# Odell Education New Jersey Standards Alignment Guide Grade 12 | New Jersey Student Learning Standards (2023)

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

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

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

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## Language

| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| **L.KL.11-12.2**<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 13, 15<br>1984, Section 2, Lessons 8, 10<br>1984, Section 3, Lessons 4–6, 9, 13<br>1984, Section 4, Lessons 7, 9<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 3, 6, 9, 14–15<br>Artificial Intelligence, Section 2, Lessons 4–5, 7, 13<br>Artificial Intelligence, Section 3, Lessons 6–7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 1, Lessons 7–8<br>Community, Section 2, Lessons 16–17<br>Community, Section 3, Lessons 9–10<br>Community, Section 4, Lessons 5–6<br>Community, Section 5, Lesson 4<br>Frankenstein, Section 1, Lessons 4–6<br>Frankenstein, Section 2, Lessons 2, 5–6<br>Frankenstein, Section 3, Lessons 2, 4, 6<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 1, Lesson 7<br>Grade 12 Application Unit, Section 2, Lessons 3, 7<br>Grade 12 Application Unit, Section 3, Lesson 8<br>Grade 12 Application Unit, Section 5, Lesson 5<br>Hamlet, Section 1, Lessons 1–4, 8, 10–11<br>Hamlet, Section 2, Lesson 14<br>Hamlet, Section 3, Lessons 2, 10, 13–14<br>Hamlet, Section 4, Lessons 2, 6–7<br>Hamlet, Section 5, Lessons 4, 8<br>How can I prepare for life after high school?, Section 1, Lessons 2–4, 6–8<br>How can I prepare for life after high school?, Section 2, Lesson 1<br>How can I prepare for life after high school?, Section 3, Lessons 1, 5–6<br>How can I prepare for life after high school?, Section 4, Lessons 1, 7 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | In the Time of the Butterflies, Section 1, Lessons 6, 8–9, 11<br>In the Time of the Butterflies, Section 2, Lessons 8–9<br>In the Time of the Butterflies, Section 3, Lessons 4, 8, 10–11<br>In the Time of the Butterflies, Section 4, Lessons 10, 14–15<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 2, 4–5, 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<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2 |
| **L.KL.11-12.2.A**<br>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. | 1984, Section 1, Lesson 13<br>1984, Section 2, Lessons 8, 10<br>1984, Section 3, Lesson 9<br>1984, Section 4, Lessons 7, 9<br>1984, Section 5, Lesson 4<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 6<br>Community, Section 1, Lessons 7–8<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 4, Lessons 5–6<br>Community, Section 5, Lesson 4<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 3, Lessons 4, 6<br>Grade 12 Application Unit, Section 1, Lesson 7<br>Grade 12 Application Unit, Section 2, Lessons 3, 7<br>Grade 12 Application Unit, Section 3, Lesson 8<br>Hamlet, Section 1, Lesson 8<br>Hamlet, Section 2, Lesson 14<br>Hamlet, Section 3, Lesson 10<br>Hamlet, Section 4, Lessons 2, 6–7 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | Hamlet, Section 5, Lesson 4<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4, 7<br>How can I prepare for life after high school?, Section 2, Lesson 1<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 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lessons 8, 10<br>In the Time of the Butterflies, Section 4, Lessons 14–15<br>In the Time of the Butterflies, Section 5, Lesson 4<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5<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, Lesson 2 |
| **L.KL.11-12.2.B**<br>Vary syntax for effect, apply an understanding of syntax to the study of complex texts. | 1984, Section 1, Lesson 15<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, 10–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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<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 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 |
| **L.KL.11-12.2.C**<br>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 3, Lesson 13<br>Artificial Intelligence, Section 1, Lessons 3, 6, 9, 15<br>Artificial Intelligence, Section 2, Lessons 4–5, 7, 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 4, 6<br>Frankenstein, Section 2, Lesson 6<br>Frankenstein, Section 4, Lesson 6<br>Hamlet, Section 1, Lessons 1–4, 11<br>Hamlet, Section 3, Lessons 2, 14<br>How can I prepare for life after high school?, Section 1, Lessons 3, 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 6, 8–9, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 8, 11<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 11 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 |
| **L.SS.11-12.1**<br>Demonstrate command of the system and structure of the English language when writing or speaking. | 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>Grade 12 Application Unit, Section 5, Lesson 7<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, 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, Lessons 9, 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, 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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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| **L.SS.11-12.1.A**<br>Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. | *Odell HSLP* partially addresses this standard; the program does not explicitly address the understanding that usage is a matter of place.<br>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.SS.11-12.1.B**<br>Observe 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.SS.11-12.1.C**<br>Recognize spelling conventions. | 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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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 |
| **L.VI.11-12.4**<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. | 1984, Section 1, Lessons 3–4<br>1984, Section 2, Lesson 4<br>1984, Section 3, Lessons 8, 10<br>1984, Section 4, Lesson 2<br>Community, Section 1, Lessons 1–2<br>Community, Section 2, Lessons 5–6<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 2–3<br>Frankenstein, Section 3, Lesson 4<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 1, Lesson 3<br>Hamlet, Section 2, Lessons 1, 5, 9<br>Hamlet, Section 3, Lessons 3, 6<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.VI.11-12.4.A**<br>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | 1984, Section 1, Lesson 4<br>1984, Section 2, Lesson 4<br>Community, Section 2, Lesson 5<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 |

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| **L.VI.11-12.4.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.VI.11-12.4.C**<br>Analyze how the meaning of a key term or terms develops or is refined over the course of a text. | 1984, Section 1, Lesson 3<br>1984, Section 2, Lesson 4<br>1984, Section 3, Lessons 8, 10<br>1984, Section 4, Lesson 2<br>Community, Section 2, Lesson 6<br>Frankenstein, Section 3, Lesson 4 |
| **L.VI.11-12.4.D**<br>Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. | Community, Section 1, Lessons 1–2<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 3<br>Hamlet, Section 1, Lesson 3<br>Hamlet, Section 2, Lessons 1, 5, 9<br>Hamlet, Section 3, Lessons 3, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8 |
| **L.VL.11-12.3**<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. | 1984, Section 1, Lessons 1–3, 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 2–6<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 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, Lessons 2, 5–6 |

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| | 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, 7–8<br>In the Time of the Butterflies, Section 4, Lessons 8, 10 |
| **L.VL.11-12.3.A**<br>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<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<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<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.VL.11-12.3.B**<br>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<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2 |

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| | 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.VL.11-12.3.C**<br>Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. | Hamlet, Section 3, Lesson 2<br>In the Time of the Butterflies, Section 1, Lesson 9<br>In the Time of the Butterflies, Section 3, Lesson 7<br>In the Time of the Butterflies, Section 4, Lesson 8 |
| **L.VL.11-12.3.D**<br>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | 1984, Section 1, Lessons 1–2, 9<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, Lesson 2<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>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 |

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| | In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.VL.11-12.3.E**<br>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<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 4–6<br>Community, Section 4, Lessons 2, 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, 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, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lesson 6<br>In the Time of the Butterflies, Section 4, Lesson 10 |

## Reading

| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| **RI.AA.11-12.7**<br>Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. | 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<br>*Odell HSLP* addresses global texts in grade 11.<br>The Great Gatsby, Section 2, Lesson 5 |
| **RI.CI.11-12.2**<br>Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or 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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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<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, 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 |

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| **RI.CR.11-12.1**<br>Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. | 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<br>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 3, 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>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 |

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| | 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 1, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9 |
| **RI.CT.11-12.8**<br>Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. | *Odell HSLP* partially addresses this standard; the program does not explicitly address analyzing or reflecting on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of scientific significance, including texts proposing scientific or technical advancements.<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 |
| **RI.IT.11-12.3**<br>Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. | 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 |
| **RI.MF.11-12.6**<br>Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). | 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 4, 7 |

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| | 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>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 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.PP.11-12.5**<br>Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. | Community, Section 1, Lesson 3<br>Community, Section 2, Lessons 1, 3–9, 11–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 2, Lessons 3–4<br>Frankenstein, Section 4, Lessons 1–5<br>Hamlet, Section 3, Lesson 8<br>Hamlet, Section 5, Lesson 5<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 |

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| | In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–6, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 |
| **RI.TS.11-12.4**<br>Evaluate the author's choices concerning structure and 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 |
| **RL.CI.11-12.2**<br>Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; 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 |

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| | 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, 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.CR.11-12.1**<br>Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include 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 |

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| | 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<br>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.CT.11-12.8**<br>Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. | 1984, Section 2, Lesson 2<br>Community, Section 1, Lessons 4, 7<br>Community, Section 2, Lessons 15–16<br>Community, Section 3, Lessons 6, 9<br>Frankenstein, Section 4, Lesson 2<br>In the Time of the Butterflies, Section 2, Lesson 4<br>In the Time of the Butterflies, Section 4, Lessons 4, 8, 12<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 |

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| **RL.IT.11-12.3**<br>Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (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<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 3, 5–6, 8–9<br>1984, Section 4, Lessons 2, 4<br>1984, Section 5, Lesson 2<br>Frankenstein, Section 1, Lessons 1–5<br>Frankenstein, Section 2, Lessons 1–5<br>Frankenstein, Section 3, Lessons 1–5<br>Frankenstein, Section 4, Lessons 1–4<br>Frankenstein, Section 5, Lesson 1<br>Hamlet, Section 1, Lessons 3–4<br>Hamlet, Section 3, Lesson 3<br>Hamlet, Section 4, Lesson 5<br>Hamlet, Section 5, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<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, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2 |
| **RL.MF.11-12.6**<br>Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). | 1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lessons 6, 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 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 |

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| | 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.PP.11-12.5**<br>Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). | Artificial Intelligence, Section 1, Lesson 7<br>Artificial Intelligence, Section 2, Lesson 9<br>Community, Section 1, Lesson 7<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Hamlet, Section 2, Lesson 13 |
| **RL.TS.11-12.4**<br>Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. | 1984, Section 1, Lesson 7<br>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 |

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| | 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 |

## Speaking and Listening

| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| **SL.AS.11-12.6**<br>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Artificial Intelligence, Section 1, Lesson 8<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 |
| **SL.ES.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 |
| **SL.II.11-12.2**<br>Integrate multiple sources of information presented in diverse formats and media (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<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.PE.11-12.1**<br>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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<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 1–2, 4, 6, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–13, 15 |

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| | 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<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 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 1–4<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 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 1–6, 8–12, 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 1–6, 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 |

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| | 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<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, 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.PE.11-12.1.A**<br>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<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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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<br>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.PE.11-12.1.B**<br>Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. | *Odell HSLP* partially addresses this standard; the program does not explicitly address developing assessment criteria (e.g., student developed rubric) for discussions.<br>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 |

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| | 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<br>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 |

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| | 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<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9 |
| **SL.PE.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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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<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, 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.PE.11-12.1.D**<br>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<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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | 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<br>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.PI.11-12.4**<br>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | 1984, Section 2, Lesson 9<br>Artificial Intelligence, Section 1, Lesson 2<br>Grade 12 Application Unit, Section 1, Lessons 4–6<br>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, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 2–10<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 |

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| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| | What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–7 |
| **SL.UM.11-12.5**<br>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<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7 |

## Writing

| New Jersey Standards | Aligned Components of *Odell HSLP* |
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| **W.AW.11-12.1**<br>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<br>Artificial Intelligence, Section 4, Lessons 3, 5–9<br>Frankenstein, Section 4, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.AW.11-12.1.A**<br>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 5, 7–9<br>Frankenstein, Section 4, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.AW.11-12.1.B**<br>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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<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.AW.11-12.1.C**<br>Use transitions (e.g., words, phrases, clauses) 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<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |

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| **W.AW.11-12.1.D**<br>Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. | *Odell HSLP* partially addresses this standard; the program does not explicitly address how to establish and maintain a style appropriate to the audience and purpose.<br>Artificial Intelligence, Section 4, Lessons 3, 5–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.AW.11-12.1.E**<br>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). | Artificial Intelligence, Section 4, Lessons 3, 7–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.IW.11-12.2**<br>Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 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 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 |

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| | 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.IW.11-12.2.A**<br>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<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, 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 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.IW.11-12.2.B**<br>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<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 1–2<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.IW.11-12.2.C**<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<br>Artificial Intelligence, Section 1, Lesson 14 |

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| | 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.IW.11-12.2.D**<br>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity 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 11, 13<br>Hamlet, Section 5, Lessons 4–8 |

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| | 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.IW.11-12.2.E**<br>Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. | *Odell HSLP* partially addresses this standard; the program does not explicitly address how to establish and maintain a tone appropriate to the audience and purpose.<br>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<br>How can I prepare for life after high school?, Section 4, Lesson 1 |

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| | 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.IW.11-12.2.F**<br>Provide a concluding paragraph or section that supports the argument presented (e.g., 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, 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 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |

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| **W.NW.11-12.3**<br>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<br>1984, Section 4, Lesson 8<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, Lessons 2, 6 |
| **W.NW.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 point(s) 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.NW.11-12.3.B**<br>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<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.NW.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.NW.11-12.3.D**<br>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<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.NW.11-12.3.E**<br>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | 1984, Section 3, Lesson 12<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.RW.11-12.7**<br>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. | 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<br>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 |

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| | 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 |
| **W.SE.11-12.6**<br>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). | 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 2–4, 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>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 |

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| **W.WP.11-12.4**<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. | 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<br>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 |

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| | 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 |
| **W.WR.11-12.5**<br>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<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 |

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