Odell Education Georgia Standards Alignment Guide Grade 12 | Georgia's K-12 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 Georgia standards and the *Odell HSLP* follows.

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Language

Grammar Conventions

Georgia Standards	Aligned Components of *Odell HSLP*
12.L.GC.1 Grammar, Usage, & Mechanics: Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.	1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 4–5, 7–9, 13 1984, Section 4, Lessons 2–4 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lessons 9, 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, 4, 9–11 Hamlet, Section 2, Lesson 1 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, 7–8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	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
12.L.GC.2 Syntax: Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.	1984, Section 1, Lessons 12, 14–15 1984, Section 2, Lessons 3, 9 1984, Section 3, Lessons 4–6, 12–13 1984, Section 4, Lessons 2–4 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lessons 9, 15–17 Community, Section 3, Lessons 9–10 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lessons 4–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 5, Lesson 4 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 11, 13–14 Hamlet, Section 5, Lessons 2, 4–8 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, Lesson 7 How can I prepare for life after high school?, Section 3, Lessons 5–6 How can I prepare for life after high school?, Section 4, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lessons 8, 10–11 In the Time of the Butterflies, Section 2, Lessons 8–9 In the Time of the Butterflies, Section 3, Lessons 4, 10–11 In the Time of the Butterflies, Section 4, Lesson 11

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Georgia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 9, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 9–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7
12.L.GC.2.a Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure. (I)	1984, Section 1, Lesson 15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4–6, 13 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 2, Lessons 9, 15, 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 1, Lessons 2, 10–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lessons 5, 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 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 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

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Georgia Standards	Aligned Components of *Odell HSLP*
12.L.GC.2.b Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address maintaining consistency of aspects and moods. 1984, Section 1, Lessons 12, 14–15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4, 6, 13 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 2, Lessons 15, 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 3 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 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 11 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
12.L.GC.2.c Maintain consistent use of active or passive voice throughout a text, as determined by the purpose, audience, and discipline. (C)	This standard is addressed in *Language Arts*.

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12.L.GC.2.d Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement. (C)	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, 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 Grade 12 Application Unit, Section 5, Lesson 4 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, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

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12.L.GC.2.e Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas. 1984, Section 3, Lesson 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lesson 8

Language

Vocabulary

Georgia Standards	Aligned Components of *Odell HSLP*
12.L.V.1 General, Academic, & Specialized Vocabulary: Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.	1984, Section 1, Lessons 1–3, 5–6, 9 1984, Section 2, Lesson 10 1984, Section 3, Lessons 3, 9 1984, Section 4, Lesson 9 1984, Section 5, Lessons 2, 5 Artificial Intelligence, Section 1, Lessons 1–3, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lessons 1–2, 6, 8 Community, Section 2, Lessons 2, 5, 15 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lessons 4, 6 Frankenstein, Section 1, Lessons 1, 5 Frankenstein, Section 2, Lessons 1, 3, 5 Frankenstein, Section 3, Lessons 1, 6 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lessons 1, 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 1, 4 Hamlet, Section 2, Lessons 2, 11–12, 14 Hamlet, Section 3, Lessons 2, 8 Hamlet, Section 4, Lessons 2, 7 How can I prepare for life after high school?, Section 1, Lessons 2, 5

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Georgia Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 7–8 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 3, Lessons 2, 8 In the Time of the Butterflies, Section 4, Lessons 10, 15 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 5–6 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
12.L.V.1.a Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)	1984, Section 1, Lessons 1–3, 6, 9 1984, Section 3, Lesson 3 1984, Section 5, Lesson 2 Artificial Intelligence, Section 1, Lessons 1–3, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lessons 2, 5, 15 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lessons 1, 3 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lessons 1, 4 Hamlet, Section 2, Lessons 2, 11–12 Hamlet, Section 3, Lessons 2, 8 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lessons 2, 5 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 3, Lessons 2, 8 In the Time of the Butterflies, Section 4, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 5–6

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Georgia Standards	Aligned Components of *Odell HSLP*
12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C)	1984, Section 1, Lesson 5 1984, Section 2, Lesson 10 1984, Section 3, Lesson 9 1984, Section 4, Lesson 9 1984, Section 5, Lesson 5 Artificial Intelligence, Section 1, Lesson 2 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lesson 8 Community, Section 4, Lesson 6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 3, Lesson 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, Lesson 5 Hamlet, Section 2, Lesson 14 Hamlet, Section 4, Lesson 7 How can I prepare for life after high school?, Section 2, Lessons 7–8 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 4, Lesson 15 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
12.L.V.2 Word Analysis: Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.	1984, Section 1, Lessons 1–2, 9, 14 1984, Section 2, Lesson 9 1984, Section 3, Lessons 4, 12 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lessons 2, 6, 14 Artificial Intelligence, Section 2, Lessons 5, 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lessons 2, 5, 16 Community, Section 3, Lessons 2, 4–6, 8–9 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lessons 1, 5

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Georgia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 2, Lessons 1, 5 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lessons 1, 9–10 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lessons 2, 11, 13 Hamlet, Section 4, Lesson 2 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lessons 5, 7 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lessons 1, 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9–10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lessons 8–10 In the Time of the Butterflies, Section 4, 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Artificial Intelligence, Section 2, Lesson 5 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	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 1, Lesson 5 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 3, Lesson 8 In the Time of the Butterflies, Section 4, Lesson 10
12.L.V.2.b Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address analyzing the impact of parts of speech. Community, Section 2, Lesson 5 In the Time of the Butterflies, Section 1, Lesson 4
12.L.V.2.c Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)	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, 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 2, 9 In the Time of the Butterflies, Section 4, Lesson 10
12.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lessons 4, 12 1984, Section 5, Lessons 4–8 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, Lessons 8–9 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, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lessons 9–10 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.L.V.3 Meaning & Purpose: Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.	1984, Section 1, Lessons 1–10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 1, Lessons 2–3, 6, 8 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 2, 5, 12 Community, Section 3, Lessons 2–6, 8 Community, Section 4, Lessons 3–4 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lesson 6 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 1–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–12 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lessons 5, 8 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, 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 4–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

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12.L.V.3.a This progression transitions to 9-12.L.V.3.b.	
12.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)	1984, Section 1, Lessons 1–10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 2, 5, 12 Community, Section 3, Lessons 2–6, 8 Community, Section 4, Lessons 3–4 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 1–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–12 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 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, 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 4–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

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12.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation. (I)	Hamlet, Section 2, Lesson 11 Hamlet, Section 2, Lesson 12 1984, Section 1, Lesson 5 1984, Section 3, Lesson 9
12.L.V.3.d Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address style guides. Frankenstein, Section 5, Lesson 3 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 10
12.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. (C)	1984, Section 1, Lesson 5 1984, Section 3, Lesson 9 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lesson 2 Community, Section 3, Lesson 8 Community, Section 5, Lesson 2 Grade 12 Application Unit, Section 3, Lesson 6 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

Practices

Author's Craft

Georgia Standards	Aligned Components of *Odell HSLP*
12.P.AC.1 Reading like a Writer: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	1984, Section 1, Lessons 2–7, 10, 12, 15 1984, Section 2, Lessons 2–3 1984, Section 3, Lessons 3, 5–7, 9, 13 1984, Section 4, Lessons 2–5 1984, Section 5, Lesson 2 Artificial Intelligence, Section 1, Lessons 7–9, 15 Artificial Intelligence, Section 2, Lessons 6, 9, 13 Artificial Intelligence, Section 3, Lessons 5, 7 Artificial Intelligence, Section 4, Lessons 3–4 Community, Section 1, Lessons 1–6

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Georgia Standards	Aligned Components of *Odell HSLP*
	Community, Section 2, Lessons 1, 3–9, 11–13, 15–17 Community, Section 3, Lessons 2, 5–10 Community, Section 4, Lesson 1 Community, Section 5, Lessons 2–4 Frankenstein, Section 1, Lessons 1–4, 6 Frankenstein, Section 2, Lessons 1–3, 6 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1–6 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 Hamlet, Section 1, Lessons 2–4, 7, 10–11 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9, 11–12 Hamlet, Section 3, Lessons 1–3, 5–6, 8–10, 14 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lessons 1, 5 How can I prepare for life after high school?, Section 1, Lessons 3–4, 8 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 5, 7–9, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 7, 11 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–8, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–6

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12.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lessons 2–4 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
12.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Artificial Intelligence, Section 2, Lessons 6, 9 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lesson 5 Community, Section 3, Lessons 8–9 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9, 11–12 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 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 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, 10

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	What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–6
12.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)	1984, Section 1, Lesson 15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 5–6, 13 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 2, Lessons 9, 15, 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lesson 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Hamlet, Section 1, Lessons 2, 10–11 Hamlet, Section 3, Lesson 14 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 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 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
12.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address explaining how specific formats, structures, patterns, and features contribute to the text's accessibility. 1984, Section 1, Lessons 2, 10, 12 1984, Section 2, Lesson 3 1984, Section 3, Lessons 3, 7 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Artificial Intelligence, Section 1, Lessons 7–8

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	Artificial Intelligence, Section 4, Lesson 4 Community, Section 1, Lessons 1, 4–6 Community, Section 2, Lessons 3–4, 6–9, 11–13, 15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 4, Lesson 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 In the Time of the Butterflies, Section 3, Lesson 7 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 3, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.P.AC.2 Writing like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	1984, Section 1, Lessons 14–15 1984, Section 2, Lessons 3, 9 1984, Section 3, Lessons 4, 6, 9, 12–13 1984, Section 5, Lessons 5–6, 8 Artificial Intelligence, Section 1, Lessons 2, 9, 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 5, 7 Artificial Intelligence, Section 4, Lessons 3, 9 Community, Section 2, Lessons 11, 15–17 Community, Section 3, Lessons 7–10 Community, Section 5, Lessons 2–4 Frankenstein, Section 1, Lessons 4–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lessons 4–6

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	Grade 12 Application Unit, Section 4, Lessons 1, 4 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 5, Lessons 5–8 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 2, 5, 7–8 How can I prepare for life after high school?, Section 3, Lessons 5–6 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 8, 10–11 In the Time of the Butterflies, Section 2, Lessons 8–9 In the Time of the Butterflies, Section 3, Lessons 10–11 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 4, 9–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 8–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2, 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Community, Section 3, Lesson 7 Community, Section 5, Lessons 2–4 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 Hamlet, Section 5, Lesson 5 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

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	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
12.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address crafting words and phrases in order to influence the questions of the target audience. 1984, Section 3, Lesson 9 1984, Section 5, Lesson 6 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 3, 9 Community, Section 3, Lesson 8 Community, Section 5, Lesson 2 Grade 12 Application Unit, Section 3, Lessons 4–6 Grade 12 Application Unit, Section 4, Lessons 1, 4 Grade 12 Application Unit, Section 5, Lesson 5 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
12.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)	1984, Section 1, Lesson 15 1984, Section 2, Lesson 3 1984, Section 3, Lessons 4, 6, 13 1984, Section 5, Lesson 5 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lesson 9 Community, Section 2, Lessons 15, 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6

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	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 3, 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 11 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
12.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address incorporating specific formats, structures, patterns, and features to facilitate accessibility. 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 2, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lessons 11, 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 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13

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	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 2, 5, 7–8 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, Lessons 1–2, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2, 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.P.AC.3 Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	1984, Section 1, Lessons 1, 10, 13–14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lessons 6, 8 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lessons 2, 6, 11, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 1, Lesson 1 Community, Section 2, Lessons 4–5, 8, 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lessons 2, 5 Frankenstein, Section 2, Lessons 3, 5 Frankenstein, Section 4, Lessons 4–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6

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	Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lessons 4, 6 Grade 12 Application Unit, Section 5, Lessons 1, 5 Hamlet, Section 1, Lessons 1, 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 4, Lesson 2 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, Lessons 1, 5, 7–8 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 1–8 In the Time of the Butterflies, Section 1, Lessons 6, 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, Lessons 1–2, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6
12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)	1984, Section 1, Lessons 1, 10, 13–14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lessons 6, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 1, Lesson 1 Community, Section 2, Lessons 4–5, 16 Community, Section 3, Lesson 9

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	Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lessons 2, 5 Frankenstein, Section 2, Lessons 3, 5 Frankenstein, Section 4, Lessons 4–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 4, Lessons 4, 6 Hamlet, Section 1, Lessons 1, 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, Lessons 1, 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 1–8 In the Time of the Butterflies, Section 1, Lessons 6, 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, Lessons 1–2, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6
12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)	1984, Section 1, Lessons 1, 10, 13–14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 2, Lessons 4, 16

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	Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lessons 2, 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lessons 4–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 4, Lessons 4, 6 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, Lessons 1, 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 1–8 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, Lessons 1–2, 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 1–6
12.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)	1984, Section 1, Lessons 13–14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lessons 11, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 2, Lessons 8, 16

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	Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lessons 2, 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lessons 4–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 4, Lessons 4, 6 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 4, Lesson 2 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, Lessons 1, 5, 7–8 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 1–8 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 1–6
12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)	1984, Section 1, Lesson 10 1984, Section 4, Lesson 6 Artificial Intelligence, Section 1, Lessons 2, 6 Grade 12 Application Unit, Section 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 5, Lessons 1, 5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6–7

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Practices

Collaboration & Presentation

Georgia Standards	Aligned Components of *Odell HSLP*
12.P.CP.1 Collaboration: Collaborate with others to accomplish shared goals and projects.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 2–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9, 11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 3, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1–4 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 1–8 Grade 12 Application Unit, Section 4, Lessons 2–4 Grade 12 Application Unit, Section 5, Lessons 1–7 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 1–7

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 9–10, 12 In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 11–16 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 1–3, 5–7, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2, 4–6, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)	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 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	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
12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)	1984, Section 2, Lessons 5–7 Artificial Intelligence, Section 1, Lesson 1 Artificial Intelligence, Section 2, Lesson 7 Grade 12 Application Unit, Section 1, Lesson 5

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Georgia Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 2, Lesson 5 Grade 12 Application Unit, Section 3, Lessons 6–7 Grade 12 Application Unit, Section 4, Lessons 2, 4 Grade 12 Application Unit, Section 5, Lessons 2, 4–5, 7 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 1–4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 4–5
12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–10 1984, Section 3, Lessons 2–11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 1–2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–9, 11–13 Artificial Intelligence, Section 2, Lessons 1–9, 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, Lessons 5–6 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–6 Frankenstein, Section 3, Lessons 1–6 Frankenstein, Section 4, Lessons 2, 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 2–7 Grade 12 Application Unit, Section 3, Lessons 3, 6–8 Grade 12 Application Unit, Section 4, Lessons 3–4 Grade 12 Application Unit, Section 5, Lessons 1–7 Hamlet, Section 2, Lessons 1–7, 9–14

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Georgia Standards	Aligned Components of *Odell HSLP*
	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 1, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 1, 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 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, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8
12.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 2–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9, 11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 3, 7–8 Frankenstein, Section 1, Lessons 1–5

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Georgia Standards	Aligned Components of *Odell HSLP*
	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 1–8 Grade 12 Application Unit, Section 4, Lessons 2–4 Grade 12 Application Unit, Section 5, Lessons 1–7 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, 9–10, 12 In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 11–16 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 1–3, 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

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12.P.CP.2 Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 8–10 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 2, Lesson 4 Community, Section 4, Lessons 5–6 Community, Section 5, Lesson 2 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 1–7 Grade 12 Application Unit, Section 2, Lessons 1–4, 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 1–10 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 1, Lesson 4 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 1, Lesson 2 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

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	In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 7 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, Lessons 1–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2
12.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)	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
12.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 Community, Section 2, Lesson 4 Community, Section 5, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7

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12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lessons 2, 8 Artificial Intelligence, Section 2, Lesson 3 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 Hamlet, Section 3, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7 *Odell HSLP* addresses varying nonverbal gestures as appropriate to purpose and audience in grade 10. Antigone, Section 1, Lesson 4 Antigone, Section 4, Lesson 4
12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 8–10 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 Community, Section 5, Lesson 2 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

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	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, Lessons 4–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2
12.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)	*Odell HSLP* does not address this standard.

Practices

Engagement & Intention for Comprehension & Composition

Georgia Standards	Aligned Components of *Odell HSLP*
12.P.EICC.1 Reader & Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.	1984, Section 1, Lessons 1–16 1984, Section 2, Lessons 1–11 1984, Section 3, Lessons 1–14 1984, Section 4, Lessons 1–10

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Georgia Standards	Aligned Components of *Odell HSLP*
	1984, Section 5, Lessons 1–4, 9–10 Artificial Intelligence, Section 1, Lessons 1–16 Artificial Intelligence, Section 2, Lessons 1–9, 11–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–9 Community, Section 2, Lessons 1–18 Community, Section 3, Lessons 1–11 Community, Section 4, Lessons 1–7 Community, Section 5, Lessons 1–3, 5–8 Frankenstein, Section 1, Lessons 1–7 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 1–8 Grade 12 Application Unit, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 5, Lessons 1–4, 6, 11 Hamlet, Section 1, Lessons 1–8, 10–12 Hamlet, Section 2, Lessons 1–15 Hamlet, Section 3, Lessons 1–12, 14–15 Hamlet, Section 4, Lessons 1–8 Hamlet, Section 5, Lessons 1, 3–5, 7–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–9 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 1–7 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 1–12 In the Time of the Butterflies, Section 2, Lessons 1–10

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Georgia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 3, Lessons 1–12 In the Time of the Butterflies, Section 4, Lessons 1–16 In the Time of the Butterflies, Section 5, Lessons 2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 4–5, 11–12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–3, 5–11 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 1–9
12.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address discussing personal and academic reading and writing goals. 1984, Section 1, Lesson 16 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lesson 16 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lesson 9 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 1, Lesson 12 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 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 12 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 8–9
12.P.EICC.1.b	1984, Section 3, Lesson 2

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Georgia Standards	Aligned Components of *Odell HSLP*
Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)	1984, Section 5, Lesson 10 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lesson 6 Community, Section 2, Lessons 9, 14 Community, Section 3, Lesson 8 Community, Section 5, Lessons 2, 8 Frankenstein, Section 5, Lesson 5 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9
12.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)	1984, Section 1, Lessons 1–12, 14, 16 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, 16 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, 4, 10–11 Community, Section 1, Lessons 1–7, 9 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, 7 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–6

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 12 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, 9 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, 12 In the Time of the Butterflies, Section 2, Lessons 1–8, 10 In the Time of the Butterflies, Section 3, Lessons 1–10, 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, Lessons 5, 12 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
12.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)	1984, Section 1, Lesson 2 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, Lesson 4

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Georgia Standards	Aligned Components of *Odell HSLP*
	Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1, 4 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lessons 1–2 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 2–3 In the Time of the Butterflies, Section 4, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 4
12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)	1984, Section 1, Lessons 2–15 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 3–11, 13–14 1984, Section 4, Lessons 2–10 1984, Section 5, Lessons 1–2, 4, 9–10 Artificial Intelligence, Section 1, Lessons 2–13, 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, 5–8 Frankenstein, Section 1, Lessons 2–6 Frankenstein, Section 2, Lessons 1–7 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 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 2–8

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 8 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, 9–10 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, 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, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–9
12.P.EICC.1.f Develop independence and autonomy as a reader and writer. (I/C)	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

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Georgia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lessons 2–6, 9 Community, Section 2, Lessons 1–7, 10–12, 14, 18 Community, Section 3, Lessons 1, 3–8, 11 Community, Section 4, Lessons 1, 4, 7 Community, Section 5, Lessons 2, 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 Grade 12 Application Unit, Section 5, Lesson 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 2–3, 5–6, 9 How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 8–9 How can I prepare for life after high school?, Section 3, Lessons 1, 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 1, 3–7, 12 In the Time of the Butterflies, Section 2, Lessons 2, 4, 6, 10 In the Time of the Butterflies, Section 3, Lessons 1–8, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, Lessons 6, 9
12.P.EICC.2 Engagement & Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.	1984, Section 1, Lessons 1, 3–8, 13–15 1984, Section 2, Lessons 1, 3–10 1984, Section 3, Lessons 2–9, 12–13 1984, Section 4, Lessons 2–4, 6, 8–9 1984, Section 5, Lessons 1–2, 8–9 Artificial Intelligence, Section 1, Lessons 10, 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 3, 5–7 Artificial Intelligence, Section 4, Lessons 1, 3, 5–10 Community, Section 1, Lessons 2–4, 6, 8 Community, Section 2, Lessons 1, 4, 8, 11, 14, 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Community, Section 5, Lessons 1–7 Frankenstein, Section 1, Lessons 1–6 Frankenstein, Section 2, Lessons 1–6 Frankenstein, Section 3, Lessons 2–4, 6 Frankenstein, Section 4, Lessons 1–6 Frankenstein, Section 5, Lessons 2–4 Grade 12 Application Unit, Section 1, Lessons 3, 6–7 Grade 12 Application Unit, Section 2, Lessons 6–7 Grade 12 Application Unit, Section 3, Lessons 3, 7–8 Grade 12 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 1, Lessons 2–11 Hamlet, Section 2, Lessons 1–10, 14 Hamlet, Section 3, Lessons 3–6, 11–14 Hamlet, Section 4, Lessons 2–7 Hamlet, Section 5, Lessons 1–9

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Georgia Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 1, Lessons 3–4, 7–8 How can I prepare for life after high school?, Section 2, Lessons 1, 4, 6–8 How can I prepare for life after high school?, Section 3, Lessons 5–6 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8 In the Time of the Butterflies, Section 1, Lessons 1, 3–7, 9–11 In the Time of the Butterflies, Section 2, Lessons 2–3, 6–9 In the Time of the Butterflies, Section 3, Lessons 1–7, 10–11 In the Time of the Butterflies, Section 4, Lessons 2, 4–8, 12, 14–15 In the Time of the Butterflies, Section 5, Lessons 1–6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
12.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)	1984, Section 1, Lessons 1, 3–8, 14 1984, Section 2, Lessons 1, 3–4, 9 1984, Section 3, Lessons 4–9 1984, Section 4, Lessons 2–4, 8 1984, Section 5, Lessons 2, 9 Community, Section 1, Lessons 3–4, 6 Community, Section 2, Lessons 1, 4, 8, 11, 14 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–4 Frankenstein, Section 3, Lessons 2–4 Frankenstein, Section 4, Lessons 1–4 Hamlet, Section 1, Lessons 3–8 Hamlet, Section 2, Lessons 1–10 Hamlet, Section 3, Lessons 3–6

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Georgia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 4, Lessons 2–6 Hamlet, Section 5, Lessons 1–3, 9 In the Time of the Butterflies, Section 1, Lessons 4–7, 9 In the Time of the Butterflies, Section 2, Lessons 2–3, 6–8 In the Time of the Butterflies, Section 3, Lessons 1–7, 10 In the Time of the Butterflies, Section 4, Lessons 4–8, 12, 14 In the Time of the Butterflies, Section 5, Lessons 2–4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–4, 8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 6
12.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)	1984, Section 1, Lessons 13–14 1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 2–3, 5–9, 12 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 8–9 Artificial Intelligence, Section 1, Lessons 10, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 1, Lesson 2 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–7 Frankenstein, Section 1, Lessons 4–5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–4 Grade 12 Application Unit, Section 1, Lessons 3, 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 1, Lessons 2, 9–10

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Georgia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 2–9 How can I prepare for life after high school?, Section 1, Lessons 3, 7 How can I prepare for life after high school?, Section 2, Lessons 1, 4, 6–8 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, 8 In the Time of the Butterflies, Section 1, Lessons 1, 3, 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 2 In the Time of the Butterflies, Section 5, Lessons 1–6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
12.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)	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 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

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	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, Lessons 1, 3–4, 6–7, 10 In the Time of the Butterflies, Section 4, Lessons 4–7 In the Time of the Butterflies, Section 5, Lessons 1–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4, 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
12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)	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 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

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	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 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, Lesson 1
12.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)	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 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7

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Georgia Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 4, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7
12.P.EICC.3 Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.	1984, Section 1, Lessons 1–16 1984, Section 2, Lessons 1–5, 10–11 1984, Section 3, Lessons 2–9, 13–14 1984, Section 4, Lessons 2–6, 9–10 1984, Section 5, Lessons 2, 4, 8, 10 Artificial Intelligence, Section 1, Lessons 1–16 Artificial Intelligence, Section 2, Lessons 1–2, 4–14 Artificial Intelligence, Section 3, Lessons 6–8 Artificial Intelligence, Section 4, Lessons 1, 3–4, 7, 11 Community, Section 1, Lessons 1–9 Community, Section 2, Lessons 1–4, 8–13, 16–18 Community, Section 3, Lessons 1–7, 9–11 Community, Section 4, Lessons 1–4, 6–7 Community, Section 5, Lessons 1–2, 4, 8 Frankenstein, Section 1, Lessons 1–7 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 1–2, 7 Grade 12 Application Unit, Section 2, Lessons 4, 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10 Hamlet, Section 1, Lessons 1–8, 11–12 Hamlet, Section 2, Lessons 1–12, 14–15 Hamlet, Section 3, Lessons 1–6, 8, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1–5, 10 How can I prepare for life after high school?, Section 1, Lessons 2–9 How can I prepare for life after high school?, Section 2, Lessons 3, 5, 8–9

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	How can I prepare for life after high school?, Section 3, Lessons 1, 4, 6–7 How can I prepare for life after high school?, Section 4, Lessons 6, 9 In the Time of the Butterflies, Section 1, Lessons 1–12 In the Time of the Butterflies, Section 2, Lessons 1–10 In the Time of the Butterflies, Section 3, Lessons 1–4, 6–8, 10–12 In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 10, 12–16 In the Time of the Butterflies, Section 5, Lessons 3–4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–5, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3, 9
12.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address monitoring comprehension and adjusting as needed. 1984, Section 1, Lesson 16 Artificial Intelligence, Section 1, Lessons 3, 16 Community, Section 1, Lessons 1–2, 6, 9 Frankenstein, Section 1, Lessons 1, 7 Grade 12 Application Unit, Section 2, Lesson 4 Hamlet, Section 1, Lesson 12 How can I prepare for life after high school?, Section 1, Lessons 5, 9 In the Time of the Butterflies, Section 1, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 12 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12
12.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)	1984, Section 1, Lesson 2 1984, Section 2, Lesson 5 Artificial Intelligence, Section 1, Lessons 3–4, 8, 12

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Georgia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 2, Lessons 1, 4, 7–8 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lesson 11 Community, Section 3, Lesson 9 Grade 12 Application Unit, Section 1, Lesson 2 Hamlet, Section 3, Lesson 2 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 8 In the Time of the Butterflies, Section 1, Lesson 1 In the Time of the Butterflies, Section 2, Lesson 1 In the Time of the Butterflies, Section 3, Lessons 1, 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4
12.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)	1984, Section 1, Lesson 1 Artificial Intelligence, Section 1, Lessons 1, 11 Artificial Intelligence, Section 2, Lesson 10 Community, Section 1, Lesson 1 Community, Section 2, Lesson 10 Frankenstein, Section 1, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 6 In the Time of the Butterflies, Section 1, Lesson 1 In the Time of the Butterflies, Section 2, Lessons 2, 4 In the Time of the Butterflies, Section 4, Lesson 2
12.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding. (I)	1984, Section 1, Lessons 2, 8–9, 12–14 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 4, 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 4, Lessons 1, 11 Community, Section 1, Lessons 3, 7 Community, Section 2, Lessons 8, 10–12, 16, 18 Community, Section 3, Lessons 5, 7, 9, 11 Community, Section 4, Lessons 4, 7 Community, Section 5, Lessons 1, 8 Frankenstein, Section 1, Lessons 2–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lessons 8, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lessons 2, 4 How can I prepare for life after high school?, Section 2, Lessons 5, 8–9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9
12.P.EICC.3.e Make and track predictions about the events and information likely to come next. (I)	1984, Section 3, Lesson 9 Artificial Intelligence, Section 1, Lesson 8

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	Community, Section 1, Lessons 1, 6 Community, Section 2, Lessons 10, 12 Community, Section 3, Lesson 4 Frankenstein, Section 1, Lessons 2–3 Frankenstein, Section 2, Lesson 4 Frankenstein, Section 4, Lesson 3 Hamlet, Section 3, Lessons 5, 8 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2
12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. (I)	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, 8–11, 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 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

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	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
12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)	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 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 1–2, 6, 9, 14–15 Artificial Intelligence, Section 2, Lessons 5, 7, 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lessons 1–2, 6, 8 Community, Section 2, Lessons 2, 17 Community, Section 3, Lessons 2–6, 10 Community, Section 4, Lessons 2, 4, 6 Community, Section 5, Lesson 4

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Georgia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 1, Lessons 1, 4, 6 Frankenstein, Section 2, Lessons 1, 4–6 Frankenstein, Section 3, Lessons 1, 3–4, 6 Frankenstein, Section 4, Lessons 1, 4, 6 Grade 12 Application Unit, Section 1, Lessons 1, 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10 Hamlet, Section 1, Lessons 1–2, 11 Hamlet, Section 2, Lessons 11–12, 14 Hamlet, Section 3, Lessons 2, 14 Hamlet, Section 4, Lessons 2, 6–7 Hamlet, Section 5, Lesson 4 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–8 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 1, 4, 6 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 8–9, 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 In the Time of the Butterflies, Section 5, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 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
12.P.EICC.4 Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging	1984, Section 1, Lessons 13–14 1984, Section 2, Lesson 8 1984, Section 3, Lessons 1, 3–9, 12

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in writing processes to plan, draft, evaluate, revise, and edit texts.	1984, Section 4, Lessons 1–4, 8 1984, Section 5, Lessons 3–5, 7 Artificial Intelligence, Section 1, Lessons 11, 13–14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 4–5 Artificial Intelligence, Section 4, Lessons 1–2, 4–9 Community, Section 2, Lessons 14–16 Community, Section 3, Lessons 6, 9 Community, Section 5, Lessons 2–5 Frankenstein, Section 4, Lesson 4 Frankenstein, Section 5, Lessons 1–3 Grade 12 Application Unit, Section 1, Lesson 1 Grade 12 Application Unit, Section 3, Lessons 4–6 Grade 12 Application Unit, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 5, Lessons 1–5 Hamlet, Section 1, Lesson 9 Hamlet, Section 3, Lessons 10–13 Hamlet, Section 4, Lesson 1 Hamlet, Section 5, Lessons 2, 4–6, 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 1, 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 1–2, 5–7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 7–8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lessons 3–5 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, Lessons 3, 5, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–5, 8

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	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7
12.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)	1984, Section 3, Lessons 1, 4 1984, Section 4, Lessons 2–4 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 5, 7 Community, Section 2, Lessons 15–16 Community, Section 3, Lesson 6 Community, Section 5, Lessons 2–3, 5 Grade 12 Application Unit, Section 3, Lesson 4 Grade 12 Application Unit, Section 5, Lesson 1 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 8–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–5 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 5
12.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)	1984, Section 4, Lessons 2–4, 8 1984, Section 5, Lessons 3–4 Artificial Intelligence, Section 1, Lesson 11 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 6–7 Community, Section 5, Lesson 2 Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 4, Lesson 4 Grade 12 Application Unit, Section 5, Lessons 3–4 Hamlet, Section 4, Lesson 1 How can I prepare for life after high school?, Section 4, Lessons 5–6 In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 4 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 2, Lessons 8–9

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	What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2–3
12.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)	1984, Section 1, Lesson 13 1984, Section 3, Lesson 3 1984, Section 5, Lesson 3 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lesson 5 Community, Section 2, Lesson 16 Community, Section 5, Lesson 2 Frankenstein, Section 5, Lessons 1–2 Grade 12 Application Unit, Section 1, Lesson 1 Grade 12 Application Unit, Section 4, Lesson 4 Grade 12 Application Unit, Section 5, Lesson 1 Hamlet, Section 3, Lesson 10 Hamlet, Section 5, Lessons 2, 4 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
12.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)	1984, Section 2, Lesson 8 1984, Section 3, Lesson 3 1984, Section 4, Lessons 2–3 1984, Section 5, Lesson 4 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 1–2, 4, 6 Community, Section 3, Lesson 9 Community, Section 5, Lesson 2

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	Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 5, Lessons 1, 3 Hamlet, Section 4, Lesson 1 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 4 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 4
12.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)	1984, Section 2, Lesson 8 1984, Section 3, Lessons 5–9, 12 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lessons 5–7 Community, Section 2, Lessons 14, 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 3–5 Frankenstein, Section 4, Lesson 4 Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 3, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 4 Grade 12 Application Unit, Section 5, Lessons 2–3 Hamlet, Section 1, Lesson 9 Hamlet, Section 3, Lessons 10–12 Hamlet, Section 5, Lessons 4, 6 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 1, 7 How can I prepare for life after high school?, Section 3, Lesson 5

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	How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 7–8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lesson 4 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, Lessons 3, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3, 5 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)	1984, Section 1, Lesson 14 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 13–14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 2, 5–6, 8 Community, Section 5, Lessons 4–5 Grade 12 Application Unit, Section 3, Lesson 6 Grade 12 Application Unit, Section 4, Lesson 5 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 4, Lesson 1 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 4, Lessons 1–2, 7 In the Time of the Butterflies, Section 2, Lessons 7–8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 5 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 2, Lesson 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7
12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)	1984, Section 1, Lesson 14 1984, Section 4, Lesson 1 1984, Section 5, Lesson 5 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 5–6, 9 Community, Section 5, Lesson 5 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 4, Lesson 1 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, 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 4, Lessons 1, 7 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, Lesson 5 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 2, Lessons 8–9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7
12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)	1984, Section 1, Lesson 14 1984, Section 5, Lesson 7 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 9 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lesson 8

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	How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 5, Lesson 5 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 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7

Practices

Situating Texts

Georgia Standards	Aligned Components of *Odell HSLP*
12.P.ST.1 Context: Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.	1984, Section 2, Lessons 2, 5–9 1984, Section 3, Lessons 3, 7–9 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lesson 10 Artificial Intelligence, Section 2, Lesson 6 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3–4, 7, 10 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lessons 2, 7 Frankenstein, Section 1, Lesson 3 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 3 Frankenstein, Section 4, Lessons 2, 4–5 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 2, 6 Grade 12 Application Unit, Section 3, Lessons 3, 7 Grade 12 Application Unit, Section 4, Lessons 2, 5–6 Hamlet, Section 3, Lesson 8

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Georgia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 5, Lessons 5, 9 How can I prepare for life after high school?, Section 2, Lessons 3–4, 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 2, Lessons 2–7 In the Time of the Butterflies, Section 3, Lessons 2, 6 In the Time of the Butterflies, Section 4, Lessons 2, 5, 12 In the Time of the Butterflies, Section 5, Lessons 3, 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6
12.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address identifying the key components of context that are most relevant. 1984, Section 2, Lessons 2, 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 2, Lesson 6 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 2, Lesson 8 Community, Section 5, Lesson 7 Frankenstein, Section 1, Lesson 3 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 2, 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 3–4, 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 2, Lessons 2, 4–5 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 1, Lesson 5 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
12.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)	1984, Section 2, Lesson 2 1984, Section 5, Lesson 9 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 3 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 2 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 2, Lesson 3 In the Time of the Butterflies, Section 2, Lesson 5 In the Time of the Butterflies, Section 3, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7

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12.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)	1984, Section 2, Lesson 2 1984, Section 3, Lesson 3 1984, Section 5, Lesson 9 Artificial Intelligence, Section 4, Lesson 7 Community, Section 2, Lesson 8 Frankenstein, Section 1, Lesson 3 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 2–4, 6–7 In the Time of the Butterflies, Section 3, Lesson 2 In the Time of the Butterflies, Section 4, Lessons 5, 12 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5
12.P.ST.2 Author, Audience, & Purpose: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.	1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 12 1984, Section 4, Lesson 5 1984, Section 5, Lessons 3–7 Artificial Intelligence, Section 2, Lesson 6 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3–5, 7–9 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 2 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4, 6 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 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, Lessons 1, 6–7 In the Time of the Butterflies, Section 3, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–6, 10

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	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7, 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 3–6
12.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)	1984, Section 4, Lesson 5 Artificial Intelligence, Section 2, Lesson 6 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 2 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
12.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)	1984, Section 2, Lesson 2 1984, Section 3, Lesson 12 1984, Section 5, Lessons 3–7 Artificial Intelligence, Section 2, Lesson 6 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 2 Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 6–7 In the Time of the Butterflies, Section 3, Lesson 6

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	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C)	1984, Section 3, Lesson 3 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 3, 7 Community, Section 2, Lesson 4 Community, Section 3, Lesson 6 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 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5 *Odell HSLP* addresses determining which text design is most accessible in grade 9. Who Changes the World?, Section 3, Lesson 2

Texts

Context

Georgia Standards	Aligned Components of *Odell HSLP*
12.T.C.1 Purposes & Audiences: Analyze the impact of purpose and audience on a wide variety of texts.	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lessons 2, 9 1984, Section 3, Lessons 3, 5, 9 Artificial Intelligence, Section 1, Lesson 2 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9

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Georgia Standards	Aligned Components of *Odell HSLP*
	Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 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, 8 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–8 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I)	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 2 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7
12.T.C.1.b Evaluate the impact of voice and tone on a text's reception by the audience. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address evaluating the impact of voice on a text's reception by the audience. 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 Community, Section 2, Lesson 12 Community, Section 3, Lesson 2 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 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 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
12.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address constructing presentations that serve more than one purpose. 1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lesson 7

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Georgia Standards	Aligned Components of *Odell HSLP*
	Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7
12.T.C.2 Authors & Speakers: Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.	1984, Section 2, Lessons 2, 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 1, Lesson 4 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lessons 2, 7 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 4, Lessons 2, 4–5 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 3, Lessons 2, 8 Hamlet, Section 5, Lessons 5, 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 2, Lessons 2–3, 5–7 In the Time of the Butterflies, Section 4, Lessons 2, 5 In the Time of the Butterflies, Section 5, Lessons 3, 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7
12.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)	Artificial Intelligence, Section 3, Lesson 4 Community, Section 1, Lesson 4 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lessons 2, 8 Hamlet, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 5–7
12.T.C.2.b Locate the original source of questionable content to better evaluate credibility and validity. (I)	*Odell HSLP* does not address this standard. 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
12.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. (I)	1984, Section 2, Lesson 2 Community, Section 2, Lesson 8 Frankenstein, Section 2, Lesson 1 In the Time of the Butterflies, Section 2, Lessons 2–3, 5–7 In the Time of the Butterflies, Section 4, Lesson 5 In the Time of the Butterflies, Section 5, Lesson 3

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5
12.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)	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 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

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Texts

Periods & Movements

Georgia Standards	Aligned Components of *Odell HSLP*
12.T.PM.1 Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	*Odell HSLP* does not address this standard.
12.T.PM.1.a Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period. (I)	*Odell HSLP* does not address this standard.
12.T.PM.1.b Compare and contrast major authors and works of three periods of English and American literary history, including key themes and stylistic features. (I)	*Odell HSLP* does not address this standard.

Texts

Research & Analysis

Georgia Standards	Aligned Components of *Odell HSLP*
12.T.RA.1 Research & Inquiry: Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 7–9, 12 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lessons 10, 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6, 10 Community, Section 5, Lesson 7 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 5, Lesson 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lessons 3–8 How can I prepare for life after high school?, Section 4, Lessons 6, 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, 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
12.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.	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

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12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately. (I)	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 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
12.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format. (C)	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

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	Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 5, Lesson 2 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
12.T.RA.2 Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lessons 7, 10, 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 3, Lessons 1, 9 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 3, Lesson 10 Hamlet, Section 5, Lessons 2, 4 How can I prepare for life after high school?, Section 1, Lesson 8 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 In the Time of the Butterflies, Section 5, Lesson 2 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, 6–7

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12.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address navigating and using academic databases. 1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 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
12.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lessons 7, 10, 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 3, Lessons 1, 9 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 3, Lesson 10

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	Hamlet, Section 5, Lesson 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, 6–7
12.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 5, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 8 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 In the Time of the Butterflies, Section 5, Lesson 2 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

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Texts

Structures & Style

Georgia Standards	Aligned Components of *Odell HSLP*
12.T.SS.1 Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.	1984, Section 1, Lessons 10, 12, 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lessons 7, 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3–9 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15–16 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lessons 4–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4, 6 Grade 12 Application Unit, Section 5, Lessons 2–3, 5 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 8–11, 13 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lessons 2, 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, Lessons 5, 7, 9–10 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 7, 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
12.T.SS.1.a Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)	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
12.T.SS.1.b Blend multiple organizational structures to support and enhance a text's central message. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address blending multiple organizational structures. Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Community, Section 5, Lesson 2 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
12.T.SS.1.c	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9

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Georgia Standards	Aligned Components of *Odell HSLP*
Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. (C)	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 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 3, 6–9 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4, 6 Grade 12 Application Unit, Section 5, Lessons 2–3, 5 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, Lessons 2, 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, 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
12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–9

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Georgia Standards	Aligned Components of *Odell HSLP*
guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion. (C)	Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
12.T.SS.2 Craft: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.	1984, Section 1, Lessons 3–7, 10, 14 1984, Section 2, Lessons 2, 4, 9 1984, Section 3, Lessons 3, 5, 9, 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 3, 5–9 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 5, 13, 16 Community, Section 3, Lessons 2, 6–7, 9 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–3, 5 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3–5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4, 6 Hamlet, Section 1, Lessons 2–3, 7, 9–10 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6, 11, 13 Hamlet, Section 4, Lessons 2–3 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lessons 4, 7 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7

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Georgia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 1, Lessons 9–10 In the Time of the Butterflies, Section 2, Lessons 3, 6, 8 In the Time of the Butterflies, Section 3, Lessons 4, 7, 10 In the Time of the Butterflies, Section 4, Lesson 13 In the Time of the Butterflies, Section 5, Lessons 2, 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 5–8, 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 3–6
12.T.SS.2.a Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. (I)	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lessons 2, 4 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Community, Section 2, Lessons 5, 13 Community, Section 3, Lessons 2, 7, 9 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3–4 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 1, Lesson 9 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 5–8

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lessons 13, 16 Community, Section 3, Lessons 6–7, 9 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 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, Lessons 2, 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1, 7 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–6
12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address an authoritative tone indicative of a confident and knowledgeable expert. 1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lessons 3, 5–9 Community, Section 2, Lesson 16 Community, Section 3, Lessons 7, 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 3, Lesson 4 Grade 12 Application Unit, Section 4, Lesson 6 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 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 2, 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1

Texts

Techniques

Georgia Standards	Aligned Components of *Odell HSLP*
12.T.T.1 Narrative Techniques: Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.	1984, Section 1, Lessons 3–8, 10–12 1984, Section 2, Lessons 1–4, 11 1984, Section 3, Lessons 2–9, 12, 14 1984, Section 4, Lessons 2–6, 8, 10 1984, Section 5, Lessons 2, 4–7, 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1–7 Community, Section 2, Lessons 12–13, 16, 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lessons 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 1–4, 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, Lessons 7, 9

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 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 1, 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 4, 6, 9
12.T.T.1.a Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address evaluating how different authors develop and use narrative techniques across texts. 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 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 1, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 6, 9
12.T.T.1.b Compare and evaluate multiple authors' use of plot structures, conflict, narratives devices, word choice, and other craft techniques to impact audiences and create purpose. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address comparing and evaluating multiple authors' use of conflict. 1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lessons 2–3 1984, Section 3, Lessons 3, 5–6, 8–9 1984, Section 4, Lessons 2–5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1–6 Community, Section 2, Lessons 12–13, 16 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–5

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Georgia Standards	Aligned Components of *Odell HSLP*
	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 2–4, 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, 5 Hamlet, Section 5, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 4 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, Lessons 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 1–2, 5–6, 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
12.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)	1984, Section 1, Lessons 3–8, 10–12 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, 3–7 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

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Georgia Standards	Aligned Components of *Odell HSLP*
	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, 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 1, 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9
12.T.T.1.d Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)	Frankenstein, Section 2, Lesson 3 Frankenstein, Section 3, Lesson 3 Hamlet, Section 4, Lesson 4

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12.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address developing an idea or theme across the text using metaphors and symbolism. 1984, Section 3, Lessons 4, 12 1984, Section 4, Lessons 2–4, 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, Lessons 4, 6
12.T.T.2 Expository Techniques: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.	1984, Section 1, Lessons 10, 12, 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lessons 7–8, 11, 14 Artificial Intelligence, Section 2, Lessons 6, 9, 11–12 Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lessons 1, 3–4 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15–16 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 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 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lessons 3–5, 7 Grade 12 Application Unit, Section 4, Lessons 1, 4 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 8–13 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 2, 7 How can I prepare for life after high school?, Section 3, Lesson 5

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	How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 5, 7, 9–10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7, 10 In the Time of the Butterflies, Section 4, Lessons 2, 4–7 In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–4, 7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)	1984, Section 1, Lessons 10, 12 Artificial Intelligence, Section 1, Lessons 7, 11 Artificial Intelligence, Section 2, Lessons 6, 9, 11 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 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, 7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4
12.T.T.2.b Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)	Artificial Intelligence, Section 1, Lessons 7–8 Artificial Intelligence, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 3 Grade 12 Application Unit, Section 2, Lesson 6

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	Grade 12 Application Unit, Section 3, Lessons 3, 7 In the Time of the Butterflies, Section 4, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7
12.T.T.2.c This progression ends in 5th grade.	
12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. (C)	*Odell HSLP* partially addresses this standard; the program does not explicitly address using multiple text structures. 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 3, Lesson 5 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 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 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 2, 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

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	In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 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 3–5
12.T.T.3 Argumentative Techniques: Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes.	Artificial Intelligence, Section 2, Lessons 9, 12 Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 1, 3, 5–10 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lessons 2–6 Frankenstein, Section 4, Lessons 2–5 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lessons 3, 5–6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lessons 3, 6 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lessons 2–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7
12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)	Artificial Intelligence, Section 2, Lessons 9, 12 Artificial Intelligence, Section 4, Lesson 1 Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lessons 2–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6

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	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7
12.T.T.3.b Evaluate and critique the use of rhetorical language in a variety of texts. (I)	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2–5 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 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
12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 3, Lesson 6 Community, Section 5, Lessons 3–6 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically. (C)	Community, Section 3, Lesson 7 Community, Section 5, Lesson 4
12.T.T.4 Poetic Techniques: Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lessons 2–4 1984, Section 3, Lessons 3, 5, 9 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1–6 Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3

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	Hamlet, Section 1, Lessons 2–4, 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 Hamlet, Section 5, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 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
12.T.T.4.a Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)	*Odell HSLP* partially addresses this standard; the program does not explicitly address critiquing a variety of poetic texts. 1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lessons 2–4 1984, Section 3, Lessons 3, 5, 9 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1–6 Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–4, 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 Hamlet, Section 5, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 In the Time of the Butterflies, Section 4, Lesson 13

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	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 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
12.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)	*Odell HSLP* addresses this standard in grade 11. Beloved, Section 3, Lesson 4 Beloved, Section 4, Lesson 1

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