Odell Education North Dakota Standards Alignment Guide Grade 12 | North Dakota English Language Arts (ELA) Content Standards K-12 (2023)

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

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

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

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COMMUNICATION: Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Presentational Communication: Learners will organize and express information in a format appropriate to the audience and purpose.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.C.1 Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.	1984, Section 2, Lesson 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, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 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
11-12.C.2 Implement proper verbal and nonverbal communication for the task and situation.	*Odell HSLP* partially addresses this standard; the program does not explicitly address nonverbal communication for the task and situation. 1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lessons 2, 8 Artificial Intelligence, Section 2, Lesson 3 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, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 Hamlet, Section 3, Lesson 1 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, 3–7

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COMMUNICATION: Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.

Collaboration: Learners will work effectively with their peers to accomplish a common goal or purpose.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.C.5 Prepare for discussions by reading and researching ideas.	1984, Section 3, Lesson 2 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Frankenstein, Section 3, Lessons 1, 4–5 In the Time of the Butterflies, Section 4, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 4
11-12.C.6 Engage in respectful discussions or debates.	1984, Section 1, Lesson 1 1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lessons 7–8 Community, Section 1, Lesson 7 Community, Section 4, Lesson 5 Frankenstein, Section 3, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 5–6 Grade 12 Application Unit, Section 3, Lessons 6–7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 6, 8–10 Hamlet, Section 2, Lessons 5, 13 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lesson 3 In the Time of the Butterflies, Section 4, Lessons 9, 14 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, Lesson 7
11-12.C.6.a Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.	1984, Section 1, Lesson 1 Artificial Intelligence, Section 1, Lessons 7–8 Community, Section 4, Lesson 5

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 2, Lesson 6 Hamlet, Section 2, Lesson 13
11-12.C.6.b Critique the presentation of ideas.	1984, Section 2, Lesson 9 Grade 12 Application Unit, Section 2, Lessons 5–6 Grade 12 Application Unit, Section 3, Lessons 6–7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7
11-12.C.6.c Present or share synthesized research and information.	1984, Section 2, Lesson 9 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 8–10 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, Lesson 7
11-12.C.6.d Ask and respond to questions to propel discussion.	Community, Section 1, Lesson 7 Frankenstein, Section 3, Lessons 1, 4–5 Hamlet, Section 2, Lessons 5, 13 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lesson 3 In the Time of the Butterflies, Section 4, Lessons 9, 14 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7
11-12.C.7 Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.	1984, Section 2, Lessons 5–7 Artificial Intelligence, Section 1, Lesson 1 Grade 12 Application Unit, Section 2, Lesson 5 Grade 12 Application Unit, Section 3, Lesson 6 Grade 12 Application Unit, Section 4, Lesson 2 Grade 12 Application Unit, Section 5, Lesson 2

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

INQUIRY AND RESEARCH: Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.IR.1 Develop complex, pertinent research questions and narrow or broaden the inquiry.	1984, Section 2, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–5 Grade 12 Application Unit, Section 2, Lessons 1, 5 Grade 12 Application Unit, Section 3, Lesson 6 How can I prepare for life after high school?, Section 2, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3
11-12.IR.2 Gather and interpret relevant information, from both primary and secondary sources, for a variety of purposes.	1984, Section 2, Lesson 2 Artificial Intelligence, Section 2, Lessons 4, 8 Grade 12 Application Unit, Section 2, Lessons 2–4 Grade 12 Application Unit, Section 3, Lesson 1 Hamlet, Section 3, Lesson 10 Hamlet, Section 5, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 2 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 3, Lesson 3
11-12.IR.3 Organize relevant information from a variety of sources.	Artificial Intelligence, Section 4, Lesson 1 Grade 12 Application Unit, Section 2, Lessons 4–5 Grade 12 Application Unit, Section 3, Lesson 1 Grade 12 Application Unit, Section 4, Lesson 1

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North Dakota Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3
11-12.IR.4 Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.	1984, Section 2, Lessons 6, 8 Artificial Intelligence, Section 1, Lessons 7, 11 Artificial Intelligence, Section 2, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 2–3 How can I prepare for life after high school?, Section 2, Lessons 3–4 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 3
11-12.IR.5 Integrate information from sources using a standardized format.	Artificial Intelligence, Section 4, Lessons 1, 6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 4, Lesson 1 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 1, 4–5 Grade 12 Application Unit, Section 4, Lesson 1 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 2, Lesson 3 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lessons 4, 6–7 How can I prepare for life after high school?, Section 2, Lessons 5, 7–8 In the Time of the Butterflies, Section 2, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3
11-12.IR.5.a Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.	Artificial Intelligence, Section 4, Lesson 6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 4, Lesson 1 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 1 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 2, Lesson 3

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lessons 4, 6–7 How can I prepare for life after high school?, Section 2, Lessons 5, 7 In the Time of the Butterflies, Section 2, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3
11-12.IR.5.b Generate a citation/bibliography page using a discipline-specific format.	Artificial Intelligence, Section 4, Lesson 1 Grade 12 Application Unit, Section 3, Lesson 1 How can I prepare for life after high school?, Section 2, Lessons 5, 7–8 In the Time of the Butterflies, Section 5, Lesson 2

READING: Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Comprehension: Learners will read to understand various complex literary and informational texts.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.	1984, Section 1, Lessons 1–14, 16 1984, Section 2, Lessons 1–6, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–7, 10 1984, Section 5, Lessons 2, 8, 10 Artificial Intelligence, Section 1, Lessons 2–8, 10–14, 16 Artificial Intelligence, Section 2, Lessons 1–2, 4–12, 14 Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 3–4, 11 Community, Section 1, Lessons 1–7, 9 Community, Section 2, Lessons 1–14, 16, 18 Community, Section 3, Lessons 1–9, 11 Community, Section 4, Lessons 1, 3–4, 7 Community, Section 5, Lessons 1–2, 8 Frankenstein, Section 1, Lessons 1–5, 7 Frankenstein, Section 2, Lessons 1–5, 7

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1, 5 Grade 12 Application Unit, Section 2, Lessons 2–6 Grade 12 Application Unit, Section 3, Lessons 1–2 Hamlet, Section 1, Lessons 1–8, 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, Lessons 1–5, 10 How can I prepare for life after high school?, Section 1, Lessons 2, 4–6, 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 1–7, 10, 12 In the Time of the Butterflies, Section 2, Lessons 1–2, 4, 6–8, 10 In the Time of the Butterflies, Section 3, Lessons 1–8, 10, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 12–14, 16 In the Time of the Butterflies, Section 5, Lessons 3, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–4, 6–10, 12 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, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9
11-12.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.	1984, Section 1, Lesson 2 Community, Section 2, Lessons 5, 9, 12 Community, Section 4, Lesson 4 How can I prepare for life after high school?, Section 1, Lesson 6

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North Dakota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 5, 8 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9
11-12.R.3b. Summarize and paraphrase literary texts objectively, including relevant information.	Community, Section 1, Lesson 3 Hamlet, Section 1, Lesson 5 Hamlet, Section 2, Lesson 5 Hamlet, Section 3, Lesson 5 In the Time of the Butterflies, Section 4, Lessons 4, 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 6, 8
11-12.R.4 Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.	1984, Section 1, Lesson 13 1984, Section 2, Lesson 1 1984, Section 4, Lessons 3, 8 Frankenstein, Section 1, Lessons 2, 5 Frankenstein, Section 3, Lesson 3 Hamlet, Section 4, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–5
11-12.R.5 Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.	1984, Section 1, Lesson 5 1984, Section 3, Lesson 9 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 2, Lesson 6 Community, Section 1, Lessons 1, 3 Community, Section 2, Lessons 2, 6 Community, Section 3, Lessons 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 2, Lesson 3 Hamlet, Section 2, Lesson 2 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, Lesson 6 In the Time of the Butterflies, Section 1, Lesson 6 In the Time of the Butterflies, Section 2, Lesson 3

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North Dakota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 3, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 8

READING: Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.

Text Analysis: Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.R.6 Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.	1984, Section 1, Lesson 12 Artificial Intelligence, Section 1, Lesson 11 Community, Section 1, Lessons 1, 4 Community, Section 2, Lessons 6, 8 Community, Section 3, Lesson 9 Frankenstein, Section 2, Lesson 3 Hamlet, Section 1, Lesson 3 Hamlet, Section 3, Lessons 5, 9 In the Time of the Butterflies, Section 1, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2
11-12.R.7 Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)	1984, Section 2, Lesson 3 1984, Section 3, Lessons 6, 9 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 2, Lesson 6 Community, Section 1, Lesson 2 Community, Section 2, Lessons 7, 14 Community, Section 3, Lesson 8 Frankenstein, Section 2, Lesson 3 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 3, Lesson 4

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11-12.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 2 1984, Section 3, Lesson 6 Artificial Intelligence, Section 1, Lesson 8 Artificial Intelligence, Section 2, Lesson 9 Community, Section 1, Lessons 3–4, 7 Community, Section 2, Lessons 8, 13 Community, Section 4, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 3, Lesson 3 Frankenstein, Section 4, Lessons 1–4 Hamlet, Section 2, Lesson 3 Hamlet, Section 3, Lessons 2, 4 Hamlet, Section 4, Lesson 5 In the Time of the Butterflies, Section 1, Lessons 4, 10 In the Time of the Butterflies, Section 2, Lessons 5–6, 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lessons 2, 5, 7, 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5–7
11-12.R.8.a Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).	1984, Section 1, Lesson 4 1984, Section 3, Lesson 6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 4 Frankenstein, Section 3, Lesson 3 Frankenstein, Section 4, Lesson 3 Hamlet, Section 2, Lesson 3 Hamlet, Section 3, Lesson 4 Hamlet, Section 4, Lesson 5 In the Time of the Butterflies, Section 4, Lesson 7

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11-12.R.8.b Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.	Community, Section 1, Lesson 3 Community, Section 2, Lesson 8 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 In the Time of the Butterflies, Section 1, Lessons 4, 10 In the Time of the Butterflies, Section 2, Lessons 5–6, 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lessons 5, 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8
11-12.R.8.c Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.	1984, Section 2, Lesson 2 Artificial Intelligence, Section 1, Lesson 8 Artificial Intelligence, Section 2, Lesson 9 Community, Section 1, Lessons 4, 7 Community, Section 2, Lessons 8, 13 Community, Section 4, Lesson 2 Frankenstein, Section 3, Lesson 3 Hamlet, Section 3, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 2 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 5–7
11-12.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.	1984, Section 1, Lessons 9–10 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lesson 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 3, 14 Artificial Intelligence, Section 2, Lessons 4–6, 8–10, 12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 1, 3, 11 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16, 18

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	Community, Section 3, Lessons 2, 6–9, 11 Community, Section 4, Lessons 3–4, 7 Community, Section 5, Lessons 2, 8 Frankenstein, Section 2, Lessons 1, 7 Frankenstein, Section 3, Lessons 2, 7 Frankenstein, Section 4, Lessons 2, 4–5, 7 Frankenstein, Section 5, Lesson 5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 2, Lessons 6, 15 Hamlet, Section 3, Lessons 2, 6, 8, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 2–5, 10 How can I prepare for life after high school?, Section 2, Lessons 3, 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 3–4 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, Lessons 2–4, 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 3–6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7, 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
11-12.R.9.a Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze how the author's style, content, characterization, and presentation support the author's purposes.	1984, Section 1, Lesson 9 Artificial Intelligence, Section 2, Lessons 6, 8–9 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 Grade 12 Application Unit, Section 2, Lesson 3

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	Hamlet, Section 3, Lessons 2, 8 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 2, Lesson 3 In the Time of the Butterflies, Section 4, Lesson 2 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
11-12.R.9.b Analyze and evaluate various accounts of a subject in different media, including determining which details are emphasized or omitted in each account.	1984, Section 1, Lessons 9–10 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lesson 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 3, 14 Artificial Intelligence, Section 2, Lessons 4–6, 8, 10, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 2, Lessons 13, 18 Community, Section 3, Lessons 2, 8, 11 Community, Section 4, Lessons 3–4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lessons 1, 7 Frankenstein, Section 3, Lessons 2, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 6, 15 Hamlet, Section 3, Lessons 6, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 2, Lesson 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 3–4 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12

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	In the Time of the Butterflies, Section 4, Lessons 2–4, 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 5 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, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11-12.R.9.c Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose and affect the audience.	Artificial Intelligence, Section 2, Lessons 9, 12 Artificial Intelligence, Section 4, Lesson 1 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 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lessons 2–5 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

WRITING: Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.

Language Usage: Learners will integrate appropriate language and style to ensure effective readability in writing.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.L.1 Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.	1984, Section 1, Lessons 12, 14–15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4–6, 8–9, 13 1984, Section 4, Lessons 2–4 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

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North Dakota Standards	Aligned Components of *Odell HSLP*
	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, 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 1, 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
11-12.L.1.a Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5

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North Dakota Standards	Aligned Components of *Odell HSLP*
	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 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 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 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 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 1, 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10
11-12.L.1.b Recognize and choose between active and passive voice based on context.	*Odell HSLP* does not address this standard. 1984, Section 1, Lesson 15 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

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 3, Lesson 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, 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, 8–10 Hamlet, Section 1, Lessons 2, 10–11 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, 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 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 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
11-12.L.1.c Use dashes, brackets, ellipsis, and other punctuation for advanced types and purposes of writing.	*Odell HSLP* partially addresses this standard; the program does not explicitly address brackets. 1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 5, 8–9, 13

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North Dakota Standards	Aligned Components of *Odell HSLP*
	1984, Section 4, Lessons 2–4 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 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 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 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 5, 7–8 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 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 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, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10
11-12.L.1.d Follow standard grammar conventions mastered in previous grades.	1984, Section 1, Lessons 14–15 1984, Section 3, Lesson 13 1984, Section 5, Lessons 7–8

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 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 5, Lessons 7–10 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, 5, 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, Lesson 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, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 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, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7

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WRITING: Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.

Text Types and Structure: Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.W.1 Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 4, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 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 4, Lessons 3–5
11-12.W.2 Create a logical organizational structure with:	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 3, 6–9 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 8, 11–13 Hamlet, Section 5, Lessons 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, Lesson 7

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North Dakota Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 7–8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 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 4, Lessons 3, 6
11-12.W.2.a a relevant introduction,	Artificial Intelligence, Section 4, Lesson 7 Community, Section 3, Lesson 9 Frankenstein, Section 5, Lesson 2 Hamlet, Section 3, Lessons 8, 12–13 Hamlet, Section 5, Lessons 6–7 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 2, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 3
11-12.W.2.b transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and	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, Lessons 3, 6–9 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lessons 2–3

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North Dakota Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 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, Lesson 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 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
11-12.W.2.c an appropriate and thoughtful conclusion.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 3, 7–9 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 12–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7

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North Dakota Standards	Aligned Components of *Odell HSLP*
	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 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7 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 4–5 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 4, Lesson 6
11-12.W.3 Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.	Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 1 Grade 12 Application Unit, Section 5, Lesson 5 In the Time of the Butterflies, Section 5, Lessons 2, 4 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3
11-12.W.4 Write to persuade an audience by:	1984, Section 2, Lesson 1 Artificial Intelligence, Section 1, Lessons 7, 11 Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lessons 1–8 Community, Section 3, Lessons 6–7, 9 Community, Section 5, Lessons 2, 4–5 Frankenstein, Section 1, Lesson 2 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 5, Lesson 2 Hamlet, Section 1, Lesson 10 Hamlet, Section 3, Lessons 1, 8, 12–13 Hamlet, Section 4, Lesson 1 Hamlet, Section 5, Lessons 6–7 How can I prepare for life after high school?, Section 4, Lesson 7

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North Dakota Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 4
11-12.W.4.a establishing relevant context,	1984, Section 2, Lesson 1 Artificial Intelligence, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 2 Hamlet, Section 3, Lessons 8, 12 How can I prepare for life after high school?, Section 4, Lesson 7
11-12.W.4.b stating a clear position/thesis,	Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lesson 5 Community, Section 3, Lesson 9 Community, Section 5, Lesson 5 Frankenstein, Section 1, Lesson 2 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 5, Lesson 2 Hamlet, Section 1, Lesson 10 Hamlet, Section 3, Lessons 1, 12–13 Hamlet, Section 4, Lesson 1 Hamlet, Section 5, Lessons 6–7 In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 4
11-12.W.4.c incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,	Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lessons 1–3, 6 Hamlet, Section 3, Lesson 1
11-12.W.4.d using logical reasoning to avoid fallacies, and	Artificial Intelligence, Section 1, Lessons 7, 11 Artificial Intelligence, Section 4, Lessons 3–5, 8 Community, Section 3, Lesson 6
11-12.W.4.e integrating rhetorical techniques and appeals.	Community, Section 3, Lessons 6–7 Community, Section 5, Lessons 2, 4

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11-12.W.5 Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism, to engage an audience.	1984, Section 3, Lessons 3–9 1984, Section 4, Lessons 1–4 1984, Section 5, Lessons 4–6 Community, Section 5, Lessons 2–3, 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7

WRITING: Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.

Writing Process and Craft: Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

North Dakota Standards	Aligned Components of *Odell HSLP*
11-12.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.	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 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 1–3, 6–7 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

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North Dakota Standards	Aligned Components of *Odell HSLP*
	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 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 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
11-12.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.	1984, Section 3, Lessons 4, 7, 9 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 4, Lessons 5, 9 Community, Section 5, Lesson 2 Hamlet, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 4, 6

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