Odell Education – Arizona Standards Alignment Guide Grade 12 | Arizona Standards of Excellence

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 Arizona standards and the Odell HSLP follows

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Language Standards

Conventions of Standard English

Arizona Standards	Aligned Odell Lessons
11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	1984, Section 1, Lessons 14–15 1984, Section 3, Lesson 13 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 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
11-12.L.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 7 Hamlet, Section 1, Lesson 10 How can I prepare for life after high school?, Section 3, Lessons 4, 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7

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Arizona Standards	Aligned Odell Lessons
11-12.L.1.b Resolve issues of complex or contested usage, consulting references as needed.	Frankenstein, Section 5, Lesson 3 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, Lesson 7
11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 8–9, 13 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, 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, 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.2.a Use hyphenation conventions.	In the Time of the Butterflies, Section 3, Lesson 9 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5

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Arizona Standards	Aligned Odell Lessons
11-12.L.2.b Use correct spelling.	1984, Section 1, Lessons 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lesson 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, Lesson 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 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, 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

Language Standards

Knowledge of Language

Arizona Standards	Aligned Odell Lessons
11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	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 Artificial Intelligence, Section 3, Lesson 7

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Arizona Standards	Aligned Odell Lessons
	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.3.a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	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 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

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Arizona Standards	Aligned Odell Lessons
	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, 10–11 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, 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, Lesson 10

Language Standards

Vocabulary Acquisition and Use

Arizona Standards	Aligned Odell Lessons
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	1984, Section 1, Lessons 1–3, 6–7, 9, 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 1–2, 6, 9, 15 Artificial Intelligence, Section 2, Lessons 5, 7, 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 1, Lessons 1–2, 6, 8 Community, Section 2, Lessons 2, 8, 15, 17 Community, Section 3, Lessons 2–6, 10 Community, Section 4, Lessons 2, 4, 6 Frankenstein, Section 1, Lessons 1–4, 6 Frankenstein, Section 2, Lessons 1–3, 6 Frankenstein, Section 3, Lessons 1–3, 6 Frankenstein, Section 4, Lessons 1, 3, 6

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Arizona Standards	Aligned Odell Lessons
	Grade 12 Application Unit, Section 1, Lessons 1, 3, 7 Grade 12 Application Unit, Section 2, Lessons 1, 7 Grade 12 Application Unit, Section 3, Lesson 8 Hamlet, Section 1, Lessons 1–2, 11 Hamlet, Section 2, Lessons 2, 11–12, 14 Hamlet, Section 3, Lessons 2, 8, 14 Hamlet, Section 4, Lessons 2, 7 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6, 8 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9, 11 In the Time of the Butterflies, Section 2, Lessons 3, 5, 9 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8, 11 In the Time of the Butterflies, Section 4, Lessons 10, 15 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 3, Lesson 8
11-12.L.4.a Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	1984, Section 1, Lessons 2–3, 6–7, 9 Artificial Intelligence, Section 1, Lessons 1–2, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 3–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lessons 1, 3 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 1, Lessons 2, 5–6 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9

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Arizona Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 2, Lessons 3, 5 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.4.b Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1984, Section 1, Lessons 2–3, 6–7, 9 Artificial Intelligence, Section 1, Lessons 1–2, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 3–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lessons 1, 3 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 1, Lessons 2, 5–6 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 2, Lessons 3, 5 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lesson 2 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

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Arizona Standards	Aligned Odell Lessons
	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.L.4.d Verify the preliminary determination of the meaning of a word or phrase.	1984, Section 1, Lesson 6 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 4–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 3, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, 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, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lesson 6 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 4 Artificial Intelligence, Section 1, Lesson 9 Community, Section 2, Lesson 5 Community, Section 3, Lesson 2 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 2 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lesson 3 How can I prepare for life after high school?, Section 1, Lesson 3 In the Time of the Butterflies, Section 1, Lesson 8

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Arizona Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
11-12.L.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 4 Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 4, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
11-12.L.5.b Analyze nuances in the meaning of words with similar denotations.	Odell does not address this standard.
11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Community, Section 4, Lesson 6 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 4–6 Frankenstein, Section 3, Lessons 4, 6

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Arizona Standards	Aligned Odell Lessons
	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 2, 11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lessons 6–7 Hamlet, Section 5, Lesson 4 How can I prepare for life after high school?, Section 1, Lessons 3, 7–8 How can I prepare for life after high school?, Section 2, Lessons 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 6 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 4, Lesson 15 In the Time of the Butterflies, Section 5, Lesson 4 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 3, Lesson 8

Reading Standards for Informational Text

Key Ideas and Details

Arizona Standards	Aligned Odell Lessons
11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1984, Section 1, Lessons 8, 11–14 1984, Section 2, Lessons 2, 11 1984, Section 3, Lessons 3, 14 1984, Section 4, Lesson 10 1984, Section 5, Lessons 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

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Arizona Standards	Aligned Odell Lessons
	Community, Section 1, Lesson 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 2, Lessons 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lessons 2, 4–5, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 10–12, 15 Hamlet, Section 3, Lessons 1–2, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 2–5, 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 In the Time of the Butterflies, Section 2, Lessons 1, 4, 6–7, 10 In the Time of the Butterflies, Section 3, Lessons 3, 6–7, 12 In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 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 1, 3–4, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 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.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	1984, Section 1, Lessons 2, 9, 13–14 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lesson 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

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Arizona Standards	Aligned Odell Lessons
	Artificial Intelligence, Section 4, Lessons 1, 11 Community, Section 1, Lesson 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 2, Lessons 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lessons 8, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 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 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, 3–4, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 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
11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the 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

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Reading Standards for Informational Text

Craft and Structure

Arizona Standards	Aligned Odell Lessons
11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	1984, Section 1, Lessons 1–2, 8–9 1984, Section 2, Lesson 2 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8 Community, Section 2, Lessons 2, 5, 12 Community, Section 3, Lessons 3–6, 8 Community, Section 4, Lessons 3–4 Frankenstein, Section 3, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 10–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 5, Lesson 5 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, Lesson 1 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 3–7, 9 In the Time of the Butterflies, Section 2, Lessons 3–4, 6 In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8 In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.	CCSS goes past AZ 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 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
11-12.RI.6	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16

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Arizona Standards	Aligned Odell Lessons
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	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 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

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Arizona Standards	Aligned Odell Lessons
11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	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 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lessons 1, 7 Frankenstein, Section 3, Lesson 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lesson 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

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Arizona Standards	Aligned Odell Lessons
	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 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.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	Artificial Intelligence, Section 2, Lessons 9, 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
11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	Odell partially addresses this standard; the program does not explicitly address foundational world documents. Community, Section 2, Lessons 15–16 Community, Section 3, Lessons 6, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Arizona Standards	Aligned Odell Lessons
11-12.RI.10 By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.	1984, Section 1, Lessons 1–2, 8–12, 16 1984, Section 2, Lessons 2, 5–6, 11 1984, Section 3, Lessons 3–4, 14 1984, Section 4, Lessons 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–5, 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, Lesson 9

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Arizona Standards	Aligned Odell Lessons
	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, Lesson 7 Frankenstein, Section 2, Lessons 1, 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lessons 2, 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 1–2, 12 Hamlet, Section 2, Lessons 10–12, 15 Hamlet, Section 3, Lessons 2, 8–9, 15 Hamlet, Section 4, Lesson 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 1–4, 6–8, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 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

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Reading Standards for Literature

Key Ideas and Details

Arizona Standards	Aligned Odell Lessons
11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1984, Section 1, Lessons 3–7, 10–11 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, 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1, 3–6 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 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 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 1, Lessons 2–8 Hamlet, Section 2, Lessons 1–10, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 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, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 8, 10 In the Time of the Butterflies, Section 3, Lessons 10, 12 In the Time of the Butterflies, Section 4, Lessons 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 1–2, 6–10

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Arizona Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 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.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	1984, Section 1, Lessons 8, 12 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 6, 14 1984, Section 4, Lessons 3, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lesson 3 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 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, Lesson 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 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, 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

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Arizona Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 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, Lesson 9
11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.	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

Reading Standards for Literature

Craft and Structure

Arizona Standards	Aligned Odell Lessons
11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4

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Arizona Standards	Aligned Odell Lessons
impact of specific choices on meaning and tone.	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 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
11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.	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
11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.	This is a clarification, but it works. Community, Section 1, Lesson 3 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 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 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, Lessons 5, 8

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Reading Standards for Literature

Integration of Knowledge and Ideas

Arizona Standards	Aligned Odell Lessons
11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lessons 6, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lesson 7 Frankenstein, Section 3, Lessons 2–3, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 6–8, 15 Hamlet, Section 3, Lessons 4, 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 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, 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.RL.8 (Not applicable to literature)	

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11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.	Community, Section 1, Lessons 4, 7

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Arizona Standards	Aligned Odell Lessons
11-12.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.	1984, Section 1, Lessons 3–8, 10–11, 16 1984, Section 2, Lessons 1–3, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lesson 6 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1–6, 9 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 2–4, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2–7, 12 Hamlet, Section 2, Lessons 1–10, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lesson 9 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

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Arizona Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 1, Lesson 12 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lessons 5, 12 In the Time of the Butterflies, Section 4, Lessons 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

Speaking and Listening Standards

Comprehension and Collaboration

Arizona Standards	Aligned Odell Lessons
11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	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

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Arizona Standards	Aligned Odell Lessons
	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 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
11-12.SL.1.a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1984, Section 1, Lessons 2–14 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 3–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 9–10 Artificial Intelligence, Section 1, Lessons 2–8, 10–13, 15 Artificial Intelligence, Section 2, Lessons 1–3, 5–6, 8–9, 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

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Arizona Standards	Aligned Odell Lessons
	Frankenstein, Section 1, Lessons 2–5 Frankenstein, Section 2, Lessons 1–5, 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 2, 6 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 2–7, 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, 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, 3–5, 8–9
11-12.SL.1.b 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

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Arizona Standards	Aligned Odell Lessons
	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 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

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Arizona Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
11-12.SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 9–10 1984, Section 3, Lessons 2–9, 11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 1, 6, 9 Artificial Intelligence, Section 1, Lessons 1–9, 11–12 Artificial Intelligence, Section 2, Lessons 1, 3–9, 11 Artificial Intelligence, Section 3, Lessons 1–2 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 4, Lessons 5–6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–4, 6 Frankenstein, Section 3, Lessons 1–6 Frankenstein, Section 4, Lesson 2 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 1, Lessons 1–4, 6–7 Grade 12 Application Unit, Section 2, Lessons 2–4, 6–7 Grade 12 Application Unit, Section 3, Lessons 7–8 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 1, 4–6 Hamlet, Section 2, Lessons 1–7, 9–14 Hamlet, Section 3, Lessons 1–6, 8–12, 14 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 2, Lessons 3–4 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 2–3 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 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 1–2, 5–7, 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8

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Arizona Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2
11-12.SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	1984, Section 1, Lessons 1, 15 1984, Section 2, Lessons 2–4, 6–9 1984, Section 3, Lessons 2, 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 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, Lesson 1 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 3–4 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

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Arizona Standards	Aligned Odell Lessons
	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, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8
11-12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.	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 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 5–6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3

Speaking and Listening Standards

Presentation of Knowledge and Ideas

Arizona Standards	Aligned Odell Lessons
11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.	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, 3–7

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Arizona Standards	Aligned Odell Lessons
11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.	Artificial Intelligence, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7
11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Artificial Intelligence, Section 1, Lesson 8 Artificial Intelligence, Section 2, Lesson 3 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 5–6, 8–10 Hamlet, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 6–7

Writing Standards

Text Types and Purposes

Arizona Standards	Aligned Odell Lessons
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 5, Lessons 3–6 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), 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	Artificial Intelligence, Section 3, Lessons 5–6

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Arizona Standards	Aligned Odell Lessons
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	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.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 claim(s) and reasons, between reasons and evidence, and between claim(s) 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 Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.	Artificial Intelligence, Section 4, Lessons 3, 5–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.	Artificial Intelligence, Section 4, Lessons 3, 7–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	1984, Section 1, Lessons 13–14 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 Community, Section 5, Lessons 1–6

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Arizona Standards	Aligned Odell Lessons
	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 2–8 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, Lessons 1–5 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 9–10 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 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
11-12.W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.	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 Community, Section 5, Lesson 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 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, Lesson 7

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Arizona Standards	Aligned Odell Lessons
	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 by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge 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, Lesson 16 Community, Section 3, Lesson 9 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, 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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Arizona Standards	Aligned Odell Lessons
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 and concepts.	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 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, domain-specific vocabulary, and rhetorical techniques 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, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3

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Arizona Standards	Aligned Odell Lessons
	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 Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.	Artificial Intelligence, Section 4, Lessons 3, 5–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance 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, 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 12–13 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, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5

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Arizona Standards	Aligned Odell Lessons
	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
11-12.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	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, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6
11-12.W.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 3–7 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, Lesson 6
11-12.W.3.b Use narrative techniques to develop experiences, events, and/or characters.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–7 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, Lesson 6
11-12.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.	1984, Section 3, Lesson 12 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

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11-12.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–7 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, Lesson 6
11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–7 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, Lesson 6

Writing Standards

Production and Distribution of Writing

Arizona Standards	Aligned Odell Lessons
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and 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.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant 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

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Arizona Standards	Aligned Odell Lessons
	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 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.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	How can I prepare for life after high school?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7

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Writing Standards

Research to Build and Present Knowledge

Arizona Standards	Aligned Odell Lessons
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating 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 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lessons 3, 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
11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	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

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Arizona Standards	Aligned Odell Lessons
	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
11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	1984, Section 1, Lessons 13–15 1984, Section 2, Lesson 10 1984, Section 3, Lessons 7–9, 12–13 1984, Section 4, Lesson 9 1984, Section 5, Lessons 1, 8 Artificial Intelligence, Section 1, Lessons 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 1, Lesson 8 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Frankenstein, Section 1, Lessons 5–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lessons 7–8 Grade 12 Application Unit, Section 4, Lessons 1, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–4 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, Lessons 4, 8 How can I prepare for life after high school?, Section 3, Lesson 6

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Arizona Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 4, Lesson 6 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 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, 3–4, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2
11-12.W.9.a Apply grades 11-12 Reading standards to literature.	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, Lesson 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 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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Arizona Standards	Aligned Odell Lessons
11-12.W.9.b Apply grades 11-12 Reading standards to informational text and nonfiction.	1984, Section 2, Lesson 10 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lessons 7–8 Grade 12 Application Unit, Section 4, Lessons 1, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–4 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, Lessons 4, 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 6 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 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7, 9–11 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, 3–4, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 1

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Writing Standards

Range of Writing

Arizona Standards	Aligned Odell Lessons
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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 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

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Arizona Standards	Aligned Odell Lessons
	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, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9

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