telling Stories, Section 3, Lessons 1, 3 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–6, 10 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 2, Lessons 1–2
10.1.6.2 Analyze the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lessons 2–5, 8 Antigone, Section 1, Lesson 5 Antigone, Section 5, Lesson 2 Grade 10 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 10 Application Unit, Section 2, Lessons 2–4, 6 Grade 10 Application Unit, Section 3, Lessons 1–5, 7 Grade 10 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 10 Application Unit, Section 5, Lessons 1–4

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 2, Lessons 5–6 How do we determine the right thing to do?, Section 3, Lesson 7 How do we determine the right thing to do?, Section 4, Lesson 1 The Ethics of Public Health Decisions, Section 1, Lessons 4, 7–8 The Ethics of Public Health Decisions, Section 4, Lesson 6 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 4–5 Things Fall Apart, Section 2, Lesson 1
10.1.6.3 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	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

R7 Evaluate arguments and specific claims from complex informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.7.1 Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.	Alexander Hamilton, Section 2, Lesson 5 Alexander Hamilton, Section 4, Lesson 3 Antigone, Section 3, Lessons 1–2, 4 Antigone, Section 4, Lessons 2, 4–6 Grade 10 Application Unit, Section 2, Lesson 3 How do we determine the right thing to do?, Section 3, Lesson 2 The Ethics of Public Health Decisions, Section 2, Lessons 2, 5–10

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lesson 1

Reading

R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.8.1 Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style and meaning of literary text.	Alexander Hamilton, Section 1, Lessons 3, 11, 13 Alexander Hamilton, Section 2, Lessons 2–3, 8–9, 12 Alexander Hamilton, Section 3, Lessons 2–3, 5–7, 9, 12 Alexander Hamilton, Section 4, Lesson 5 Alexander Hamilton, Section 5, Lessons 6–7 Antigone, Section 1, Lessons 2–4, 6 Antigone, Section 2, Lessons 1–4, 6 Antigone, Section 3, Lessons 1, 3–4, 6 Antigone, Section 4, Lessons 1–5, 8 Grade 10 Application Unit, Section 1, Lessons 1, 3, 7 Grade 10 Application Unit, Section 2, Lessons 1, 7 Grade 10 Application Unit, Section 3, Lesson 8 How do we determine the right thing to do?, Section 1, Lessons 1–3, 5, 8, 13 How do we determine the right thing to do?, Section 2, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lessons 3, 8 Telling Stories, Section 1, Lessons 3–5, 9–10 Telling Stories, Section 2, Lessons 3–5, 9 Telling Stories, Section 3, Lessons 3, 6 Telling Stories, Section 4, Lesson 7 The Ethics of Public Health Decisions, Section 1, Lessons 2, 7, 9 The Ethics of Public Health Decisions, Section 2, Lessons 3–4, 12 The Ethics of Public Health Decisions, Section 3, Lessons 1, 5–6, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 2, 4–6, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2, 4–7, 10 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 3, 5, 10 Things Fall Apart, Section 1, Lessons 2–4, 6–9, 11 Things Fall Apart, Section 2, Lessons 1, 3–4, 6, 8, 12 Things Fall Apart, Section 3, Lessons 3–6, 8
10.1.8.2 Analyze the impact of specific word choices, including word origins that allude to culture, time period or geography, in informational text.	*Odell HSLP* partially addresses this standard; the program does not explicitly address word origins. Alexander Hamilton, Section 1, Lessons 3, 10 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 1, Lessons 2–3 Antigone, Section 2, Lesson 1 Antigone, Section 3, Lesson 2 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 2–3, 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, 9 Telling Stories, Section 3, Lesson 3 Telling Stories, Section 4, Lesson 3 The Ethics of Public Health Decisions, Section 1, Lessons 2, 5 The Ethics of Public Health Decisions, Section 2, Lessons 3, 9 The Ethics of Public Health Decisions, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 1, Lessons 3–8

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–2, 4–6 The Immortal Life of Henrietta Lacks, Section 3, Lessons 2–8 The Immortal Life of Henrietta Lacks, Section 4, Lesson 1 The Immortal Life of Henrietta Lacks, Section 5, Lesson 2 Things Fall Apart, Section 1, Lesson 2 Things Fall Apart, Section 2, Lessons 1–4

Reading

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.1.9.1 Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.	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, 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 2, Lesson 7 The Ethics of Public Health Decisions, Section 4, Lesson 6

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10.1.9.2 Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.	Alexander Hamilton, Section 2, Lesson 6 Alexander Hamilton, Section 3, Lessons 2–3 Alexander Hamilton, Section 5, Lessons 2–5, 8 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, Lessons 4, 7–8 The Ethics of Public Health Decisions, Section 4, Lesson 6 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1, 5 Things Fall Apart, Section 2, Lesson 1

Writing

W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 1, Lesson 13 How do we determine the right thing to do?, Section 2, Lesson 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lesson 10 Telling Stories, Section 2, Lesson 9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 4, 6 The Ethics of Public Health Decisions, Section 2, Lesson 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 1, Lesson 10 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 3–5
10.2.1.2 No benchmark at this grade level.	
10.2.1.3 Write with command of grammar and mechanics to influence voice and style.	Alexander Hamilton, Section 1, Lessons 1, 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 10–12 Alexander Hamilton, Section 5, Lesson 7 Antigone, Section 1, Lesson 6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 Antigone, Section 5, Lesson 5 Grade 10 Application Unit, Section 3, Lessons 4, 6

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

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Writing

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.	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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 4, Lessons 1–4, 10–11 The Immortal Life of Henrietta Lacks, Section 1, Lessons 1–9 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1–7, 9 The Immortal Life of Henrietta Lacks, Section 3, Lessons 1–9, 11 The Immortal Life of Henrietta Lacks, Section 4, Lessons 1–9, 11 The Immortal Life of Henrietta Lacks, Section 5, Lessons 6–7 Things Fall Apart, Section 1, Lessons 1–10 Things Fall Apart, Section 2, Lessons 1–9, 11, 13 Things Fall Apart, Section 3, Lessons 1–7, 9 Things Fall Apart, Section 4, Lessons 1, 6–7
10.2.2.2 Write to represent personal perspective, identity and voice as a member of a global community,	*Odell HSLP* does not address this standard.

Writing

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.3.1 Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.	*Odell HSLP* partially addresses this standard; the program does not explicitly address aligning with the guidelines (e.g., character counts, word counts, structure, style) of various publications. 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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Minnesota 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

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Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.3.2 Make effective word use and sentence structure choices for meaning or style, considering audience and context.	Alexander Hamilton, Section 1, Lessons 1, 12–13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 6, 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 4–6 Grade 10 Application Unit, Section 4, Lessons 1, 4 Grade 10 Application Unit, Section 5, Lessons 5, 8–10 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, Lessons 1, 7 How do we determine the right thing to do?, Section 3, Lesson 8 Telling Stories, Section 1, Lessons 4, 10 Telling Stories, Section 2, Lessons 6, 8–9 Telling Stories, Section 3, Lesson 6 Telling Stories, Section 4, Lesson 7 Telling Stories, Section 5, Lessons 4, 6–7 The Ethics of Public Health Decisions, Section 2, Lessons 4, 12 The Ethics of Public Health Decisions, Section 3, Lesson 9 The Ethics of Public Health Decisions, Section 4, Lessons 6, 9 The Immortal Life of Henrietta Lacks, Section 1, Lessons 4, 6, 8, 10 The Immortal Life of Henrietta Lacks, Section 2, Lessons 1, 4, 8 The Immortal Life of Henrietta Lacks, Section 3, Lessons 4, 6–7 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lesson 5 Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lesson 9

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 3, Lesson 8 Things Fall Apart, Section 4, Lessons 3–5

Writing

W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.4.1 Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.	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 3, Lesson 7 The Ethics of Public Health Decisions, Section 4, Lessons 2, 4, 6, 8–9
10.2.4.2 Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.	Antigone, Section 1, Lesson 5 Antigone, Section 2, Lessons 4–5 Antigone, Section 3, Lessons 2–5 Antigone, Section 4, Lessons 1, 7 Antigone, Section 5, Lessons 1–6 Grade 10 Application Unit, Section 4, Lesson 6 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 2, 4–9

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Writing

W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.5.1 Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.	Alexander Hamilton, Section 1, Lesson 12 Alexander Hamilton, Section 2, Lesson 11 Alexander Hamilton, Section 3, Lesson 11 Alexander Hamilton, Section 4, Lesson 1 Alexander Hamilton, Section 5, Lessons 9–10 Grade 10 Application Unit, Section 4, Lesson 6 Grade 10 Application Unit, Section 5, Lesson 5 How do we determine the right thing to do?, Section 2, Lesson 6 How do we determine the right thing to do?, Section 3, Lesson 7 The Immortal Life of Henrietta Lacks, Section 1, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 7 The Immortal Life of Henrietta Lacks, Section 5, Lessons 2–5 Things Fall Apart, Section 1, Lesson 10 Things Fall Apart, Section 3, Lesson 7 Things Fall Apart, Section 4, Lessons 1–5
10.2.5.2 Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.	Alexander Hamilton, Section 1, Lessons 12–13 Alexander Hamilton, Section 2, Lessons 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 4, Lesson 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 How do we determine the right thing to do?, Section 2, Lessons 4, 7 Telling Stories, Section 2, Lesson 9 The Immortal Life of Henrietta Lacks, Section 4, Lesson 10 The Immortal Life of Henrietta Lacks, Section 5, Lessons 3–4

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 1, Lessons 10–11 Things Fall Apart, Section 2, Lessons 11–12 Things Fall Apart, Section 3, Lessons 6–8 Things Fall Apart, Section 4, Lessons 2–4

Writing

W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.6.1 Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes in various literary forms.	Alexander Hamilton, Section 3, Lesson 6 Alexander Hamilton, Section 5, Lesson 9 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
10.2.6.2 Use structure appropriate to task and purpose in written narratives, poetry or other creative text.	Alexander Hamilton, Section 5, Lessons 9–10 Grade 10 Application Unit, Section 3, Lessons 4–5 Grade 10 Application Unit, Section 4, Lessons 1, 4 How do we determine the right thing to do?, Section 1, Lesson 11 How do we determine the right thing to do?, Section 4, Lesson 2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lessons 7–8 Telling Stories, Section 3, Lesson 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lessons 2, 4, 8 Things Fall Apart, Section 2, Lesson 9

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Writing

W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.7.1 Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.	Alexander Hamilton, Section 2, Lessons 1, 9 Alexander Hamilton, Section 4, Lesson 2 Alexander Hamilton, Section 5, Lessons 1–5, 13 Antigone, Section 5, Lesson 6 Grade 10 Application Unit, Section 1, Lessons 5–6 Grade 10 Application Unit, Section 2, Lessons 1, 6 Grade 10 Application Unit, Section 3, Lessons 3, 7 Grade 10 Application Unit, Section 4, Lessons 2, 5–6 Grade 10 Application Unit, Section 5, Lesson 1 How do we determine the right thing to do?, Section 2, Lessons 4–6 How do we determine the right thing to do?, Section 3, Lesson 2 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 3, Lesson 6 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
10.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.	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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	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 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

Writing

W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.2.8.1 Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	Alexander Hamilton, Section 1, Lesson 13 Alexander Hamilton, Section 2, Lessons 6, 11–12 Alexander Hamilton, Section 3, Lessons 11–12 Alexander Hamilton, Section 5, Lessons 2–5 Antigone, Section 1, Lessons 5–6 Antigone, Section 2, Lesson 6 Antigone, Section 3, Lesson 6 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 1–5

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

Listening, Speaking, Viewing and Exchanging Ideas

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.3.1.1 Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the	Alexander Hamilton, Section 1, Lessons 1–13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13

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Minnesota Standards	Aligned Components of *Odell HSLP*
perspectives of Dakota and Anishinaabe people as well as other perspectives.	Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13–14 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1–7 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7, 11 How do we determine the right thing to do?, Section 1, Lessons 1–10, 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

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Minnesota 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 1–7 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
10.3.1.1.a Exchange ideas on grade 10 topics, texts and issues from social studies and science.	Alexander Hamilton, Section 1, Lessons 1–13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11, 13–14 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7 Antigone, Section 3, Lessons 1–7 Antigone, Section 4, Lessons 1–9 Antigone, Section 5, Lessons 1–7 Grade 10 Application Unit, Section 1, Lessons 1–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7, 11 How do we determine the right thing to do?, Section 1, Lessons 1–2, 4–10, 12–13 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 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

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Minnesota 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 1–10 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
10.3.1.1.b Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas.	Alexander Hamilton, Section 1, Lessons 2–9, 11, 13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–9, 13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lesson 13 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 2–7 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, 4–7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How do we determine the right thing to do?, Section 1, Lessons 1–10 How do we determine the right thing to do?, Section 2, Lessons 1–8 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1, 3–4 Telling Stories, Section 1, Lessons 1–7, 9–10 Telling Stories, Section 2, Lessons 2–8, 10 Telling Stories, Section 3, Lessons 1–4, 7 Telling Stories, Section 4, Lessons 1–8 Telling Stories, Section 5, Lessons 1, 3, 5–9 The Ethics of Public Health Decisions, Section 1, Lessons 1–9 The Ethics of Public Health Decisions, Section 2, Lessons 1–10, 12–13 The Ethics of Public Health Decisions, Section 3, Lessons 1–10 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
10.3.1.1.c Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Alexander Hamilton, Section 1, Lessons 1–11, 13 Alexander Hamilton, Section 2, Lessons 1–13 Alexander Hamilton, Section 3, Lessons 1–13 Alexander Hamilton, Section 4, Lessons 1–6 Alexander Hamilton, Section 5, Lessons 1–6, 8–11 Antigone, Section 1, Lessons 1–6 Antigone, Section 2, Lessons 1–7

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

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Minnesota Standards	Aligned Components of *Odell HSLP*
10.3.1.1.d Develop conflict resolution strategies.	*Odell HSLP* does not address this standard.
10.3.1.2 Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion.	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 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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	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
10.3.1.3 Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.	Alexander Hamilton, Section 1, Lessons 12–13 Alexander Hamilton, Section 2, Lessons 1, 7, 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 1, 5–6 Antigone, Section 2, Lessons 2–6 Antigone, Section 3, Lessons 1–6 Antigone, Section 4, Lessons 1–2, 4–8 Antigone, Section 5, Lessons 1–5 Grade 10 Application Unit, Section 1, Lessons 3–7 Grade 10 Application Unit, Section 2, Lessons 1–7 Grade 10 Application Unit, Section 3, Lessons 1–8 Grade 10 Application Unit, Section 4, Lessons 1–6 Grade 10 Application Unit, Section 5, Lessons 1–7 How do we determine the right thing to do?, Section 1, Lessons 1, 7, 11–13 How do we determine the right thing to do?, Section 2, Lessons 1–7 How do we determine the right thing to do?, Section 3, Lessons 1–9 How do we determine the right thing to do?, Section 4, Lessons 1–4 Telling Stories, Section 1, Lessons 6–8, 10 Telling Stories, Section 2, Lessons 2, 4–9

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

Listening, Speaking, Viewing and Exchanging Ideas

LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.3.2.1 Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language (e.g., rhetorical questioning) in a variety of forms, including digital and face-to-face interactions, considering audience and context.	*Odell HSLP* partially addresses this standard; the program does not explicitly address making effective choices regarding features of spoken language in digital interactions. Alexander Hamilton, Section 1, Lessons 1, 13 Alexander Hamilton, Section 2, Lessons 3, 11–12 Alexander Hamilton, Section 3, Lessons 8–12 Alexander Hamilton, Section 5, Lessons 2, 7, 12 Antigone, Section 1, Lessons 4, 6

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

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Things Fall Apart, Section 2, Lesson 9 Things Fall Apart, Section 3, Lessons 3, 8 Things Fall Apart, Section 4, Lessons 3–5

Listening, Speaking, Viewing and Exchanging Ideas

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.

Minnesota Standards	Aligned Components of *Odell HSLP*
10.3.3.1 Select and use the most applicable style of communication, appropriate to task, purpose, audience and discipline, following ethical and safe communication practice.	*Odell HSLP* partially addresses this standard; the program does not explicitly address communication appropriate to discipline or following ethical and safe communication practice. 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 1–10 How do we determine the right thing to do?, Section 1, Lessons 3, 9 How do we determine the right thing to do?, Section 2, Lesson 5 How do we determine the right thing to do?, Section 4, Lessons 1–2 Telling Stories, Section 1, Lessons 7–8 Telling Stories, Section 2, Lesson 8 Telling Stories, Section 3, Lessons 2, 5 Telling Stories, Section 4, Lessons 5–6 Telling Stories, Section 5, Lesson 8 The Ethics of Public Health Decisions, Section 1, Lessons 4–6, 8 The Ethics of Public Health Decisions, Section 2, Lesson 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	The Ethics of Public Health Decisions, Section 3, Lesson 8 The Immortal Life of Henrietta Lacks, Section 4, Lessons 5, 9 Things Fall Apart, Section 3, Lesson 3
10.3.3.2 Create, share and present, individually or in a collaborative group, a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.	*Odell HSLP* does not address this standard.

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