Odell Education Minnesota Standards Alignment Guide Grade 12 | 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*
11.1.2.1 Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.	1984, Section 1, Lessons 1–12, 16 1984, Section 2, Lessons 1–3, 5–6, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–6, 10–13, 16 Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14 Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lessons 2–6, 9 Community, Section 2, Lessons 1–7, 10–12, 14, 18 Community, Section 3, Lessons 1, 3–8, 11 Community, Section 4, Lessons 1, 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 1–4, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lesson 5 Grade 12 Application Unit, Section 2, Lessons 2–6 Grade 12 Application Unit, Section 3, Lessons 1–3 Hamlet, Section 1, Lessons 1–7, 12 Hamlet, Section 2, Lessons 1–12, 15 Hamlet, Section 3, Lessons 1–6, 8–9, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6, 9 How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 8–9 How can I prepare for life after high school?, Section 3, Lessons 1, 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 1, 3–7, 12 In the Time of the Butterflies, Section 2, Lessons 2, 4, 6, 10 In the Time of the Butterflies, Section 3, Lessons 1–8, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11.1.2.2 At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.	1984, Section 1, Lessons 1–12, 16 1984, Section 2, Lessons 1–3, 5–6, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–6, 10–13, 16 Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14 Artificial Intelligence, Section 3, Lessons 2–3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lessons 2–6, 9 Community, Section 2, Lessons 1–7, 10–12, 14, 18 Community, Section 3, Lessons 1, 3–8, 11 Community, Section 4, Lessons 1, 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 1–4, 7 Frankenstein, Section 4, Lessons 1–4, 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 5, Lesson 5 Grade 12 Application Unit, Section 2, Lessons 2–6 Grade 12 Application Unit, Section 3, Lessons 1–2 Hamlet, Section 1, Lessons 1–7, 12 Hamlet, Section 2, Lessons 1–12, 15 Hamlet, Section 3, Lessons 1–6, 8–9, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6, 9 How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 8–9 How can I prepare for life after high school?, Section 3, Lessons 1, 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 1, 3–7, 12 In the Time of the Butterflies, Section 2, Lessons 2, 4, 6, 10 In the Time of the Butterflies, Section 3, Lessons 1–8, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 8, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11.1.2.3 Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 2, Lessons 4, 14

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Community, Section 5, Lesson 8 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7 How can I prepare for life after high school?, Section 4, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6

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*
11.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of 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*
11.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as	1984, Section 1, Lessons 2–14 1984, Section 2, Lessons 1–4, 11

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Minnesota Standards	Aligned Components of *Odell HSLP*
inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text.	1984, Section 3, Lessons 2–9, 14 1984, Section 4, Lessons 2–6, 10 1984, Section 5, Lessons 2, 8, 10 Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 13–14 Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 1, 3, 11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–4, 8–13, 16, 18 Community, Section 3, Lessons 1–5, 7, 9, 11 Community, Section 4, Lessons 1, 3–4, 7 Community, Section 5, Lessons 1–2, 8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 1, Lessons 2–8 Hamlet, Section 2, Lessons 1–12, 15 Hamlet, Section 3, Lessons 1–6, 8, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lessons 1–5, 10 How can I prepare for life after high school?, Section 1, Lessons 2, 4–6 How can I prepare for life after high school?, Section 2, Lessons 3, 5, 8–9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 2–7, 10 In the Time of the Butterflies, Section 2, Lessons 1, 4, 6–8, 10 In the Time of the Butterflies, Section 3, Lessons 3, 6–7, 10, 12 In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 13–14, 16

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Minnesota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 5, Lessons 3, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3, 9
11.1.4.2 Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.	1984, Section 1, Lessons 2, 8–9, 12–14 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 6, 14 1984, Section 4, Lessons 3, 10 1984, Section 5, Lessons 8, 10 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 2, Lessons 1, 9–10, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 1, 11 Community, Section 1, Lessons 3, 7 Community, Section 2, Lessons 8, 10–12, 16, 18 Community, Section 3, Lessons 5, 7, 9, 11 Community, Section 4, Lessons 4, 7 Community, Section 5, Lessons 1, 8 Frankenstein, Section 1, Lessons 2–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lessons 8, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lessons 2, 4 How can I prepare for life after high school?, Section 2, Lessons 5, 8–9 How can I prepare for life after high school?, Section 3, Lesson 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9
11.1.4.3 Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama in a literary text (e.g., where a story is set, how action is ordered, how characters are introduced or developed).	1984, Section 1, Lessons 5–7 1984, Section 2, Lesson 3 1984, Section 3, Lessons 3, 5–6, 8–9 1984, Section 4, Lessons 2, 4 1984, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 1–5 Frankenstein, Section 4, Lessons 1–4 Frankenstein, Section 5, Lesson 1 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 3, Lesson 3 Hamlet, Section 4, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2

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Minnesota Standards	Aligned Components of *Odell HSLP*
11.1.4.4 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text.	In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7 In the Time of the Butterflies, Section 4, Lessons 4–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4

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*
11.1.5.1 Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.	1984, Section 2, Lesson 3 1984, Section 3, Lesson 3 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1, 4–6 Frankenstein, Section 1, Lessons 1–4 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 2, Lessons 3, 5 Hamlet, Section 3, Lesson 5 Hamlet, Section 5, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11.1.5.2 Evaluate the use of differing informational text structures to support an author’s ideas, claims and arguments.	1984, Section 1, Lessons 10, 12 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Hamlet, Section 3, Lessons 8–10

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Minnesota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 5, 7, 9 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7
11.1.5.3 Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.	*Odell HSLP* partially addresses this standard; the program does not explicitly address the impact of visual elements on aesthetics. 1984, Section 1, Lesson 10

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*
11.1.6.1 Evaluate 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 Dakota and Anishinaabe authors. Artificial Intelligence, Section 2, Lesson 6 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 In the Time of the Butterflies, Section 2, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7
11.1.6.2 Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.	*Odell HSLP* addresses this standard in grade 11. The Great Gatsby, Section 2, Lesson 5 The Warmth of Other Suns, Section 2, Lesson 7 What does it mean to be an American?, Section 1, Lessons 2, 4–5, 11

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Minnesota Standards	Aligned Components of *Odell HSLP*
11.1.6.3 Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.	*Odell HSLP* partially addresses this standard; the program does not explicitly address the reasoning in seminal scientific and legal texts. Artificial Intelligence, Section 1, Lessons 11, 13 Artificial Intelligence, Section 2, Lessons 4, 9, 11–12 Artificial Intelligence, Section 4, Lesson 1 Community, Section 3, Lesson 9 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 5, Lessons 2–4

Reading

R7 Evaluate arguments and specific claims from complex informational texts.

Minnesota Standards	Aligned Components of *Odell HSLP*
11.1.7.1 Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.	Artificial Intelligence, Section 1, Lessons 7, 11 Community, Section 3, Lesson 9 Hamlet, Section 3, Lesson 10 Hamlet, 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*
11.1.8.1 Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 1984, Section 4, Lesson 4 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 4, Lessons 2–3 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11.1.8.2 Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.	1984, Section 1, Lessons 1–2, 8–9, 15 1984, Section 2, Lessons 2, 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8–9, 14–15 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8, 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lessons 2, 5, 12, 17 Community, Section 3, Lessons 3–6, 8–10 Community, Section 4, Lessons 3–4, 6 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 4–6 Frankenstein, Section 3, Lessons 1, 4, 6 Frankenstein, Section 4, Lessons 4, 6 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10 Hamlet, Section 1, Lessons 1–2, 11 Hamlet, Section 2, Lessons 10–12, 14 Hamlet, Section 3, Lessons 2, 14 Hamlet, Section 4, Lessons 6–7 Hamlet, Section 5, Lessons 4–5

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 1, Lessons 2–8 How can I prepare for life after high school?, Section 2, Lessons 1, 5, 8 How can I prepare for life after high school?, Section 3, Lessons 1, 4, 6 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lessons 3–9, 11 In the Time of the Butterflies, Section 2, Lessons 3–4, 6, 9 In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8, 11 In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10, 15 In the Time of the Butterflies, Section 5, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

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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*
11.1.9.1 Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.	*Odell HSLP* partially addresses this standard; the program does not explicitly address peer-reviewed sources. 1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 1 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7 How can I prepare for life after high school?, Section 4, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6
11.1.9.2 Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 3, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7 How can I prepare for life after high school?, Section 4, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6

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*
11.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.	Language Arts addresses this standard in grade 9-10. How can I prepare for life after high school?, Section 1, Lesson 8 In the Time of the Butterflies, Section 5, Lesson 2
11.2.1.2 No benchmark at this grade level.	
11.2.1.3 Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.	*Odell HSLP* partially addresses this standard; the program does not explicitly address a publishing plan. 1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 4–6, 8–9, 13 1984, Section 5, Lessons 4–5, 7–8 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 4, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 4, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4, 6 Grade 12 Application Unit, Section 5, Lessons 5, 7–10 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 11, 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lessons 2, 5, 7–8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, Lessons 6–7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 4, 9, 11 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7

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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*
11.2.2.1 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 and audiovisual elements) when applicable.	1984, Section 1, Lessons 1–12, 14 1984, Section 2, Lessons 1–9, 11 1984, Section 3, Lessons 1–12, 14 1984, Section 4, Lessons 1–7, 10 1984, Section 5, Lessons 1–3, 9–10 Artificial Intelligence, Section 1, Lessons 1–14 Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14 Artificial Intelligence, Section 3, Lessons 1–4, 6, 8 Artificial Intelligence, Section 4, Lessons 2, 10–11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–16, 18 Community, Section 3, Lessons 1–9, 11 Community, Section 4, Lessons 1–5, 7 Community, Section 5, Lessons 1–2, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 3–5, 7 Frankenstein, Section 3, Lessons 2–5, 7 Frankenstein, Section 4, Lessons 1–3, 5, 7 Frankenstein, Section 5, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–6 Grade 12 Application Unit, Section 3, Lessons 1–7 Grade 12 Application Unit, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 5, Lessons 1–4, 11 Hamlet, Section 1, Lessons 1–7, 10 Hamlet, Section 2, Lessons 1–13, 15 Hamlet, Section 3, Lessons 1–10, 15 Hamlet, Section 4, Lessons 1–6, 8 Hamlet, Section 5, Lessons 9–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7 How can I prepare for life after high school?, Section 2, Lessons 1–9

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 3, Lessons 1–5, 7 How can I prepare for life after high school?, Section 4, Lessons 1, 3, 5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 3–10 In the Time of the Butterflies, Section 2, Lessons 1–8, 10 In the Time of the Butterflies, Section 3, Lessons 1–4, 6–10, 12 In the Time of the Butterflies, Section 4, Lessons 1–14, 16 In the Time of the Butterflies, Section 5, Lessons 2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9
11.2.2.2 Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.	Community, Section 2, Lessons 12–13 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 6

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*
11.2.3.1 Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan.	*Odell HSLP* partially addresses this standard; the program does not explicitly address a publishing plan. 1984, Section 1, Lessons 7, 12–15 1984, Section 2, Lessons 5–8, 10 1984, Section 3, Lessons 1, 4–13 1984, Section 4, Lessons 1–4, 8–9 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lessons 14–15

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 1–3, 5–7 Artificial Intelligence, Section 4, Lessons 1–3, 5–9 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Community, Section 5, Lessons 2–6 Frankenstein, Section 1, Lessons 5–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lessons 4–6 Frankenstein, Section 5, Lessons 1–3 Grade 12 Application Unit, Section 1, Lessons 5–7 Grade 12 Application Unit, Section 2, Lessons 1–4, 6 Grade 12 Application Unit, Section 3, Lessons 1, 3–7 Grade 12 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–7 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8 In the Time of the Butterflies, Section 1, Lessons 10–11 In the Time of the Butterflies, Section 2, Lessons 7–9 In the Time of the Butterflies, Section 3, Lessons 10–11 In the Time of the Butterflies, Section 4, Lesson 15

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Minnesota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 7–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7
11.2.3.2 Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 5, 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lessons 1, 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 4, 11 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 4, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 9–10 What Does It Mean to Live a Life Well-Lived?, 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*
11.2.4.1 Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 6–9 Community, Section 3, Lesson 7 Community, Section 5, Lesson 4 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11.2.4.2 Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 3, Lesson 6 Community, Section 5, Lessons 3–6 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6

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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*
11.2.5.1 Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lessons 8, 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–3 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 2, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 2, 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lessons 4, 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1

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Minnesota Standards	Aligned Components of *Odell HSLP*
11.2.5.2 Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.	1984, Section 1, Lessons 14–15 1984, Section 2, Lesson 10 1984, Section 3, Lessons 7–9, 12–13 1984, Section 4, Lesson 9 1984, Section 5, Lessons 1, 8 Community, Section 1, Lessons 4, 7–8 Frankenstein, Section 1, Lessons 5–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 5, Lesson 2 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lesson 7 Hamlet, Section 5, Lesson 6 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 7–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5, 8–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 1

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Writing

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

Minnesota Standards	Aligned Components of *Odell HSLP*
11.2.6.1 Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, but not limited to, personal or autobiographical essays, building on skills learned in previous years.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 3–7 Community, Section 2, Lesson 14 Community, Section 5, Lesson 2 How can I prepare for life after high school?, Section 4, Lessons 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–4, 6
11.2.6.2 Apply structural elements characteristic of the personal essay or autobiographical essay.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–7 Community, Section 5, Lessons 3–6 How can I prepare for life after high school?, Section 4, Lessons 6–8 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7

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*
11.2.7.1 Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 7–9 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lesson 10 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 5, Lesson 7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 1, 5–6 Grade 12 Application Unit, Section 3, Lessons 3, 6–7 Grade 12 Application Unit, Section 4, Lessons 2, 5–6 Hamlet, Section 5, Lesson 9 How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8 How can I prepare for life after high school?, Section 4, Lesson 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6
11.2.7.2 Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.	*Odell HSLP* partially addresses this standard; the program does not explicitly address peer-reviewed sources. 1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 7–9, 12 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lessons 10, 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6, 10 Community, Section 5, Lesson 7 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 5, Lesson 9

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 3–8 How can I prepare for life after high school?, Section 4, Lessons 6, 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6

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*
11.2.8.1 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.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 5, Lesson 6 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7 How can I prepare for life after high school?, Section 4, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8

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Minnesota Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6

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*
11.3.1.1 Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–8 Frankenstein, Section 1, Lessons 1–6 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 1–8 Grade 12 Application Unit, Section 4, Lessons 1–6 Grade 12 Application Unit, Section 5, Lessons 1–7, 11 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 1–7, 9–15

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 3, Lessons 1–12, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 2, 5–16 In the Time of the Butterflies, Section 5, Lessons 3, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
11.3.1.1.a Exchange ideas on grade 11–12 topics, texts and issues from social studies and science.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–8 Frankenstein, Section 1, Lessons 1–6 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 1–8 Grade 12 Application Unit, Section 4, Lessons 1–6 Grade 12 Application Unit, Section 5, Lessons 1–7, 11 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–12, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 2, 5–16 In the Time of the Butterflies, Section 5, Lessons 3, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11

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Minnesota Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
11.3.1.1.b Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 2–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9, 11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 3, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1–4 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 2–8 Grade 12 Application Unit, Section 4, Lessons 2–3 Grade 12 Application Unit, Section 5, Lessons 1–2, 4–6 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–12, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6

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Minnesota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–7 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–5, 7, 9, 11 In the Time of the Butterflies, Section 2, Lessons 1–4, 10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–7, 10, 12 In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 12–16 In the Time of the Butterflies, Section 5, Lessons 6–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–5, 8–9
11.3.1.1.c Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	1984, Section 1, Lessons 1–2, 4–15 1984, Section 2, Lessons 4–5, 8–9 1984, Section 3, Lessons 1–9, 11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lesson 6 Artificial Intelligence, Section 1, Lessons 1, 4–6, 12 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–3, 6, 8 Artificial Intelligence, Section 4, Lessons 2–6, 8–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–6 Frankenstein, Section 1, Lessons 2–6 Frankenstein, Section 2, Lessons 3, 5–7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–4 Grade 12 Application Unit, Section 1, Lessons 1, 3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–5 Grade 12 Application Unit, Section 3, Lessons 1–7 Grade 12 Application Unit, Section 4, Lessons 1–6 Grade 12 Application Unit, Section 5, Lessons 1–7, 11 Hamlet, Section 1, Lessons 5–6 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–11, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 4–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 8–11, 13–14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9

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Minnesota Standards	Aligned Components of *Odell HSLP*
11.3.1.1.d Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries).	*Odell HSLP* does not address this standard.
11.3.1.1.e Employ conflict resolution strategies.	*Odell HSLP* does not address this standard.
11.3.1.2 Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 2–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9, 11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 3, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1–4 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 2–8 Grade 12 Application Unit, Section 4, Lessons 2–3 Grade 12 Application Unit, Section 5, Lessons 1–2, 4–6 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–12, 14–15 Hamlet, Section 4, Lessons 2–8

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6 How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–7 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–5, 7, 9, 11 In the Time of the Butterflies, Section 2, Lessons 1–4, 10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–7, 10, 12 In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 12–16 In the Time of the Butterflies, Section 5, Lessons 6–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–5, 8–9
11.3.1.3 Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.	1984, Section 1, Lessons 1, 15 1984, Section 2, Lessons 2–4, 6–9 1984, Section 3, Lessons 2, 4, 10–11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11 Artificial Intelligence, Section 3, Lessons 1–4, 6–7 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13 Community, Section 3, Lessons 4–6 Community, Section 4, Lesson 5

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Minnesota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 4–6 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 3, 5–6 Grade 12 Application Unit, Section 3, Lessons 3, 6–7 Grade 12 Application Unit, Section 4, Lessons 3–4 Grade 12 Application Unit, Section 5, Lessons 1–2, 4–7 Hamlet, Section 2, Lessons 2–7, 9–10, 13–14 Hamlet, Section 3, Lessons 1, 11 Hamlet, Section 4, Lessons 2–3, 6–7 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 2–4 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6 How can I prepare for life after high school?, Section 4, Lessons 2–5 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–3, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8

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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*
11.3.2.1 Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language 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 digital interactions. 1984, Section 1, Lesson 15 1984, Section 2, Lessons 8–9 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 2, 8–9, 14–15 Artificial Intelligence, Section 2, Lessons 3, 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 4, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 4, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 3, Lessons 4, 6–7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 Hamlet, Section 1, Lessons 2, 10–11 Hamlet, Section 3, Lessons 1, 11, 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3–4, 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lessons 6–7

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Minnesota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 2, 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 4, 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 7, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7

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*
11.3.3.1 Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.	*Odell HSLP* partially addresses this standard; the program does not explicitly address ethical and safe communication practices. 1984, Section 2, Lessons 8–9 Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lessons 4, 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 1–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7
11.3.3.2 Create and present a piece of digital work or digital communication, which may include ethical remixing	*Odell HSLP* does not address this standard.

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Minnesota Standards	Aligned Components of *Odell HSLP*
or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.	

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