# Odell Education Louisiana Standards Alignment Guide Grade 12 | Louisiana Student Standards for English Language Arts (2026)

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 Louisiana standards and the *Odell HSLP* follows

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## Language Standards

### Conventions of Standard English

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.1**<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 1984, Section 1, Lessons 14–15<br>1984, Section 3, Lesson 13<br>1984, Section 5, Lessons 7–8<br>Artificial Intelligence, Section 1, Lessons 9, 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 7–10<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 2, Lessons 2, 5, 8<br>How can I prepare for life after high school?, Section 3, Lessons 4, 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.1.a**<br>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding, as needed. | Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 5, Lesson 7<br>Hamlet, Section 1, Lesson 10<br>How can I prepare for life after high school?, Section 3, Lessons 4, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7 |
| **L.11-12.2**<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 1984, Section 1, Lessons 12, 14–15<br>1984, Section 3, Lessons 8–9, 13<br>1984, Section 5, Lessons 7–8<br>Artificial Intelligence, Section 1, Lessons 9, 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 9, 11<br>In the Time of the Butterflies, Section 4, Lesson 11 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
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| | In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 |
| **L.11-12.2.a**<br>Apply appropriate hyphenation conventions. | In the Time of the Butterflies, Section 3, Lesson 9<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5 |
| **L.11-12.2.b**<br>Spell correctly, consulting references as needed. | 1984, Section 1, Lessons 14–15<br>1984, Section 3, Lessons 8–9, 13<br>1984, Section 5, Lessons 7–8<br>Artificial Intelligence, Section 1, Lesson 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lesson 6<br>Frankenstein, Section 2, Lesson 6<br>Frankenstein, Section 4, Lesson 6<br>Frankenstein, Section 5, Lesson 3<br>Hamlet, Section 1, Lessons 9–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 |

## Language Standards

### Knowledge of Language

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.3**<br>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | 1984, Section 1, Lessons 14–15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 4–6, 13<br>1984, Section 4, Lessons 2–4<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lessons 9, 17<br>Community, Section 3, Lessons 2, 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 4, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 3, Lessons 4, 6<br>Grade 12 Application Unit, Section 5, Lessons 5, 8–10<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 11, 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lessons 6–7 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 4, 11<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7 |
| **L.11-12.3.a**<br>Vary syntax for effect, consulting references for guidance as needed. | 1984, Section 1, Lessons 14–15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 4–6, 13<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 5, Lesson 5<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 4, 11<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **L.11-12.3.b**<br>Apply an understanding of syntax to the study of complex texts when reading. | 1984, Section 1, Lessons 14–15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 4–6, 13<br>1984, Section 4, Lessons 2–4<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 2, Lessons 9, 17<br>Community, Section 3, Lessons 2, 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 5, Lesson 5<br>Hamlet, Section 1, Lessons 2, 10–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6 |

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

## Language Standards

### Vocabulary Acquisition and Use

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.4**<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. | 1984, Section 1, Lessons 1–3, 6–7, 9, 15<br>1984, Section 2, Lesson 10<br>1984, Section 3, Lesson 13<br>1984, Section 4, Lesson 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 6, 9, 15<br>Artificial Intelligence, Section 2, Lessons 5, 7, 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Community, Section 1, Lessons 1–2, 6, 8<br>Community, Section 2, Lessons 2, 8, 15, 17<br>Community, Section 3, Lessons 2–6, 10<br>Community, Section 4, Lessons 2, 4, 6<br>Frankenstein, Section 1, Lessons 1–4, 6<br>Frankenstein, Section 2, Lessons 1–3, 6<br>Frankenstein, Section 3, Lessons 1–3, 6<br>Frankenstein, Section 4, Lessons 1, 3, 6<br>Grade 12 Application Unit, Section 1, Lessons 1, 3, 7<br>Grade 12 Application Unit, Section 2, Lessons 1, 7<br>Grade 12 Application Unit, Section 3, Lesson 8<br>Hamlet, Section 1, Lessons 1–2, 11<br>Hamlet, Section 2, Lessons 2, 11–12, 14 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 3, Lessons 2, 8, 14<br>Hamlet, Section 4, Lessons 2, 7<br>How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6, 8<br>How can I prepare for life after high school?, Section 3, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9, 11<br>In the Time of the Butterflies, Section 2, Lessons 3, 5, 9<br>In the Time of the Butterflies, Section 3, Lessons 2, 4, 8, 11<br>In the Time of the Butterflies, Section 4, Lessons 10, 15<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8 |
| **L.11-12.4.a**<br>Use context to determine the meaning of a word or phrase. | 1984, Section 1, Lessons 2–3, 6–7, 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 6<br>Artificial Intelligence, Section 2, Lessons 5, 7<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 3–6<br>Community, Section 4, Lessons 2, 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lessons 1, 3<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 1, Lessons 2, 5–6 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 3, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9<br>In the Time of the Butterflies, Section 2, Lessons 3, 5<br>In the Time of the Butterflies, Section 3, Lessons 2, 4, 8<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.b**<br>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. | 1984, Section 1, Lessons 1–2, 9<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 2, 4–6<br>Community, Section 4, Lesson 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 2, 9<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.c**<br>Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word. | *Odell HSLP* partially addresses this standard; the program does not explicitly address consulting reference materials to determine or verify pronunciation, part of speech, etymology, or standard usage.<br>1984, Section 1, Lessons 1–2, 9<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 2, 4–6<br>Community, Section 4, Lesson 4 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 2, 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 1, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 2, 6, 9<br>In the Time of the Butterflies, Section 4, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 1 |
| **L.11-12.5**<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 1984, Section 1, Lesson 4<br>1984, Section 2, Lesson 4<br>Artificial Intelligence, Section 1, Lesson 9<br>Community, Section 2, Lessons 5–6<br>Community, Section 3, Lesson 2<br>Frankenstein, Section 1, Lessons 2–4<br>Frankenstein, Section 2, Lessons 2–3<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 1, Lesson 2<br>Hamlet, Section 3, Lesson 1<br>Hamlet, Section 4, Lesson 3<br>How can I prepare for life after high school?, Section 1, Lesson 3<br>In the Time of the Butterflies, Section 1, Lesson 8<br>In the Time of the Butterflies, Section 2, Lessons 3, 6<br>In the Time of the Butterflies, Section 3, Lessons 4, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.5.a**<br>Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. | *Odell HSLP* partially addresses this standard; the program does not explicitly address hyperbole.<br>1984, Section 1, Lesson 4<br>1984, Section 2, Lesson 4<br>Community, Section 2, Lessons 5–6<br>Frankenstein, Section 1, Lessons 2–4<br>Frankenstein, Section 2, Lessons 2–3<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 4, Lesson 3<br>In the Time of the Butterflies, Section 2, Lessons 3, 6<br>In the Time of the Butterflies, Section 3, Lessons 4, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8 |
| **L.11-12.5.b**<br>Analyze nuances in the meaning of words with similar denotations. | Hamlet, Section 2, Lesson 11<br>Hamlet, Section 2, Lesson 12<br>1984, Section 1, Lesson 5<br>1984, Section 3, Lesson 9 |
| **L.11-12.6**<br>Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 1984, Section 1, Lesson 15<br>1984, Section 2, Lesson 10<br>1984, Section 3, Lesson 13<br>1984, Section 4, Lesson 9<br>1984, Section 5, Lesson 4<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 6–7<br>Artificial Intelligence, Section 4, Lesson 7<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Community, Section 4, Lesson 6<br>Community, Section 5, Lesson 4<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 4–6<br>Frankenstein, Section 3, Lessons 4, 6<br>Frankenstein, Section 4, Lessons 4, 6<br>Grade 12 Application Unit, Section 1, Lesson 7 |

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

## Reading Standards for Informational Text

### Key Ideas and Details

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.1**<br>Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1984, Section 1, Lessons 8, 11–14<br>1984, Section 2, Lessons 2, 11<br>1984, Section 3, Lessons 3, 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lessons 8, 10 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 14<br>Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6, 11<br>Community, Section 1, Lesson 7<br>Community, Section 2, Lessons 1–4, 8–9, 11, 13, 16, 18<br>Community, Section 3, Lessons 1–5, 7, 9, 11<br>Community, Section 4, Lessons 1, 3–4, 7<br>Community, Section 5, Lessons 1–2, 8<br>Frankenstein, Section 2, Lessons 3, 7<br>Frankenstein, Section 3, Lessons 1, 7<br>Frankenstein, Section 4, Lessons 2, 4–5, 7<br>Frankenstein, Section 5, Lesson 5<br>Grade 12 Application Unit, Section 3, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lesson 1<br>Hamlet, Section 2, Lessons 10–12, 15<br>Hamlet, Section 3, Lessons 1–2, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lessons 2–5, 10<br>How can I prepare for life after high school?, Section 1, Lessons 4–6<br>How can I prepare for life after high school?, Section 2, Lessons 3, 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 2–7<br>In the Time of the Butterflies, Section 2, Lessons 1, 4, 6–7, 10<br>In the Time of the Butterflies, Section 3, Lessons 3, 6–7, 12<br>In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9 |
| **RI.11-12.2**<br>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | 1984, Section 1, Lessons 2, 9, 13–14<br>1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lessons 8, 10<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 2, Lessons 1, 9–10, 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lessons 1, 11<br>Community, Section 1, Lesson 7<br>Community, Section 2, Lessons 8, 10–12, 16, 18<br>Community, Section 3, Lessons 5, 7, 9, 11<br>Community, Section 4, Lessons 4, 7<br>Community, Section 5, Lessons 1, 8<br>Frankenstein, Section 2, Lessons 3, 7<br>Frankenstein, Section 3, Lessons 1, 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lessons 8, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4<br>How can I prepare for life after high school?, Section 2, Lessons 5, 8–9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 4, Lesson 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9 |
| **RI.11-12.3**<br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7<br>In the Time of the Butterflies, Section 4, Lessons 4–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4 |

## Reading Standards for Informational Text

### Craft and Structure

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.4**<br>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. | 1984, Section 1, Lessons 1–2, 8–9<br>1984, Section 2, Lesson 2<br>Artificial Intelligence, Section 1, Lessons 2–3, 6, 8<br>Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8<br>Community, Section 2, Lessons 2, 5, 12<br>Community, Section 3, Lessons 3–6, 8<br>Community, Section 4, Lessons 3–4<br>Frankenstein, Section 3, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 10–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 5, Lesson 5<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4–6<br>How can I prepare for life after high school?, Section 2, Lesson 1 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 3–7, 9<br>In the Time of the Butterflies, Section 2, Lessons 3–4, 6<br>In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8<br>In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RI.11-12.5**<br>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | 1984, Section 1, Lessons 10, 12<br>Artificial Intelligence, Section 1, Lesson 7<br>Artificial Intelligence, Section 4, Lesson 4<br>Community, Section 2, Lessons 3–4, 7–9, 11–13, 15<br>Community, Section 3, Lessons 5, 7–9<br>Community, Section 4, Lesson 1<br>Community, Section 5, Lesson 2<br>Hamlet, Section 3, Lessons 8–10<br>In the Time of the Butterflies, Section 1, Lessons 5, 7, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7 |
| **RI.11-12.6**<br>Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student's interpretation of power, persuasiveness, or beauty of the text. | Community, Section 2, Lessons 1, 3–9, 12–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Hamlet, Section 3, Lesson 8<br>Hamlet, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 |

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## Reading Standards for Informational Text

### Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.7**<br>Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words, in order to address a question or solve a problem. | 1984, Section 1, Lessons 9–10<br>1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 3, 14<br>Artificial Intelligence, Section 2, Lessons 4–6, 8, 10, 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lessons 3, 11<br>Community, Section 2, Lessons 13, 18<br>Community, Section 3, Lessons 2, 8, 11<br>Community, Section 4, Lessons 2, 4, 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 2, Lessons 1, 7<br>Frankenstein, Section 3, Lesson 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Grade 12 Application Unit, Section 3, Lesson 1<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lesson 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 3–4<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |
| **RI.11-12.8**<br>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in public works (e.g., The Federalist Papers, presidential addresses). | Artificial Intelligence, Section 2, Lessons 9, 12<br>Artificial Intelligence, Section 4, Lesson 1<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Grade 12 Application Unit, Section 2, Lesson 3<br>Hamlet, Section 5, Lessons 2–4 |
| **RI.11-12.9**<br>Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. | *Odell HSLP* partially addresses this standard; the program does not explicitly address foundational world documents.<br>Community, Section 2, Lessons 15–16<br>Community, Section 3, Lessons 6, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2 |

## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.10b**<br>Grade 12: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11– workplace/postsecondary text complexity independently and proficiently. | 1984, Section 1, Lessons 1–2, 8–12, 16<br>1984, Section 2, Lessons 2, 5–6, 11<br>1984, Section 3, Lessons 3–4, 14<br>1984, Section 4, Lessons 7, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 2–5, 10–13, 16<br>Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14<br>Artificial Intelligence, Section 3, Lessons 3, 8<br>Artificial Intelligence, Section 4, Lessons 4, 11<br>Community, Section 1, Lesson 9 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Community, Section 2, Lessons 1–7, 10–12, 14, 18<br>Community, Section 3, Lessons 1, 3–8, 11<br>Community, Section 4, Lessons 1, 4, 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lesson 7<br>Frankenstein, Section 2, Lessons 1, 3, 7<br>Frankenstein, Section 3, Lessons 1, 7<br>Frankenstein, Section 4, Lessons 2, 4, 7<br>Frankenstein, Section 5, Lesson 5<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–2<br>Hamlet, Section 1, Lessons 1–2, 12<br>Hamlet, Section 2, Lessons 10–12, 15<br>Hamlet, Section 3, Lessons 2, 8–9, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 1, Lessons 2, 5–6, 9<br>How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 8–9<br>How can I prepare for life after high school?, Section 3, Lessons 1, 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 1, 3–7, 12<br>In the Time of the Butterflies, Section 2, Lessons 2, 4, 6, 10<br>In the Time of the Butterflies, Section 3, Lessons 1–4, 6–8, 12<br>In the Time of the Butterflies, Section 4, Lessons 1–9, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |

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## Reading Standards for Literature

### Key Ideas and Details

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.1**<br>Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1984, Section 1, Lessons 3–7, 10–11<br>1984, Section 2, Lessons 1–4, 11<br>1984, Section 3, Lessons 2–9, 14<br>1984, Section 4, Lessons 2–6, 10<br>1984, Section 5, Lessons 2, 10<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lessons 1, 3–6<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 1–5<br>Frankenstein, Section 2, Lessons 1–5, 7<br>Frankenstein, Section 3, Lessons 1–5, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lessons 1, 5<br>Hamlet, Section 1, Lessons 2–8<br>Hamlet, Section 2, Lessons 1–10, 15<br>Hamlet, Section 3, Lessons 1–6, 15<br>Hamlet, Section 4, Lessons 2–5, 8<br>Hamlet, Section 5, Lessons 1, 10<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lessons 8, 10 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 3, Lessons 10, 12<br>In the Time of the Butterflies, Section 4, Lessons 13–14, 16<br>In the Time of the Butterflies, Section 5, Lessons 3, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 6–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9 |
| **RL.11-12.2**<br>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | 1984, Section 1, Lessons 8, 12<br>1984, Section 2, Lessons 1, 11<br>1984, Section 3, Lessons 6, 14<br>1984, Section 4, Lessons 3, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lesson 3<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 2–5<br>Frankenstein, Section 2, Lessons 1–5, 7<br>Frankenstein, Section 3, Lessons 1–5, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lessons 1, 5<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lesson 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lessons 1, 10<br>How can I prepare for life after high school?, Section 1, Lesson 4 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lesson 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |
| **RL.11-12.3**<br>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere. | *Odell HSLP* partially addresses this standard; the program does not explicitly address subplots.<br>1984, Section 1, Lessons 3–8, 15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 3, 5–9, 13<br>1984, Section 4, Lessons 2–4, 8<br>1984, Section 5, Lesson 2<br>Artificial Intelligence, Section 1, Lessons 9, 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 1–6<br>Frankenstein, Section 2, Lessons 1–6<br>Frankenstein, Section 3, Lessons 1–5<br>Frankenstein, Section 4, Lessons 1–4, 6<br>Frankenstein, Section 5, Lesson 1<br>Hamlet, Section 1, Lessons 2–4, 11<br>Hamlet, Section 3, Lessons 3, 14 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 4, Lesson 5<br>Hamlet, Section 5, Lesson 1<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>In the Time of the Butterflies, Section 1, Lessons 8, 10–11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 10–11<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 6, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 10 |

## Reading Standards for Literature

### Craft and Structure

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.4**<br>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare). | 1984, Section 1, Lessons 3–7, 10<br>1984, Section 2, Lesson 2<br>1984, Section 3, Lessons 3, 5, 9<br>Community, Section 1, Lessons 1–3, 6<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–3<br>Frankenstein, Section 3, Lessons 1–4<br>Frankenstein, Section 4, Lessons 1, 3<br>Hamlet, Section 1, Lessons 2–3, 7<br>Hamlet, Section 2, Lessons 1–3, 5–6, 8–9<br>Hamlet, Section 3, Lessons 1–3, 5–6<br>Hamlet, Section 4, Lessons 2–3<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>In the Time of the Butterflies, Section 4, Lesson 13<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RL.11-12.5**<br>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | 1984, Section 2, Lesson 3<br>1984, Section 3, Lesson 3<br>1984, Section 4, Lessons 3, 5<br>1984, Section 5, Lesson 2<br>Community, Section 1, Lessons 1, 4–6<br>Frankenstein, Section 1, Lessons 1–4<br>Hamlet, Section 1, Lessons 3–4<br>Hamlet, Section 2, Lessons 3, 5<br>Hamlet, Section 3, Lesson 5<br>Hamlet, Section 5, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RL.11-12.6**<br>Analyze a case in which understanding point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Community, Section 1, Lesson 3<br>Frankenstein, Section 2, Lessons 3–4<br>Frankenstein, Section 4, Lessons 1–4<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 |

## Reading Standards for Literature

### Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.7**<br>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or | 1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lessons 6, 10 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| recorded novel or poetry), evaluating how each version interprets the source text. | 1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 2, Lesson 7<br>Frankenstein, Section 3, Lessons 2–3, 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 2, Lessons 6–8, 15<br>Hamlet, Section 3, Lessons 4, 6, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lesson 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |
| **RL.11-12.8**<br>Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. | |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.9**<br>Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics. | *Odell HSLP* partially addresses this standard; the program does not explicitly address how two or more texts from the same period treat similar themes or topics.<br>Community, Section 1, Lessons 4, 6–7<br>Community, Section 2, Lesson 8<br>Frankenstein, Section 2, Lesson 3<br>Frankenstein, Section 3, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 |

## Reading Standards for Literature

### Range of Reading and Level of Text Complexity

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.10b**<br>Grade 12: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–Postsecondary text complexity band independently and proficiently. | 1984, Section 1, Lessons 3–8, 10–11, 16<br>1984, Section 2, Lessons 1–3, 11<br>1984, Section 3, Lessons 2–9, 11, 14<br>1984, Section 4, Lessons 1–5, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lesson 6<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lessons 1–6, 9<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 1–4, 7<br>Frankenstein, Section 2, Lessons 1–4, 7<br>Frankenstein, Section 3, Lessons 2–4, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 1, Lessons 2–7, 12<br>Hamlet, Section 2, Lessons 1–10, 15<br>Hamlet, Section 3, Lessons 1–6, 15 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 4, Lessons 2–5, 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 1, Lesson 9<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lesson 12<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lessons 5, 12<br>In the Time of the Butterflies, Section 4, Lessons 12–13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |

## Speaking and Listening Standards

### Comprehension and Collaboration

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **SL.11-12.1**<br>Initiate and participate effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | 1984, Section 1, Lessons 1–15<br>1984, Section 2, Lessons 2–11<br>1984, Section 3, Lessons 1–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 1–4, 6, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–13, 15<br>Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–11 |

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| | Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<br>Community, Section 3, Lessons 2–7, 9–11<br>Community, Section 4, Lessons 2, 4–7<br>Community, Section 5, Lessons 2–8<br>Frankenstein, Section 1, Lessons 1–6<br>Frankenstein, Section 2, Lessons 1–7<br>Frankenstein, Section 3, Lessons 1–7<br>Frankenstein, Section 4, Lessons 1–7<br>Frankenstein, Section 5, Lessons 1–5<br>Grade 12 Application Unit, Section 1, Lessons 1–7<br>Grade 12 Application Unit, Section 2, Lessons 1–7<br>Grade 12 Application Unit, Section 3, Lessons 1–8<br>Grade 12 Application Unit, Section 4, Lessons 1–6<br>Grade 12 Application Unit, Section 5, Lessons 1–7, 11<br>Hamlet, Section 1, Lessons 2–8, 10–11<br>Hamlet, Section 2, Lessons 1–7, 9–15<br>Hamlet, Section 3, Lessons 1–12, 14–15<br>Hamlet, Section 4, Lessons 2–8<br>Hamlet, Section 5, Lessons 1, 3–5, 7–10<br>How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8<br>How can I prepare for life after high school?, Section 2, Lessons 1, 3–9<br>How can I prepare for life after high school?, Section 3, Lessons 1–7<br>How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1–9, 11<br>In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10<br>In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12<br>In the Time of the Butterflies, Section 4, Lessons 2, 5–16<br>In the Time of the Butterflies, Section 5, Lessons 3, 6–7 |

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| | What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8–9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9 |
| **SL.11-12.1.a**<br>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | 1984, Section 1, Lessons 2–14<br>1984, Section 2, Lessons 2–4, 6–11<br>1984, Section 3, Lessons 3–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 1–2, 4, 9–10<br>Artificial Intelligence, Section 1, Lessons 2–8, 10–13, 15<br>Artificial Intelligence, Section 2, Lessons 1–3, 5–6, 8–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–11<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<br>Community, Section 3, Lessons 2–7, 9, 11<br>Community, Section 4, Lessons 2, 4–7<br>Community, Section 5, Lessons 3, 7–8<br>Frankenstein, Section 1, Lessons 2–5<br>Frankenstein, Section 2, Lessons 1–5, 7<br>Frankenstein, Section 3, Lessons 1–7<br>Frankenstein, Section 4, Lessons 1–5, 7<br>Frankenstein, Section 5, Lessons 1–4<br>Grade 12 Application Unit, Section 1, Lessons 1–7<br>Grade 12 Application Unit, Section 2, Lessons 1–7<br>Grade 12 Application Unit, Section 3, Lessons 2–8<br>Grade 12 Application Unit, Section 4, Lessons 2–3<br>Grade 12 Application Unit, Section 5, Lessons 2, 6<br>Hamlet, Section 1, Lessons 2–8, 10–11<br>Hamlet, Section 2, Lessons 2–7, 9–15<br>Hamlet, Section 3, Lessons 1–6, 8–12, 14–15<br>Hamlet, Section 4, Lessons 2–8 |

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| | Hamlet, Section 5, Lessons 1, 3–5, 7–9<br>How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6<br>How can I prepare for life after high school?, Section 2, Lessons 1, 3–5, 7–9<br>How can I prepare for life after high school?, Section 3, Lessons 1, 5, 7<br>How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1–5, 7, 9, 11<br>In the Time of the Butterflies, Section 2, Lessons 1–4, 10<br>In the Time of the Butterflies, Section 3, Lessons 1–3, 6–7, 10, 12<br>In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 12–16<br>In the Time of the Butterflies, Section 5, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 8–9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5, 8–9 |
| **SL.11-12.1.b**<br>Work with peers to promote civil discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | 1984, Section 1, Lessons 1–2, 4–15<br>1984, Section 2, Lessons 4–5, 8–9<br>1984, Section 3, Lessons 1–9, 11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lesson 6<br>Artificial Intelligence, Section 1, Lessons 1, 4–6, 12<br>Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–3, 6, 8<br>Artificial Intelligence, Section 4, Lessons 2–6, 8–10<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<br>Community, Section 3, Lessons 2–7, 9–11<br>Community, Section 4, Lessons 2, 4–7 |

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

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| | What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9 |
| **SL.11-12.1.c**<br>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | 1984, Section 1, Lessons 1–15<br>1984, Section 2, Lessons 9–10<br>1984, Section 3, Lessons 2–9, 11<br>1984, Section 4, Lessons 2–6, 8–9<br>1984, Section 5, Lessons 1, 6, 9<br>Artificial Intelligence, Section 1, Lessons 1–9, 11–12<br>Artificial Intelligence, Section 2, Lessons 1, 3–9, 11<br>Artificial Intelligence, Section 3, Lessons 1–2<br>Artificial Intelligence, Section 4, Lessons 2–10<br>Community, Section 1, Lessons 1–8<br>Community, Section 4, Lessons 5–6<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–4, 6<br>Frankenstein, Section 3, Lessons 1–6<br>Frankenstein, Section 4, Lesson 2<br>Frankenstein, Section 5, Lessons 2–3<br>Grade 12 Application Unit, Section 1, Lessons 1–4, 6–7<br>Grade 12 Application Unit, Section 2, Lessons 2–4, 6–7<br>Grade 12 Application Unit, Section 3, Lessons 7–8<br>Grade 12 Application Unit, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 1, 4–6<br>Hamlet, Section 2, Lessons 1–7, 9–14<br>Hamlet, Section 3, Lessons 1–6, 8–12, 14<br>Hamlet, Section 4, Lessons 2–3, 6–7<br>Hamlet, Section 5, Lessons 1, 3–5, 7, 9<br>How can I prepare for life after high school?, Section 2, Lessons 3–4<br>How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6<br>How can I prepare for life after high school?, Section 4, Lessons 2–3<br>In the Time of the Butterflies, Section 2, Lessons 1, 4<br>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<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2 |
| **SL.11-12.1.d**<br>Respond thoughtfully to varied viewpoints; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | 1984, Section 1, Lessons 1, 15<br>1984, Section 2, Lessons 2–4, 6–9<br>1984, Section 3, Lessons 2, 10–11<br>1984, Section 4, Lessons 2–6, 8–9<br>1984, Section 5, Lessons 2, 4, 6, 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13<br>Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–7<br>Artificial Intelligence, Section 4, Lessons 2–10<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13<br>Community, Section 3, Lessons 4–6<br>Community, Section 4, Lesson 5<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lessons 1–5<br>Frankenstein, Section 3, Lessons 4–6<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 1, Lessons 1–7<br>Grade 12 Application Unit, Section 2, Lessons 3, 5–6<br>Grade 12 Application Unit, Section 3, Lessons 3, 6–7<br>Grade 12 Application Unit, Section 4, Lessons 3–4<br>Grade 12 Application Unit, Section 5, Lessons 1–2, 4–7<br>Hamlet, Section 2, Lessons 2–7, 9–10, 13–14<br>Hamlet, Section 3, Lesson 1<br>Hamlet, Section 4, Lessons 2–3, 6–7<br>Hamlet, Section 5, Lessons 1, 3–5, 7–9 |

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| | How can I prepare for life after high school?, Section 1, Lesson 3<br>How can I prepare for life after high school?, Section 2, Lessons 3–4<br>How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6<br>How can I prepare for life after high school?, Section 4, Lessons 2–5<br>In the Time of the Butterflies, Section 2, Lessons 1, 4<br>In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15<br>In the Time of the Butterflies, Section 5, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8 |
| **SL.11-12.2**<br>Integrate multiple sources of information presented in various media and formats to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | Grade 12 Application Unit, Section 1, Lesson 3<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7 |
| **SL.11-12.3**<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lessons 5–6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>Grade 12 Application Unit, Section 4, Lesson 3 |

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **SL.11-12.4**<br>Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use | 1984, Section 2, Lessons 8–9<br>Artificial Intelligence, Section 1, Lesson 2<br>Artificial Intelligence, Section 3, Lesson 6<br>Grade 12 Application Unit, Section 1, Lessons 4–6 |

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| organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks. | Grade 12 Application Unit, Section 2, Lessons 1–2, 6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>Grade 12 Application Unit, Section 4, Lessons 1, 3<br>Grade 12 Application Unit, Section 5, Lessons 1–10<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>In the Time of the Butterflies, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7 |
| **SL.11-12.5**<br>Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. | Artificial Intelligence, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7 |
| **SL.11-12.6**<br>Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. | Artificial Intelligence, Section 1, Lesson 8<br>Artificial Intelligence, Section 2, Lesson 3<br>Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>Grade 12 Application Unit, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 5–6, 8–10<br>Hamlet, Section 3, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 6–7 |

## Writing Standards

### Text Types and Purposes

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.1**<br>Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 5–10<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lessons 3–6<br>Frankenstein, Section 4, Lessons 4–5<br>Frankenstein, Section 5, Lesson 2 |

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| | Grade 12 Application Unit, Section 4, Lesson 6<br>Hamlet, Section 3, Lessons 11–12<br>Hamlet, Section 5, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lessons 6–7<br>In the Time of the Butterflies, Section 5, Lesson 4 |
| **W.11-12.1.a**<br>Provide a thesis statement that introduces precise, knowledgeable claims, establishes the significance of the claims, distinguishes the claims from alternate or opposing claims, and establishes an organizational structure that logically sequences claims, counterclaims, reasons, and evidence. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 5, 7–9<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lesson 5<br>Frankenstein, Section 4, Lessons 4–5<br>Frankenstein, Section 5, Lesson 2<br>Grade 12 Application Unit, Section 4, Lesson 6<br>Hamlet, Section 3, Lesson 11<br>Hamlet, Section 5, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>In the Time of the Butterflies, Section 5, Lesson 4 |
| **W.11-12.1.b**<br>Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible presumptions. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 6–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.1.c**<br>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. | Artificial Intelligence, Section 4, Lessons 3, 6–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.1.d**<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Artificial Intelligence, Section 4, Lessons 3, 5–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.1.e** | Artificial Intelligence, Section 4, Lessons 3, 7–9<br>Community, Section 3, Lesson 9 |

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| Provide a concluding section that follows from and supports the argument presented and connects the argument to larger themes or topics. | Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6<br>Hamlet, Section 3, Lesson 12<br>Hamlet, Section 5, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7 |
| **W.11-12.2**<br>Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 1984, Section 1, Lessons 7, 13–14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lessons 1–6<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 5, Lessons 2–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lessons 1–7<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 1–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 9–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 8–9 |

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| | What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5 |
| **W.11-12.2.a**<br>Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lessons 2, 5<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lessons 1, 6–7<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 |

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| **W.11-12.2.b**<br>Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. | *Odell HSLP* partially addresses this standard; the program does not explicitly address graphics (e.g., figures, tables) or multimedia to aid comprehension in students' informative writing.<br>1984, Section 1, Lessons 7, 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lessons 1, 6–7<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 8–9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 |
| **W.11-12.2.c** | 1984, Section 1, Lesson 14 |

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| Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | 1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lessons 1–2<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11, 13<br>Hamlet, Section 5, Lessons 2, 4–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 1, 3–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 |
| **W.11-12.2.d**<br>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11, 13<br>Hamlet, Section 5, Lessons 4–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.2.e**<br>Use precise language, domain-specific vocabulary, and literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11, 13<br>Hamlet, Section 5, Lessons 4–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.2.f**<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11, 13<br>Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>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<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.2.g**<br>Provide a concluding section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 12–13<br>Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lessons 1, 7<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.3**<br>Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. | 1984, Section 3, Lesson 12<br>1984, Section 4, Lesson 8<br>1984, Section 5, Lessons 2–7<br>Community, Section 5, Lessons 3–6<br>How can I prepare for life after high school?, Section 4, Lessons 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6 |
| **W.11-12.3.a**<br>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **W.11-12.3.b**<br>Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. | 1984, Section 3, Lesson 12<br>1984, Section 4, Lesson 8<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **W.11-12.3.c**<br>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6 |
| **W.11-12.3.d**<br>Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |

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| **W.11-12.3.e**<br>Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |

## Writing Standards

### Production and Distribution of Writing

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.4**<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | Artificial Intelligence, Section 3, Lesson 5<br>Artificial Intelligence, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 3, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lessons 1, 4<br>How can I prepare for life after high school?, Section 2, Lessons 2, 7<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5 |
| **W.11-12.5**<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) | 1984, Section 1, Lessons 7, 12–15<br>1984, Section 2, Lessons 5–8, 10<br>1984, Section 3, Lessons 1, 4–13<br>1984, Section 4, Lessons 1–4, 8–9<br>1984, Section 5, Lessons 2–8<br>Artificial Intelligence, Section 1, Lessons 14–15<br>Artificial Intelligence, Section 2, Lessons 12–13<br>Artificial Intelligence, Section 3, Lessons 1–3, 6–7<br>Artificial Intelligence, Section 4, Lessons 1–3, 5–9<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lessons 9–10<br>Community, Section 4, Lesson 6 |

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|---|---|
| | Community, Section 5, Lessons 2–6<br>Frankenstein, Section 1, Lessons 5–6<br>Frankenstein, Section 2, Lessons 5–6<br>Frankenstein, Section 3, Lesson 6<br>Frankenstein, Section 4, Lessons 4–6<br>Frankenstein, Section 5, Lessons 1–3<br>Grade 12 Application Unit, Section 1, Lessons 5–7<br>Grade 12 Application Unit, Section 2, Lessons 1–4, 6<br>Grade 12 Application Unit, Section 3, Lessons 1, 3–7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 4–6<br>Grade 12 Application Unit, Section 5, Lessons 1–7<br>Hamlet, Section 1, Lessons 9–11<br>Hamlet, Section 2, Lesson 14<br>Hamlet, Section 3, Lessons 11–14<br>Hamlet, Section 4, Lessons 1, 7<br>Hamlet, Section 5, Lessons 2–8<br>How can I prepare for life after high school?, Section 1, Lessons 7–8<br>How can I prepare for life after high school?, Section 2, Lessons 2, 7–8<br>How can I prepare for life after high school?, Section 3, Lessons 2–4, 6<br>How can I prepare for life after high school?, Section 4, Lessons 1–8<br>In the Time of the Butterflies, Section 1, Lessons 10–11<br>In the Time of the Butterflies, Section 2, Lessons 7–9<br>In the Time of the Butterflies, Section 3, Lessons 10–11<br>In the Time of the Butterflies, Section 4, Lesson 15<br>In the Time of the Butterflies, Section 5, Lessons 1, 3–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 4, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 7–8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.6**<br>Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | How can I prepare for life after high school?, Section 2, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7 |

## Writing Standards

### Research to Build and Present Knowledge

| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.7**<br>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 7–9<br>1984, Section 4, Lesson 6<br>1984, Section 5, Lessons 1, 9<br>Artificial Intelligence, Section 1, Lesson 10<br>Artificial Intelligence, Section 3, Lessons 3, 6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 10<br>Community, Section 5, Lesson 7<br>Frankenstein, Section 5, Lesson 4<br>Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lessons 3, 7<br>Grade 12 Application Unit, Section 4, Lessons 2, 5–6<br>Hamlet, Section 5, Lesson 9<br>How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8<br>How can I prepare for life after high school?, Section 4, Lesson 8<br>In the Time of the Butterflies, Section 1, Lessons 1, 3<br>In the Time of the Butterflies, Section 4, Lesson 2<br>In the Time of the Butterflies, Section 5, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6 |
| **W.11-12.8** | 1984, Section 1, Lesson 14<br>1984, Section 2, Lessons 5–9 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| Gather relevant information from multiple print and digital sources. | 1984, Section 3, Lessons 1, 12<br>1984, Section 4, Lesson 6<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lessons 10, 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6, 8<br>Frankenstein, Section 1, Lessons 2, 5<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>Hamlet, Section 1, Lessons 3, 9–10<br>Hamlet, Section 2, Lesson 3<br>Hamlet, Section 3, Lessons 4, 10, 13<br>Hamlet, Section 5, Lessons 4, 7<br>How can I prepare for life after high school?, Section 2, Lessons 3–8<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>In the Time of the Butterflies, Section 5, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.8.a**<br>Use search terms effectively. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 1, 12<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lessons 10, 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Frankenstein, Section 1, Lesson 5 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–5, 7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>How can I prepare for life after high school?, Section 2, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.8.b**<br>Assess the credibility and accuracy of each source. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 1, 12<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Frankenstein, Section 1, Lesson 5<br>Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>How can I prepare for life after high school?, Section 2, Lessons 3–5, 7<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.8.c** | *Odell HSLP* partially addresses this standard; the program does not explicitly address assessing the strengths and limitations of each source. |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| Assess the strengths and limitations of each source in terms of the task, purpose, and audience. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 1, 12<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Frankenstein, Section 1, Lesson 5<br>Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>How can I prepare for life after high school?, Section 2, Lessons 3–5, 7–8<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.8.d**<br>Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 1, 12<br>1984, Section 4, Lesson 6<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6, 8<br>Frankenstein, Section 1, Lessons 2, 5<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–4, 6<br>Grade 12 Application Unit, Section 3, Lessons 1–5, 7 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 10, 13<br>Hamlet, Section 5, Lessons 4, 7<br>How can I prepare for life after high school?, Section 2, Lessons 3–5, 7<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>In the Time of the Butterflies, Section 5, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.8.e**<br>Follow a standard format for citation. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 1, 12<br>1984, Section 5, Lesson 1<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 2–6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Frankenstein, Section 1, Lessons 2, 5<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 2–4, 6<br>Grade 12 Application Unit, Section 3, Lessons 1–5, 7<br>Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>Hamlet, Section 1, Lessons 3, 9–10<br>Hamlet, Section 2, Lesson 3<br>Hamlet, Section 3, Lessons 4, 10, 13<br>Hamlet, Section 5, Lessons 4, 7<br>How can I prepare for life after high school?, Section 2, Lessons 3–5, 7–8 |

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| | How can I prepare for life after high school?, Section 4, Lesson 6<br>In the Time of the Butterflies, Section 5, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–4, 6–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6 |
| **W.11-12.9**<br>Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. | 1984, Section 1, Lessons 13–15<br>1984, Section 2, Lesson 10<br>1984, Section 3, Lessons 7–9, 12–13<br>1984, Section 4, Lesson 9<br>1984, Section 5, Lessons 1, 8<br>Artificial Intelligence, Section 1, Lessons 14–15<br>Artificial Intelligence, Section 2, Lessons 12–13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lessons 16–17<br>Community, Section 3, Lessons 9–10<br>Community, Section 4, Lesson 6<br>Frankenstein, Section 1, Lessons 5–6<br>Frankenstein, Section 2, Lessons 5–6<br>Frankenstein, Section 3, Lesson 6<br>Frankenstein, Section 4, Lesson 6<br>Frankenstein, Section 5, Lesson 2<br>Grade 12 Application Unit, Section 1, Lesson 7<br>Grade 12 Application Unit, Section 2, Lesson 7<br>Grade 12 Application Unit, Section 3, Lessons 7–8<br>Grade 12 Application Unit, Section 4, Lessons 1, 4–6<br>Grade 12 Application Unit, Section 5, Lessons 1–4<br>Hamlet, Section 1, Lessons 9–11<br>Hamlet, Section 2, Lesson 14<br>Hamlet, Section 3, Lesson 14<br>Hamlet, Section 4, Lesson 7<br>Hamlet, Section 5, Lesson 6<br>How can I prepare for life after high school?, Section 1, Lessons 4, 8 |

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| | How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 6<br>In the Time of the Butterflies, Section 1, Lesson 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lesson 11<br>In the Time of the Butterflies, Section 4, Lesson 15<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7–11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5, 8–10<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–4, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2 |

## Writing Standards

### Range of Writing

| Louisiana Standards | Aligned Components of *Odell HSLP* |
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| **W.11-12.10**<br>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. | 1984, Section 1, Lessons 1–12, 14<br>1984, Section 2, Lessons 1–9, 11<br>1984, Section 3, Lessons 1–12, 14<br>1984, Section 4, Lessons 1–7, 10<br>1984, Section 5, Lessons 1–3, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–14<br>Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6, 8<br>Artificial Intelligence, Section 4, Lessons 2, 10–11<br>Community, Section 1, Lessons 1, 3–7<br>Community, Section 2, Lessons 1–16, 18<br>Community, Section 3, Lessons 1–9, 11<br>Community, Section 4, Lessons 1–5, 7<br>Community, Section 5, Lessons 1–2, 7–8<br>Frankenstein, Section 1, Lessons 1–5 |

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| Louisiana Standards | Aligned Components of *Odell HSLP* |
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| | Frankenstein, Section 2, Lessons 3–5, 7<br>Frankenstein, Section 3, Lessons 2–5, 7<br>Frankenstein, Section 4, Lessons 1–3, 5, 7<br>Frankenstein, Section 5, Lessons 1, 4–5<br>Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 1–6<br>Grade 12 Application Unit, Section 3, Lessons 1–7<br>Grade 12 Application Unit, Section 4, Lessons 1–5<br>Grade 12 Application Unit, Section 5, Lessons 1–4, 11<br>Hamlet, Section 1, Lessons 1–7, 10<br>Hamlet, Section 2, Lessons 1–13, 15<br>Hamlet, Section 3, Lessons 1–10, 15<br>Hamlet, Section 4, Lessons 1–6, 8<br>Hamlet, Section 5, Lessons 9–10<br>How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7<br>How can I prepare for life after high school?, Section 2, Lessons 1–9<br>How can I prepare for life after high school?, Section 3, Lessons 1–5, 7<br>How can I prepare for life after high school?, Section 4, Lessons 1, 3, 5, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1, 3–10<br>In the Time of the Butterflies, Section 2, Lessons 1–8, 10<br>In the Time of the Butterflies, Section 3, Lessons 1–4, 6–10, 12<br>In the Time of the Butterflies, Section 4, Lessons 1–14, 16<br>In the Time of the Butterflies, Section 5, Lessons 2, 5–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9 |

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