Odell Education Utah Standards Alignment Guide Grade 12 | Utah State Standards for English Language Arts (2023)

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

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

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

© 2026 Great Minds PBC | greatminds.org

Reading

Utah Standards	Aligned Components of *Odell HSLP*
11-12.R.4 Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)	*Odell HSLP* partially addresses this standard; the program does not explicitly address accuracy and fluency. 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, 9–12, 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 1–2 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

© 2026 Great Minds PBC | greatminds.org

Utah 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, Lesson 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, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11-12.R.5 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)	1984, Section 1, Lessons 3–8, 10–14 1984, Section 2, Lessons 1–4, 11 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, 14 Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–4, 8–9, 11, 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

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	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, 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 4–6 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 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 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 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.6 When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)	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

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	Community, Section 1, Lessons 3–4, 7 Community, Section 2, Lessons 8, 10–12, 16, 18 Community, Section 3, Lessons 5, 7, 9, 11 Community, Section 4, Lessons 2, 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 Grade 12 Application Unit, Section 3, Lesson 3 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 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, Lessons 3, 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

© 2026 Great Minds PBC | greatminds.org

11-12.R.7 Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)	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 Artificial Intelligence, Section 4, Lesson 4 Community, Section 4, Lesson 1 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 2, Lesson 3 Hamlet, Section 3, Lesson 3 Hamlet, Section 4, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 6, 9–10 In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7, 10 In the Time of the Butterflies, Section 4, Lessons 4–7, 14 In the Time of the Butterflies, Section 5, Lessons 2–3 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 1–2, 4
11-12.R.8 Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)	*Odell HSLP* partially addresses this standard; the program does not explicitly address how language differs across historical time periods and genres. 1984, Section 1, Lessons 1–10, 15 1984, Section 2, Lessons 2, 4 1984, Section 3, Lessons 3, 5, 7, 9, 13 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8–9, 15 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8, 13 Artificial Intelligence, Section 3, Lesson 7

© 2026 Great Minds PBC | greatminds.org

	Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 2, 5, 7–8, 12–13, 17 Community, Section 3, Lessons 3–6, 8, 10 Community, Section 4, Lessons 3–4 Frankenstein, Section 1, Lessons 1–4, 6 Frankenstein, Section 2, Lessons 1–3, 6 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3, 6 Hamlet, Section 1, Lessons 1–3, 7, 11 Hamlet, Section 2, Lessons 1–3, 5–6, 8–12 Hamlet, Section 3, Lessons 1–3, 5–6, 14 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, Lessons 2–6, 8 How can I prepare for life after high school?, Section 2, Lesson 1 How can I prepare for life after high school?, Section 3, Lessons 1, 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, 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–8, 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 6
11-12.R.9 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)	1984, Section 1, Lessons 1–2, 5, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lessons 2, 5 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1

© 2026 Great Minds PBC | greatminds.org

	Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 2, 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 6, 9 In the Time of the Butterflies, Section 4, Lesson 10
11-12.R.9.a Analyze patterns of word changes that indicate different meanings or parts of speech.	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lessons 2, 5 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 9 In the Time of the Butterflies, Section 4, Lesson 10
11-12.R.9.b Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.	*Odell HSLP* partially addresses this standard; the program does not explicitly address consulting reference materials to find the pronunciation of a word, its part of speech, and its usage. 1984, Section 1, Lessons 1–2, 5, 9 Artificial Intelligence, Section 1, Lessons 2, 6

© 2026 Great Minds PBC | greatminds.org

	Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 2, 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 6, 9 In the Time of the Butterflies, Section 4, Lesson 10
11-12.R.10 Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)	1984, Section 1, Lessons 10, 12 1984, Section 2, Lesson 3 1984, Section 3, Lesson 3 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 1, Lessons 1, 4–6 Community, Section 2, Lessons 3–4, 7–9, 11–15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–4 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 2, Lessons 3, 5 Hamlet, Section 3, Lessons 5, 8–10 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 5, 7, 9

© 2026 Great Minds PBC | greatminds.org

	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8 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
11-12.R.11 Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)	*Odell HSLP* partially addresses this standard; the program does not explicitly address a collective body of work. 1984, Section 4, Lesson 7 Artificial Intelligence, Section 2, Lesson 6 Community, Section 2, Lessons 2, 8, 12 Frankenstein, Section 1, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 5–8 In the Time of the Butterflies, Section 3, Lesson 1 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, Lesson 5
11-12.R.12 Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences' experiences and interpretations. (RL & RI)	Frankenstein, Section 3, Lesson 2 Hamlet, Section 2, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5
11-12.R.13 Not applicable to RL. Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	*Odell HSLP* partially addresses this standard; the program does not explicitly address recognizing when irrelevant evidence is introduced. Artificial Intelligence, Section 1, Lessons 7, 10–11 Artificial Intelligence, Section 2, Lessons 6, 9, 12 Artificial Intelligence, Section 4, Lesson 1 Community, Section 2, Lesson 3 Community, Section 3, Lesson 9 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 3, Lesson 10 Hamlet, Section 5, Lessons 2–4

© 2026 Great Minds PBC | greatminds.org

11-12.R.14 Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)	Community, Section 2, Lesson 8 Community, Section 3, Lesson 5 Frankenstein, Section 2, Lesson 3 Frankenstein, Section 3, Lesson 3 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 7

Speaking and Listening

Utah Standards	Aligned Components of *Odell HSLP*
11-12.SL.1 Participate effectively in a range of conversations and collaborations on topics, texts, and issues.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 1–11, 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

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	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 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 2–3, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–5, 8–9
11-12.SL.1.a Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.	Community, Section 1, Lesson 7 Community, Section 4, Lesson 5 Frankenstein, Section 3, Lessons 4–5 Hamlet, Section 2, Lesson 13 In the Time of the Butterflies, Section 4, Lesson 9
11-12.SL.1.b Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.	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

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	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 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

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	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
11-12.SL.1.c Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.	1984, Section 3, Lesson 1 Artificial Intelligence, Section 2, Lesson 3 Artificial Intelligence, Section 4, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 5 Grade 12 Application Unit, Section 3, Lesson 3 Hamlet, Section 2, Lesson 4 How can I prepare for life after high school?, Section 2, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 3
11-12.SL.2 Interpret, evaluate, and integrate multiple sources of information presented in various formats and mediums to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.	Grade 12 Application Unit, Section 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7
11-12.SL.3 Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.	Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 3, Lesson 1 Grade 12 Application Unit, Section 5, Lessons 1, 4–5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–5, 7
11-12.SL.3.a Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.	Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 3, Lesson 1 Grade 12 Application Unit, Section 5, Lessons 1, 4–5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–5, 7

© 2026 Great Minds PBC | greatminds.org

Writing

Utah Standards	Aligned Components of *Odell HSLP*
11-12.W.1 Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 1–3, 5–9 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lessons 6, 8
11-12.W.1.a Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1.b Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.	*Odell HSLP* partially addresses this standard; the program does not explicitly address the strengths and limitations that anticipate the audience. Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 1–3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	Artificial Intelligence, Section 4, Lessons 3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1.d Use appropriate conventions and style for the audience, purpose, and task.	Artificial Intelligence, Section 4, Lessons 5, 9 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lessons 6, 8
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lessons 1–2, 14 Artificial Intelligence, Section 2, Lesson 12

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 4, Lesson 3 Community, Section 1, Lesson 1 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 4, Lesson 2 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 5, Lesson 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 5, 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 1–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.W.2.a Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.	*Odell HSLP* partially addresses this standard; the program does not explicitly address formatting, graphics, and multimedia to illustrate complexities. 1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lessons 2, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 6–8 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 5, 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 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
11-12.W.2.b Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.	*Odell HSLP* partially addresses this standard; the program does not explicitly address figurative language in informational writing. 1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 1, Lessons 1, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 1, Lesson 1 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 4, Lesson 2 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 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, 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 1–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.W.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 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.d Use precise language and content-specific vocabulary to clarify the complexity of the ideas.	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, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3

© 2026 Great Minds PBC | greatminds.org

Utah Standards	Aligned Components of *Odell HSLP*
	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.e Use appropriate conventions and style for the audience, purpose, and task.	1984, Section 1, Lesson 14 Frankenstein, Section 5, Lesson 3 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lessons 2, 5
11-12.W.3 Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.	1984, Section 3, Lessons 4–9, 12 1984, Section 4, Lessons 2–4, 8 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–4, 6–7
11-12.W.3.a Engage and orient the reader by describing a complex problem, situation, or observation.	*Odell HSLP* partially addresses this standard; the program does not explicitly address a complex problem, situation, or observation. 1984, Section 4, Lesson 2 1984, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 3

© 2026 Great Minds PBC | greatminds.org

11-12.W.3.b Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.	1984, Section 3, Lessons 4–9 1984, Section 4, Lessons 2–4 1984, Section 5, Lessons 5–6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–4
11-12.W.3.c Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6
11-12.W.3.d Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.	1984, Section 3, Lessons 4–5, 9, 12 1984, Section 4, Lessons 2–4 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6
11-12.W.3.e Use appropriate conventions and style for the audience, purpose, and task.	1984, Section 3, Lesson 7 1984, Section 5, Lessons 5, 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
11-12.W.4 Conduct research projects to craft an argument, answer a question, or provide an analysis.	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, 9–10 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 2–6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7

© 2026 Great Minds PBC | greatminds.org

	Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 5, Lessons 6, 9 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, Lessons 2, 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
11-12.W.4.a Gather, assess, and synthesize information from credible sources on the topic.	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 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

© 2026 Great Minds PBC | greatminds.org

	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
11-12.W.4.b Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.	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 2–6 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 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
11-12.W.4.c Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.	Artificial Intelligence, Section 4, Lesson 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 3, Lessons 4–5 Hamlet, Section 5, Lesson 6 How can I prepare for life after high school?, Section 2, Lesson 5 In the Time of the Butterflies, Section 5, Lesson 2

© 2026 Great Minds PBC | greatminds.org

	What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
11-12.W.4.d Interact and collaborate with others throughout the writing process.	1984, Section 3, Lesson 1 Artificial Intelligence, Section 4, Lessons 2, 6, 9 Grade 12 Application Unit, Section 3, Lessons 5, 7 Grade 12 Application Unit, Section 4, Lesson 2 How can I prepare for life after high school?, Section 2, Lesson 5

© 2026 Great Minds PBC | greatminds.org