ODELL EDUCATION
HIGH SCHOOL LITERACY PROGRAM

GREAT MINDS®

Grade 12 | 2025 Mississippi College- and Career-Readiness Standards English Language Arts

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 Mississippi standards and the Odell HSLP follows

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Reading Literature

Key Ideas and Details

Mississippi Standards	Aligned Odell Lessons
RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1984, Section 1, Lessons 3–7, 10–11 1984, Section 2, Lessons 1–4, 11 1984, Section 3, Lessons 2–9, 14 1984, Section 4, Lessons 2–6, 10 1984, Section 5, Lessons 2, 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1, 3–6 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 1, Lessons 2–8 Hamlet, Section 2, Lessons 1–10, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 8, 10 In the Time of the Butterflies, Section 3, Lessons 10, 12 In the Time of the Butterflies, Section 4, Lessons 13–14, 16 In the Time of the Butterflies, Section 5, Lessons 3, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 6–10

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Mississippi Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9
RL.12.2 Determine the themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	1984, Section 1, Lessons 8, 12 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 6, 14 1984, Section 4, Lessons 3, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lesson 3 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 2–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lesson 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7

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Mississippi Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
RL.12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	1984, Section 1, Lessons 5–7 1984, Section 2, Lesson 3 1984, Section 3, Lessons 3, 5–6, 8–9 1984, Section 4, Lessons 2, 4 1984, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 1–5 Frankenstein, Section 4, Lessons 1–4 Frankenstein, Section 5, Lesson 1 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 3, Lesson 3 Hamlet, Section 4, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2

Reading Literature

Craft and Structure

Mississippi Standards	Aligned Odell Lessons
RL.12.4 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	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4

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Mississippi Standards	Aligned Odell Lessons
meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
RL.12.5 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 1984, Section 3, Lesson 3 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1, 4–6 Frankenstein, Section 1, Lessons 1–4 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 2, Lessons 3, 5 Hamlet, Section 3, Lesson 5 Hamlet, Section 5, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
RL.12.6 Analyze a case in which grasping a 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 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8

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Reading Literature

Integration of Knowledge and Ideas

Mississippi Standards	Aligned Odell Lessons
RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) E N G L I S H I V	1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lessons 6, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lesson 7 Frankenstein, Section 3, Lessons 2–3, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 6–8, 15 Hamlet, Section 3, Lessons 4, 6, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
RL.12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including	Community, Section 1, Lessons 4, 7

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Mississippi Standards	Aligned Odell Lessons
how two or more texts from the same period treat similar themes or topics. «Ç	

Reading Literature

Range of Reading and Level of Text Complexity

Mississippi Standards	Aligned Odell Lessons
RL.12.10 By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently. «Ç In English IV, this study may be expanded to include the literature of other cultures during the same time period. E N G L I S H I V	1984, Section 1, Lessons 3–8, 10–11, 16 1984, Section 2, Lessons 1–3, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lesson 6 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1–6, 9 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 2–4, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2–7, 12 Hamlet, Section 2, Lessons 1–10, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lesson 9 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 12

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Mississippi Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lessons 5, 12 In the Time of the Butterflies, Section 4, Lessons 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 12 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9

Reading Informational Text

Key Ideas and Details

Mississippi Standards	Aligned Odell Lessons
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1984, Section 1, Lessons 8, 11–14 1984, Section 2, Lessons 2, 11 1984, Section 3, Lessons 3, 14 1984, Section 4, Lesson 10 1984, Section 5, Lessons 8, 10 Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 14 Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 1, Lesson 7 Community, Section 2, Lessons 1–4, 8–9, 11, 13, 16, 18 Community, Section 3, Lessons 1–5, 7, 9, 11 Community, Section 4, Lessons 1, 3–4, 7 Community, Section 5, Lessons 1–2, 8 Frankenstein, Section 2, Lessons 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lessons 2, 4–5, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 10–12, 15 Hamlet, Section 3, Lessons 1–2, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 2–5, 10 How can I prepare for life after high school?, Section 1, Lessons 4–6

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Mississippi Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 2, Lessons 3, 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 2–7 In the Time of the Butterflies, Section 2, Lessons 1, 4, 6–7, 10 In the Time of the Butterflies, Section 3, Lessons 3, 6–7, 12 In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9
RI.12.2 Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.	1984, Section 1, Lessons 2, 9, 13–14 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lesson 10 1984, Section 5, Lessons 8, 10 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 2, Lessons 1, 9–10, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 1, 11 Community, Section 1, Lesson 7 Community, Section 2, Lessons 8, 10–12, 16, 18 Community, Section 3, Lessons 5, 7, 9, 11 Community, Section 4, Lessons 4, 7 Community, Section 5, Lessons 1, 8 Frankenstein, Section 2, Lessons 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lessons 8, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10

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Mississippi Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 1, Lessons 2, 4 How can I prepare for life after high school?, Section 2, Lessons 5, 8–9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9
RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7 In the Time of the Butterflies, Section 4, Lessons 4–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4

Reading Informational Text

Craft and Structure

Mississippi Standards	Aligned Odell Lessons
RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	1984, Section 1, Lessons 1–2, 8–9 1984, Section 2, Lesson 2 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8 Community, Section 2, Lessons 2, 5, 12 Community, Section 3, Lessons 3–6, 8 Community, Section 4, Lessons 3–4 Frankenstein, Section 3, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 10–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 5, Lesson 5

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Mississippi Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 1, Lessons 2, 4–6 How can I prepare for life after high school?, Section 2, Lesson 1 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 3–7, 9 In the Time of the Butterflies, Section 2, Lessons 3–4, 6 In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8 In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
RI.12.5 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 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Hamlet, Section 3, Lessons 8–10 In the Time of the Butterflies, Section 1, Lessons 5, 7, 9 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7
RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7

Reading Informational Text

Integration of Knowledge and Ideas

Mississippi Standards	Aligned Odell Lessons
RI.12.7 Integrate and evaluate multiple sources of information presented in	1984, Section 1, Lessons 9–10 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14

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Mississippi Standards	Aligned Odell Lessons
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 4, Lesson 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 3, 14 Artificial Intelligence, Section 2, Lessons 4–6, 8, 10, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 2, Lessons 13, 18 Community, Section 3, Lessons 2, 8, 11 Community, Section 4, Lessons 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lessons 1, 7 Frankenstein, Section 3, Lesson 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lesson 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 3–4 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
RI.12.8 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	Artificial Intelligence, Section 2, Lessons 9, 12 Artificial Intelligence, Section 4, Lesson 1 Community, Section 3, Lesson 9 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 5, Lessons 2–4

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Mississippi Standards	Aligned Odell Lessons
works of public advocacy (e.g. The Federalist, presidential addresses). ^ E N G L I S H I V	
RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	Community, Section 2, Lessons 15–16 Community, Section 3, Lessons 6, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2

Reading Informational Text

Range of Reading and Level of Text Complexity

Mississippi Standards	Aligned Odell Lessons
RI.12.10 By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band independently and proficiently. ^ The discussion of U.S. historical documents can be applied in context to a more global perspective. E N G L I S H I V	1984, Section 1, Lessons 1–2, 8–12, 16 1984, Section 2, Lessons 2, 5–6, 11 1984, Section 3, Lessons 3–4, 14 1984, Section 4, Lessons 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–5, 10–13, 16 Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14 Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lesson 9 Community, Section 2, Lessons 1–7, 10–12, 14, 18 Community, Section 3, Lessons 1, 3–8, 11 Community, Section 4, Lessons 1, 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lesson 7 Frankenstein, Section 2, Lessons 1, 3, 7 Frankenstein, Section 3, Lessons 1, 7

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

Writing

Text Types and Purposes

Mississippi Standards	Aligned Odell Lessons
W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 5, Lessons 3–6 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.1.a Introduce precise, knowledgeable claim(s),	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9

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Mississippi Standards	Aligned Odell Lessons
establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Artificial Intelligence, Section 4, Lessons 3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.1.d 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 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.1.e Provide a concluding statement or section that follows from and supports the argument presented.	Artificial Intelligence, Section 4, Lessons 3, 7–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
W.12.2	1984, Section 1, Lessons 13–14

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Mississippi Standards	Aligned Odell Lessons
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1–5 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 1–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
W.12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9

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Mississippi Standards	Aligned Odell Lessons
	Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
W.12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 2, 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7

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Mississippi Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
W.12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
W.12.2.d Use precise language, domain-specific vocabulary,	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9

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Mississippi Standards	Aligned Odell Lessons
and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
W.12.2.e 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 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13

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Mississippi Standards	Aligned Odell Lessons
	Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
W.12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). E N G L I S H I V	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 12–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9

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Mississippi Standards	Aligned Odell Lessons
W.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–7 Community, Section 5, Lessons 3–6 How can I prepare for life after high school?, Section 4, Lessons 6–8 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6
W.12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lessons 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
W.12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
W.12.3.c 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 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6
W.12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
W.12.3.e	1984, Section 3, Lesson 12

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Mississippi Standards	Aligned Odell Lessons
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

Writing

Production and Distribution of Writing

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

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Mississippi Standards	Aligned Odell Lessons
	Frankenstein, Section 5, Lessons 1–3 Grade 12 Application Unit, Section 1, Lessons 5–7 Grade 12 Application Unit, Section 2, Lessons 1–4, 6 Grade 12 Application Unit, Section 3, Lessons 1, 3–7 Grade 12 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–7 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8 In the Time of the Butterflies, Section 1, Lessons 10–11 In the Time of the Butterflies, Section 2, Lessons 7–9 In the Time of the Butterflies, Section 3, Lessons 10–11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 4, 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 7–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7
W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	How can I prepare for life after high school?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7

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Writing

Research to Build and Present Knowledge

Mississippi Standards	Aligned Odell Lessons
W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 7–9 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lesson 10 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 5, Lesson 7 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lessons 3, 7 Grade 12 Application Unit, Section 4, Lessons 2, 5–6 Hamlet, Section 5, Lesson 9 How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8 How can I prepare for life after high school?, Section 4, Lesson 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6
W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text E N G L I S H I V	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 1, 12 1984, Section 5, Lesson 1 Artificial Intelligence, Section 1, Lesson 13 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Frankenstein, Section 1, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 2–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 2–4, 6 Grade 12 Application Unit, Section 3, Lessons 1–5, 7 Grade 12 Application Unit, Section 4, Lessons 1–2, 5–6 Grade 12 Application Unit, Section 5, Lessons 1–4 How can I prepare for life after high school?, Section 2, Lessons 3–5, 7

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

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Mississippi Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5, 8–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–4, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2
W.12.9.a Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	1984, Section 1, Lessons 14–15 1984, Section 2, Lesson 10 1984, Section 3, Lessons 7–9, 12–13 1984, Section 4, Lesson 9 1984, Section 5, Lessons 1, 8 Community, Section 1, Lesson 8 Frankenstein, Section 1, Lessons 5–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 5, Lesson 2 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lesson 7 Hamlet, Section 5, Lesson 6 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5, 8–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 1
W.12.9.b	1984, Section 2, Lesson 10

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Mississippi Standards	Aligned Odell Lessons
Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 2 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lessons 7–8 Grade 12 Application Unit, Section 4, Lessons 1, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–4 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lesson 7 Hamlet, Section 5, Lesson 6 How can I prepare for life after high school?, Section 1, Lessons 4, 8 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lesson 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7, 9–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 5, 8–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–4, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 1

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Writing

Range of Writing

Mississippi Standards	Aligned Odell Lessons
W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. E N G L I S H I V	1984, Section 1, Lessons 1–12, 14 1984, Section 2, Lessons 1–9, 11 1984, Section 3, Lessons 1–12, 14 1984, Section 4, Lessons 1–7, 10 1984, Section 5, Lessons 1–3, 9–10 Artificial Intelligence, Section 1, Lessons 1–14 Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14 Artificial Intelligence, Section 3, Lessons 1–4, 6, 8 Artificial Intelligence, Section 4, Lessons 2, 10–11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–16, 18 Community, Section 3, Lessons 1–9, 11 Community, Section 4, Lessons 1–5, 7 Community, Section 5, Lessons 1–2, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 3–5, 7 Frankenstein, Section 3, Lessons 2–5, 7 Frankenstein, Section 4, Lessons 1–3, 5, 7 Frankenstein, Section 5, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–6 Grade 12 Application Unit, Section 3, Lessons 1–7 Grade 12 Application Unit, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 5, Lessons 1–4, 11 Hamlet, Section 1, Lessons 1–7, 10 Hamlet, Section 2, Lessons 1–13, 15 Hamlet, Section 3, Lessons 1–10, 15 Hamlet, Section 4, Lessons 1–6, 8 Hamlet, Section 5, Lessons 9–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7 How can I prepare for life after high school?, Section 2, Lessons 1–9 How can I prepare for life after high school?, Section 3, Lessons 1–5, 7 How can I prepare for life after high school?, Section 4, Lessons 1, 3, 5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 3–10

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Mississippi Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 2, Lessons 1–8, 10 In the Time of the Butterflies, Section 3, Lessons 1–4, 6–10, 12 In the Time of the Butterflies, Section 4, Lessons 1–14, 16 In the Time of the Butterflies, Section 5, Lessons 2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9

Speaking and Listening

Comprehension and Collaboration

Mississippi Standards	Aligned Odell Lessons
SL.12.1 Initiate and participate effectively in a range of collaborative conversations (one-on- one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–8 Frankenstein, Section 1, Lessons 1–6 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 1–7 Grade 12 Application Unit, Section 3, Lessons 1–8 Grade 12 Application Unit, Section 4, Lessons 1–6

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Mississippi Standards	Aligned Odell Lessons
	Grade 12 Application Unit, Section 5, Lessons 1–7, 11 Hamlet, Section 1, Lessons 2–8, 10–11 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–12, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 2, 5–16 In the Time of the Butterflies, Section 5, Lessons 3, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8–9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
SL.12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1984, Section 1, Lessons 2–14 1984, Section 2, Lessons 2–4, 6–11 1984, Section 3, Lessons 3–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–2, 4, 9–10 Artificial Intelligence, Section 1, Lessons 2–8, 10–13, 15 Artificial Intelligence, Section 2, Lessons 1–3, 5–6, 8–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9, 11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 3, 7–8 Frankenstein, Section 1, Lessons 2–5

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

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

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Mississippi Standards	Aligned Odell Lessons
SL.12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 9–10 1984, Section 3, Lessons 2–9, 11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 1, 6, 9 Artificial Intelligence, Section 1, Lessons 1–9, 11–12 Artificial Intelligence, Section 2, Lessons 1, 3–9, 11 Artificial Intelligence, Section 3, Lessons 1–2 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 4, Lessons 5–6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–4, 6 Frankenstein, Section 3, Lessons 1–6 Frankenstein, Section 4, Lesson 2 Frankenstein, Section 5, Lessons 2–3 Grade 12 Application Unit, Section 1, Lessons 1–4, 6–7 Grade 12 Application Unit, Section 2, Lessons 2–4, 6–7 Grade 12 Application Unit, Section 3, Lessons 7–8 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 1, 4–6 Hamlet, Section 2, Lessons 1–7, 9–14 Hamlet, Section 3, Lessons 1–6, 8–12, 14 Hamlet, Section 4, Lessons 2–3, 6–7 Hamlet, Section 5, Lessons 1, 3–5, 7, 9 How can I prepare for life after high school?, Section 2, Lessons 3–4 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6 How can I prepare for life after high school?, Section 4, Lessons 2–3 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 9, 12, 14–15 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2

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Mississippi Standards	Aligned Odell Lessons
SL.12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	1984, Section 1, Lessons 1, 15 1984, Section 2, Lessons 2–4, 6–9 1984, Section 3, Lessons 2, 10–11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11 Artificial Intelligence, Section 3, Lessons 1–4, 6–7 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13 Community, Section 3, Lessons 4–6 Community, Section 4, Lesson 5 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 4–6 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 1, Lessons 1–7 Grade 12 Application Unit, Section 2, Lessons 3, 5–6 Grade 12 Application Unit, Section 3, Lessons 3, 6–7 Grade 12 Application Unit, Section 4, Lessons 3–4 Grade 12 Application Unit, Section 5, Lessons 1–2, 4–7 Hamlet, Section 2, Lessons 2–7, 9–10, 13–14 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lessons 2–3, 6–7 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 3–4 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6 How can I prepare for life after high school?, Section 4, Lessons 2–5 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7

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Mississippi Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8
SL.12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order 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 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7
SL.12.3 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 Grade 12 Application Unit, Section 2, Lessons 5–6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3

Speaking and Listening

Presentation of Knowledge and Ideas

Mississippi Standards	Aligned Odell Lessons
SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. E N G L I S H I V	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7

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Mississippi Standards	Aligned Odell Lessons
SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Artificial Intelligence, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7
SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 for specific expectations.) E N G L I S H I V	Artificial Intelligence, Section 1, Lesson 8 Artificial Intelligence, Section 2, Lesson 3 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 5–6, 8–10 Hamlet, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 6–7

Language

Conventions of Standard English

Mississippi Standards	Aligned Odell Lessons
L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1984, Section 1, Lessons 14–15 1984, Section 3, Lesson 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 7–10

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Mississippi Standards	Aligned Odell Lessons
	Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lessons 2, 5, 8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
L.12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 7 Hamlet, Section 1, Lesson 10 How can I prepare for life after high school?, Section 3, Lessons 4, 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
L.12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Frankenstein, Section 5, Lesson 3 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10

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Mississippi Standards	Aligned Odell Lessons
	Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 9, 11 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10
L.12.2.a Observe hyphenation conventions.	In the Time of the Butterflies, Section 3, Lesson 9 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5
L.12.2.b Spell correctly.	1984, Section 1, Lessons 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lesson 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lesson 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 3

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Mississippi Standards	Aligned Odell Lessons
	Hamlet, Section 1, Lessons 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10

Language

Knowledge of Language

Mississippi Standards	Aligned Odell Lessons
L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1984, Section 1, Lesson 15 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 4, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 4, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4, 6 Grade 12 Application Unit, Section 5, Lessons 5, 8–10 Hamlet, Section 1, Lessons 2, 10–11 Hamlet, Section 3, Lessons 11, 13–14 Hamlet, Section 5, Lesson 8

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Mississippi Standards	Aligned Odell Lessons
	How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lessons 6–7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 4, 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7
L.12.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.	1984, Section 1, Lesson 15 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2, 10–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 4, 11

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Mississippi Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10

Language

Vocabulary Acquisition and Use

Mississippi Standards	Aligned Odell Lessons
L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.	1984, Section 1, Lessons 1–3, 6–7, 9, 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 1–2, 6, 9, 15 Artificial Intelligence, Section 2, Lessons 5, 7, 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 1, Lessons 1–2, 6, 8 Community, Section 2, Lessons 2, 8, 15, 17 Community, Section 3, Lessons 2–6, 10 Community, Section 4, Lessons 2, 4, 6 Frankenstein, Section 1, Lessons 1–4, 6 Frankenstein, Section 2, Lessons 1–3, 6 Frankenstein, Section 3, Lessons 1–3, 6 Frankenstein, Section 4, Lessons 1, 3, 6 Grade 12 Application Unit, Section 1, Lessons 1, 3, 7 Grade 12 Application Unit, Section 2, Lessons 1, 7 Grade 12 Application Unit, Section 3, Lesson 8 Hamlet, Section 1, Lessons 1–2, 11 Hamlet, Section 2, Lessons 2, 11–12, 14 Hamlet, Section 3, Lessons 2, 8, 14 Hamlet, Section 4, Lessons 2, 7 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6, 8 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9, 11 In the Time of the Butterflies, Section 2, Lessons 3, 5, 9 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8, 11

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Mississippi Standards	Aligned Odell Lessons
	In the Time of the Butterflies, Section 4, Lessons 10, 15 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
L.12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1984, Section 1, Lessons 2–3, 6–7, 9 Artificial Intelligence, Section 1, Lessons 1–2, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 3–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lessons 1, 3 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 2, Lessons 3, 5 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
L.12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1

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Mississippi Standards	Aligned Odell Lessons
	Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 9 In the Time of the Butterflies, Section 4, Lesson 10
L.12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a E N G L I S H I V	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lesson 2 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 2, 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 6, 9 In the Time of the Butterflies, Section 4, Lesson 10
L.12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1984, Section 1, Lesson 6 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 4–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 3, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1

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Mississippi Standards	Aligned Odell Lessons
	Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lesson 6 In the Time of the Butterflies, Section 4, Lesson 10
L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 4 Artificial Intelligence, Section 1, Lesson 9 Community, Section 2, Lesson 5 Community, Section 3, Lesson 2 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 2 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lesson 3 How can I prepare for life after high school?, Section 1, Lesson 3 In the Time of the Butterflies, Section 1, Lesson 8 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
L.12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 4 Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 4, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
L.12.6	1984, Section 1, Lesson 15

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Mississippi Standards	Aligned Odell Lessons
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Literacy and Writing: Grades 11-12 Reading History/Social Studies Reading Science and Technical Subjects Writing in History/Social Studies, Science, and Technical Subjects The standards below begin at grade 6; standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations-the former providing broad standards, the latter providing additional specificity. L I T E R A C Y & W R I T I N G : G R A D E S 1 1 - 1 2	1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Community, Section 4, Lesson 6 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 4–6 Frankenstein, Section 3, Lessons 4, 6 Frankenstein, Section 4, Lessons 4, 6 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10 Hamlet, Section 1, Lessons 2, 11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lessons 6–7 Hamlet, Section 5, Lesson 4 How can I prepare for life after high school?, Section 1, Lessons 3, 7–8 How can I prepare for life after high school?, Section 2, Lessons 5, 8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11

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Mississippi Standards	Aligned Odell Lessons
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8

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