# Odell Education Oklahoma Standards Alignment Guide Grade 12 | Oklahoma Academic Standards English Language Arts (2021)

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 Oklahoma standards and the *Odell HSLP* follows.

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## Listening and Speaking

### Listening

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.1.L.1**<br>Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues. | *Odell HSLP* partially addresses this standard; the program does not explicitly address control of verbal and nonverbal cues.<br>1984, Section 1, Lessons 1–15<br>1984, Section 2, Lessons 2–11<br>1984, Section 3, Lessons 1–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 1–4, 6, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–13, 15<br>Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–11<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 1–5<br>Grade 12 Application Unit, Section 1, Lessons 1–7<br>Grade 12 Application Unit, Section 2, Lessons 1–7<br>Grade 12 Application Unit, Section 3, Lessons 1–8<br>Grade 12 Application Unit, Section 4, Lessons 1–6<br>Grade 12 Application Unit, Section 5, Lessons 1–7, 11<br>Hamlet, Section 1, Lessons 2–8, 10–11<br>Hamlet, Section 2, Lessons 1–7, 9–15<br>Hamlet, Section 3, Lessons 1–12, 14–15<br>Hamlet, Section 4, Lessons 2–8<br>Hamlet, Section 5, Lessons 1, 3–5, 7–10<br>How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 2, Lessons 1, 3–9<br>How can I prepare for life after high school?, Section 3, Lessons 1–7<br>How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1–9, 11<br>In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10<br>In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12<br>In the Time of the Butterflies, Section 4, Lessons 2, 5–16<br>In the Time of the Butterflies, Section 5, Lessons 3, 6–7<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 |
| **12.1.L.2**<br>Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective. | 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 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Grade 12 Application Unit, Section 1, Lessons 1–4, 6–7<br>Grade 12 Application Unit, Section 2, Lessons 2–7<br>Grade 12 Application Unit, Section 3, Lessons 7–8<br>Grade 12 Application Unit, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 1, 4–6<br>Hamlet, Section 2, Lessons 1–7, 9–14<br>Hamlet, Section 3, Lessons 1–6, 8–12, 14<br>Hamlet, Section 4, Lessons 2–3, 6–7<br>Hamlet, Section 5, Lessons 1, 3–5, 7, 9<br>How can I prepare for life after high school?, Section 2, Lessons 3–4<br>How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6<br>How can I prepare for life after high school?, Section 4, Lessons 2–3<br>In the Time of the Butterflies, Section 2, Lessons 1, 4<br>In the Time of the Butterflies, Section 4, Lessons 2, 9, 12, 14–15<br>In the Time of the Butterflies, Section 5, Lesson 6<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 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 |

## Listening and Speaking

### Speaking

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.1.S.1**<br>Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions. | 1984, Section 1, Lessons 1–2, 4–15<br>1984, Section 2, Lessons 2–9<br>1984, Section 3, Lessons 1–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 2, 4, 6, 9 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13<br>Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–10<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<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 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 1–6<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 1–11<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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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 4, Lessons 2, 8–15<br>In the Time of the Butterflies, Section 5, Lessons 3, 6<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, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9 |
| **12.1.S.2**<br>Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings. | 1984, Section 1, Lessons 1–15<br>1984, Section 2, Lessons 2–11<br>1984, Section 3, Lessons 1–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 1–4, 6, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–13, 15<br>Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–11<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 1–5<br>Grade 12 Application Unit, Section 1, Lessons 1–7<br>Grade 12 Application Unit, Section 2, Lessons 1–7<br>Grade 12 Application Unit, Section 3, Lessons 1–8<br>Grade 12 Application Unit, Section 4, Lessons 1–6<br>Grade 12 Application Unit, Section 5, Lessons 1–7, 11<br>Hamlet, Section 1, Lessons 2–8, 10–11 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 2, Lessons 1–7, 9–15<br>Hamlet, Section 3, Lessons 1–12, 14–15<br>Hamlet, Section 4, Lessons 2–8<br>Hamlet, Section 5, Lessons 1, 3–5, 7–10<br>How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8<br>How can I prepare for life after high school?, Section 2, Lessons 1, 3–9<br>How can I prepare for life after high school?, Section 3, Lessons 1–7<br>How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1–9, 11<br>In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10<br>In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12<br>In the Time of the Butterflies, Section 4, Lessons 2, 5–16<br>In the Time of the Butterflies, Section 5, Lessons 3, 6–7<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 |
| **12.1.S.3**<br>Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues. | *Odell HSLP* partially addresses this standard; the program does not explicitly address using verbal and nonverbal cues.<br>1984, Section 2, Lesson 9<br>Artificial Intelligence, Section 1, Lessons 2, 8<br>Artificial Intelligence, Section 2, Lesson 3<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 |

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

## Reading and Writing Process

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.2.R.1**<br>Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts. | 1984, Section 1, Lessons 2, 8–9, 12–15<br>1984, Section 2, Lessons 1, 11<br>1984, Section 3, Lessons 6, 13–14<br>1984, Section 4, Lessons 3, 10<br>1984, Section 5, Lessons 8, 10<br>Artificial Intelligence, Section 1, Lessons 3, 9, 13, 15<br>Artificial Intelligence, Section 2, Lessons 1, 9–10, 13–14<br>Artificial Intelligence, Section 3, Lessons 7–8<br>Artificial Intelligence, Section 4, Lessons 1, 11<br>Community, Section 1, Lessons 3, 7<br>Community, Section 2, Lessons 5, 8–12, 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 1, Lessons 2–6<br>Frankenstein, Section 2, Lessons 1–7<br>Frankenstein, Section 3, Lessons 1–5, 7<br>Frankenstein, Section 4, Lessons 1–4, 6–7<br>Frankenstein, Section 5, Lessons 1, 5<br>Hamlet, Section 1, Lessons 2, 5, 11<br>Hamlet, Section 2, Lessons 5, 15<br>Hamlet, Section 3, Lessons 5, 8, 14–15<br>Hamlet, Section 4, Lesson 8 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 5, Lessons 1, 10<br>How can I prepare for life after high school?, Section 1, Lessons 2–4, 8<br>How can I prepare for life after high school?, Section 2, Lessons 3, 5, 8–9<br>How can I prepare for life after high school?, Section 3, Lessons 6–7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 8, 10–11<br>In the Time of the Butterflies, Section 2, Lessons 9–10<br>In the Time of the Butterflies, Section 3, Lessons 11–12<br>In the Time of the Butterflies, Section 4, Lessons 13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4–11<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 |
| **12.2.R.2**<br>Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction. | 1984, Section 1, Lesson 1<br>Frankenstein, Section 1, Lesson 2<br>Hamlet, Section 1, Lessons 1–3<br>Hamlet, Section 4, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 |

## Reading and Writing Process

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.2.W.1**<br>Students will routinely and recursively prewrite (e.g., develop and organize ideas). | 1984, Section 3, Lesson 4<br>1984, Section 4, Lessons 2–4, 10<br>1984, Section 5, Lesson 3 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Artificial Intelligence, Section 3, Lessons 4–5, 8<br>Artificial Intelligence, Section 4, Lessons 2, 4<br>Community, Section 3, Lesson 9<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 4, Lesson 7<br>Grade 12 Application Unit, Section 3, Lessons 4–5<br>Hamlet, Section 4, Lessons 1, 8<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 6<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 4, Lessons 1, 16<br>In the Time of the Butterflies, Section 5, Lessons 3–4<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 8<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 2–5 |
| **12.2.W.2**<br>Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.). | Artificial Intelligence, Section 4, Lesson 7<br>Community, Section 2, Lesson 8<br>Hamlet, Section 4, Lesson 1<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 5, Lesson 4<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5 |
| **12.2.W.3**<br>Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning. | 1984, Section 1, Lesson 14<br>Artificial Intelligence, Section 4, Lessons 6, 8<br>Grade 12 Application Unit, Section 3, Lesson 4<br>Hamlet, Section 1, Lesson 10<br>Hamlet, Section 5, Lesson 7 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **12.2.W.4**<br>Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication. | 1984, Section 5, Lesson 7<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 9<br>Hamlet, Section 5, Lessons 6, 8<br>How can I prepare for life after high school?, Section 2, Lessons 7–8<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 10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7 |
| **12.2.W.5**<br>Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests). | Artificial Intelligence, Section 4, Lesson 9<br>Grade 12 Application Unit, Section 4, Lesson 4<br>How can I prepare for life after high school?, Section 2, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lesson 4<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3, 7 |

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## Critical Reading and Writing

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.3.R.1**<br>Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts. | Community, Section 1, Lessons 4, 7<br>Community, Section 2, Lessons 1, 3–9, 12–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Hamlet, Section 3, Lesson 8<br>Hamlet, Section 5, Lesson 5<br>In the Time of the Butterflies, Section 2, Lessons 2–3, 6<br>In the Time of the Butterflies, Section 4, Lessons 12–13<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 3–4, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7<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 |
| **12.3.R.2**<br>Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts. | Community, Section 1, Lesson 3<br>Community, Section 2, Lessons 1, 3–9, 12–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 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<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 3–6, 8 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 |
| **12.3.R.3**<br>Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: | 1984, Section 1, Lessons 3, 5–7<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 5–9<br>1984, Section 4, Lessons 2–4<br>1984, Section 5, Lesson 3<br>Community, Section 1, Lessons 3, 6<br>Frankenstein, Section 1, Lessons 3–4<br>Frankenstein, Section 2, Lessons 3–4<br>Frankenstein, Section 3, Lesson 3<br>Frankenstein, Section 4, Lessons 1–4<br>Hamlet, Section 1, Lessons 1, 3–4, 8<br>Hamlet, Section 2, Lessons 1, 6<br>Hamlet, Section 3, Lesson 5<br>Hamlet, Section 4, Lessons 4–5<br>In the Time of the Butterflies, Section 1, Lessons 4–7, 9–10<br>In the Time of the Butterflies, Section 2, Lessons 2, 6, 8<br>In the Time of the Butterflies, Section 3, Lessons 2, 6, 10<br>In the Time of the Butterflies, Section 4, Lessons 6, 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 |
| **12.3.R.3.a**<br>setting | 1984, Section 1, Lesson 3<br>1984, Section 4, Lesson 2 |
| **12.3.R.3.b**<br>plot structure (e.g., foreshadowing, flashback, in media res) | 1984, Section 1, Lesson 6<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 5–6, 8–9<br>1984, Section 4, Lessons 2–4<br>Hamlet, Section 3, Lesson 5<br>Hamlet, Section 4, Lesson 4<br>In the Time of the Butterflies, Section 1, Lessons 4, 7 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 2, Lesson 2 |
| **12.3.R.3.c**<br>conflict (i.e., internal, external) | 1984, Section 1, Lessons 5–6<br>1984, Section 3, Lesson 6<br>Frankenstein, Section 2, Lesson 4<br>Hamlet, Section 2, Lesson 6<br>In the Time of the Butterflies, Section 1, Lesson 7<br>In the Time of the Butterflies, Section 2, Lesson 2<br>In the Time of the Butterflies, Section 3, Lessons 2, 6<br>In the Time of the Butterflies, Section 4, Lesson 6 |
| **12.3.R.3.d**<br>characters (e.g., protagonist, antagonist) | 1984, Section 1, Lessons 3, 5<br>Frankenstein, Section 2, Lesson 4<br>Hamlet, Section 4, Lesson 4<br>In the Time of the Butterflies, Section 1, Lessons 5–7, 9<br>In the Time of the Butterflies, Section 2, Lesson 2<br>In the Time of the Butterflies, Section 3, Lessons 2, 6<br>In the Time of the Butterflies, Section 4, Lesson 6 |
| **12.3.R.3.e**<br>characterization (i.e., direct, indirect) | 1984, Section 1, Lessons 5–7<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 6–8<br>1984, Section 4, Lesson 3<br>Community, Section 1, Lesson 6<br>Frankenstein, Section 1, Lessons 3–4<br>Frankenstein, Section 3, Lesson 3<br>Frankenstein, Section 4, Lesson 3<br>Hamlet, Section 1, Lesson 4<br>Hamlet, Section 2, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 5<br>In the Time of the Butterflies, Section 2, Lesson 6 |
| **12.3.R.3.f**<br>point of view (e.g., narrator reliability) | Community, Section 1, Lesson 3<br>Frankenstein, Section 2, Lessons 3–4<br>Frankenstein, Section 4, Lessons 1–4<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
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| | In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 |
| **12.3.R.3.g**<br>archetypes | 1984, Section 5, Lesson 3<br>Hamlet, Section 1, Lessons 1, 3, 8<br>Hamlet, Section 4, Lessons 4–5 |
| **12.3.R.4**<br>Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: | 1984, Section 1, Lessons 3–7, 10<br>1984, Section 2, Lessons 2, 4<br>1984, Section 3, Lessons 3–6, 9–10<br>1984, Section 4, Lessons 2–4<br>Community, Section 1, Lessons 1–3, 5–6<br>Community, Section 2, Lessons 5–6, 12<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–4<br>Frankenstein, Section 3, Lessons 1–4<br>Frankenstein, Section 4, Lessons 1–4<br>Hamlet, Section 1, Lessons 2–3, 7<br>Hamlet, Section 2, Lessons 1–3, 5–6, 8–9<br>Hamlet, Section 3, Lessons 1–3, 5–6<br>Hamlet, Section 4, Lessons 2–3, 5<br>Hamlet, Section 5, Lessons 1, 5<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lessons 3, 6, 8<br>In the Time of the Butterflies, Section 3, Lessons 4, 6–7, 10<br>In the Time of the Butterflies, Section 4, Lessons 12–14<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 1–3, 5–9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4, 8 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **12.3.R.4.a**<br>figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism) | 1984, Section 1, Lessons 3–7, 10<br>1984, Section 2, Lessons 2, 4<br>1984, Section 3, Lessons 3–6, 9–10<br>1984, Section 4, Lessons 2–4<br>Community, Section 1, Lessons 1–3, 5–6<br>Community, Section 2, Lessons 5–6, 12<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–3<br>Frankenstein, Section 3, Lessons 1–4<br>Frankenstein, Section 4, Lessons 1, 3<br>Hamlet, Section 1, Lessons 2–3, 7<br>Hamlet, Section 2, Lessons 1–3, 5–6, 8–9<br>Hamlet, Section 3, Lessons 1–3, 5–6<br>Hamlet, Section 4, Lessons 2–3<br>Hamlet, Section 5, Lesson 5<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>In the Time of the Butterflies, Section 2, Lessons 3, 6<br>In the Time of the Butterflies, Section 3, Lessons 4, 6–7<br>In the Time of the Butterflies, Section 4, Lessons 12–13<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–3, 5–9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 4, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **12.3.R.4.b**<br>sound devices (i.e., onomatopoeia, alliteration, assonance) | *Odell HSLP* partially addresses this standard; the program does not explicitly address onomatopoeia and assonance.<br>In the Time of the Butterflies, Section 3, Lessons 4, 7 |
| **12.3.R.4.c**<br>irony (i.e., verbal, situational, dramatic) | 1984, Section 4, Lessons 2–4<br>Community, Section 1, Lesson 3<br>Frankenstein, Section 2, Lessons 3–4 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
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| | Frankenstein, Section 4, Lessons 1–4<br>Hamlet, Section 3, Lessons 3, 5<br>Hamlet, Section 4, Lessons 3, 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 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 |
| **12.3.R.5**<br>Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies. | 1984, Section 1, Lesson 9<br>Artificial Intelligence, Section 1, Lessons 7, 10<br>Artificial Intelligence, Section 2, Lessons 6, 9<br>Community, Section 3, Lessons 5–7, 9<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Grade 12 Application Unit, Section 2, Lesson 3<br>How can I prepare for life after high school?, Section 2, Lesson 3 |
| **12.3.R.6**<br>Students will analyze how informational text structures support the author's purpose. | Community, Section 2, Lessons 1, 3–9, 12–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Hamlet, Section 3, Lesson 8<br>Hamlet, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 |
| **12.3.R.7**<br>Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences. | Community, Section 1, Lessons 4, 7<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 |

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## Critical Reading and Writing

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.3.W.1**<br>Students will compose narratives reflecting real or imagined experiences that: | 1984, Section 3, Lessons 2, 4–9, 12<br>1984, Section 4, Lessons 1–4, 8<br>1984, Section 5, Lessons 3–7<br>Community, Section 2, Lesson 14<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 1–3, 5–6 |
| **12.3.W.1.a**<br>include engaging plots involving well-developed, complex characters resolving conflicts | 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, Lesson 6 |
| **12.3.W.1.b**<br>establish narrator(s) that enhance(s) the narrative | 1984, Section 3, Lesson 4<br>1984, Section 4, Lessons 2–4<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 3 |
| **12.3.W.1.c**<br>are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme) | 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 |
| **12.3.W.1.d**<br>provide clear descriptions, using precise language, sensory details, and dialogue | 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 |

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| **12.3.W.1.e**<br>include varied syntax to enhance readability | *Odell HSLP* addresses this standard in grade 11.<br>Beloved, Section 2, Lessons 6–7<br>Beloved, Section 3, Lessons 5–6<br>Beloved, Section 5, Lesson 4<br>Telling Stories with Film, Section 4, Lesson 13<br>What does it mean to be an American?, Section 4, Lesson 4 |
| **12.3.W.1.f**<br>emulate literary elements and/or literary devices from mentor texts | 1984, Section 3, Lessons 2, 4–9<br>1984, Section 4, Lesson 1<br>Community, Section 2, Lesson 14<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3, 5–6 |
| **12.3.W.2**<br>Students will compose informative essays, reports, or technical writing that: | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lessons 6, 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 1, Lesson 6<br>Community, Section 2, Lessons 14, 16<br>Community, Section 3, Lessons 8–9<br>Community, Section 5, Lessons 1–2, 5<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Grade 12 Application Unit, Section 3, Lesson 4<br>Grade 12 Application Unit, Section 4, Lesson 4<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 4, Lesson 1<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 |

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| | How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lessons 7–8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 1<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, Lessons 9–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3 |
| **12.3.W.2.a**<br>objectively introduce and develop topics | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>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 |

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| | 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 |
| **12.3.W.2.b**<br>include a defensible thesis | Community, Section 3, Lesson 9<br>Community, Section 5, Lesson 5<br>Frankenstein, Section 5, Lesson 2<br>Hamlet, Section 3, Lessons 11–12<br>Hamlet, Section 5, Lesson 6<br>In the Time of the Butterflies, Section 5, Lessons 4–5 |
| **12.3.W.2.c**<br>incorporate evidence (e.g., specific facts, details, charts and graphs, data) | 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 |

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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 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 |
| **12.3.W.2.d**<br>maintain an organized structure | Artificial Intelligence, Section 2, Lesson 12<br>Grade 12 Application Unit, Section 4, Lesson 4<br>Hamlet, Section 4, Lesson 1<br>Hamlet, Section 5, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>In the Time of the Butterflies, Section 4, Lesson 1<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 10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **12.3.W.2.e**<br>use sentence variety and word choice to create clarity and concision | Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 3, Lesson 4<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lesson 13<br>Hamlet, Section 5, Lessons 7–8<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>In the Time of the Butterflies, Section 2, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 3 |
| **12.3.W.2.f**<br>establish and maintain a formal style | 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 |

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| | 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<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 |
| **12.3.W.2.g**<br>emulate literary devices from mentor texts | 1984, Section 3, Lesson 6<br>Community, Section 1, Lesson 6<br>Community, Section 2, Lesson 14<br>Community, Section 3, Lesson 8<br>Community, Section 5, Lesson 2<br>Hamlet, Section 3, Lesson 13<br>Hamlet, Section 5, Lesson 5 |
| **12.3.W.3**<br>Students will compose argumentative essays, reviews, or op-eds that: | 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 1–9<br>Community, Section 5, Lessons 5–6<br>Frankenstein, Section 1, Lesson 5 |

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| | Frankenstein, Section 4, Lessons 4–5<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 |
| **12.3.W.3.a**<br>introduce precise, informed claims | 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 |
| **12.3.W.3.b**<br>include a defensible thesis | Artificial Intelligence, Section 3, Lesson 4<br>Artificial Intelligence, Section 4, Lessons 1, 5<br>Community, Section 5, Lesson 5<br>Frankenstein, Section 4, Lesson 4 |
| **12.3.W.3.c**<br>acknowledge counterclaims or alternate perspectives | Artificial Intelligence, Section 3, Lessons 4–6<br>Artificial Intelligence, Section 4, Lessons 1–4, 6 |
| **12.3.W.3.d**<br>organize claims, counterclaims, and evidence in a logical sequence | Artificial Intelligence, Section 3, Lesson 5<br>Artificial Intelligence, Section 4, Lessons 1–4, 6, 8 |
| **12.3.W.3.e**<br>provide the most relevant evidence to develop balanced arguments, using credible sources | 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, 6–9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 4, Lesson 5 |

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| | 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 |
| **12.3.W.3.f**<br>use sentence variety and word choice to create clarity and concision | Artificial Intelligence, Section 3, Lesson 4<br>Artificial Intelligence, Section 4, Lesson 9<br>Homeownership, Section 4, Lesson 6 |
| **12.3.W.3.g**<br>use style and tone that suits the audience and purpose | Artificial Intelligence, Section 4, Lessons 5, 9<br>Community, Section 5, Lesson 6 |
| **12.3.W.4**<br>Students will blend narrative, informative, and argumentative writing to suit their audience and purpose. | Artificial Intelligence, Section 4, Lesson 4<br>Community, Section 5, Lessons 2–3 |

## Vocabulary

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.4.R.1**<br>Students will analyze the relationships among synonyms, antonyms, and analogies. | 1984, Section 1, Lesson 5<br>Community, Section 2, Lesson 5<br>Hamlet, Section 2, Lesson 12<br>Hamlet, Section 3, Lesson 8 |
| **12.4.R.2**<br>Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. | 1984, Section 1, Lessons 2–7, 9–10<br>1984, Section 2, Lesson 2<br>1984, Section 3, Lessons 3, 5, 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 6 |

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| | Artificial Intelligence, Section 2, Lessons 5, 7<br>Community, Section 1, Lessons 1–3, 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, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–3<br>Frankenstein, Section 3, Lessons 1–4<br>Frankenstein, Section 4, Lessons 1, 3<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lessons 1–3, 7<br>Hamlet, Section 2, Lessons 1–3, 5–6, 8–9, 11–12<br>Hamlet, Section 3, Lessons 1–3, 5–6<br>Hamlet, Section 4, Lessons 2–3<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4–6<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, Lessons 10, 13<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **12.4.R.3**<br>Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words. | 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, Lessons 2, 5<br>Community, Section 3, Lessons 2, 4–6<br>Community, Section 4, Lesson 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lesson 1 |

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| | 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 |
| **12.4.R.4**<br>Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases. | *Odell HSLP* partially addresses this standard; the program does not explicitly address syllabication.<br>1984, Section 1, Lessons 1–2, 5, 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<br>In the Time of the Butterflies, Section 4, Lesson 10 |

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## Vocabulary

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
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| **12.4.W.1**<br>Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas. | 1984, Section 1, Lessons 5, 13–15<br>1984, Section 2, Lessons 8–10<br>1984, Section 3, Lessons 9, 12–13<br>1984, Section 4, Lesson 9<br>1984, Section 5, Lessons 4, 8<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lessons 12–13<br>Artificial Intelligence, Section 3, Lessons 6–7<br>Artificial Intelligence, Section 4, Lessons 3, 7<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lessons 16–17<br>Community, Section 3, Lessons 9–10<br>Community, Section 4, Lesson 6<br>Community, Section 5, Lesson 4<br>Frankenstein, Section 1, Lessons 4–6<br>Frankenstein, Section 2, Lessons 4–6<br>Frankenstein, Section 3, Lessons 4, 6<br>Frankenstein, Section 4, Lessons 1, 4, 6<br>Frankenstein, Section 5, Lessons 2–3<br>Grade 12 Application Unit, Section 1, Lesson 7<br>Grade 12 Application Unit, Section 2, Lesson 7<br>Grade 12 Application Unit, Section 3, Lesson 8<br>Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10<br>Hamlet, Section 1, Lessons 2, 8–11<br>Hamlet, Section 2, Lesson 14<br>Hamlet, Section 3, Lessons 11, 13–14<br>Hamlet, Section 4, Lessons 6–7<br>Hamlet, Section 5, Lessons 4–8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 7–8<br>How can I prepare for life after high school?, Section 2, Lessons 5, 7–8<br>How can I prepare for life after high school?, Section 3, Lessons 4–6 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 4, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lessons 8, 10–11<br>In the Time of the Butterflies, Section 2, Lessons 8–9<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 4–5<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 9–10<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8 |
| **12.4.W.2**<br>Students will select language to create a specific effect in writing according to purpose and audience. | 1984, Section 3, Lesson 4<br>Artificial Intelligence, Section 4, Lessons 5, 9<br>Community, Section 5, Lesson 2<br>Grade 12 Application Unit, Section 4, Lesson 4 |

## Language

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.5.R.1**<br>Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time. | 1984, Section 1, Lesson 15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 4–6, 13<br>1984, Section 4, Lessons 2–4<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 2, Lessons 9, 17<br>Community, Section 3, Lessons 2, 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 5, 7<br>Hamlet, Section 1, Lessons 2, 10–11<br>Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, 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 4, 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, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7 |
| **12.5.R.2**<br>Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences. | *Odell HSLP* partially addresses this standard; the program does not explicitly address verb and adverbial phrases.<br>1984, Section 1, Lesson 15<br>1984, Section 3, Lessons 4, 13<br>Artificial Intelligence, Section 1, Lessons 9, 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lesson 6<br>Frankenstein, Section 2, Lesson 6<br>Frankenstein, Section 4, Lesson 6 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 1, Lessons 2, 11<br>Hamlet, Section 3, Lesson 14<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>In the Time of the Butterflies, Section 1, Lessons 8, 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>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 |

## Language

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.5.W.1**<br>Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate. | *Odell HSLP* partially addresses this standard; the program does not explicitly address intentionally breaking the rules for effect when appropriate.<br>1984, Section 1, Lesson 15<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 4, 6, 13<br>Artificial Intelligence, Section 1, Lessons 9, 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lesson 6<br>Frankenstein, Section 4, Lesson 6<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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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>In the Time of the Butterflies, Section 1, Lessons 8, 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>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 |
| **12.5.W.2**<br>Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect. | *Odell HSLP* partially addresses this standard; the program does not explicitly address intentionally departing from standard usage to achieve a specific effect.<br>1984, Section 1, Lessons 12, 14–15<br>1984, Section 3, Lessons 8–9, 13<br>1984, Section 5, Lessons 7–8<br>Artificial Intelligence, Section 1, Lessons 8–9, 15<br>Artificial Intelligence, Section 2, Lessons 3, 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3<br>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 5–10<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 1, 13–14 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 2, Lessons 2, 5, 7–8<br>How can I prepare for life after high school?, Section 3, Lessons 4, 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, 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 3, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7 |
| **12.5.W.3**<br>Students will write using correct capitalization mechanics. | This standard is addressed in *Language Arts.* |
| **12.5.W.4**<br>Students will write using correct end mark mechanics. | This standard is addressed in *Language Arts.* |
| **12.5.W.5**<br>Students will write using correct apostrophe mechanics. | This standard is addressed in *Language Arts.* |
| **12.5.W.6**<br>Students will write using correct comma mechanics. | 1984, Section 1, Lesson 12<br>1984, Section 3, Lesson 4 |
| **12.5.W.7** | 1984, Section 1, Lessons 12, 14<br>1984, Section 3, Lesson 5 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| Students will use a colon or dash to reveal information in a sentence. | Hamlet, Section 3, Lesson 13<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 2, Lessons 5, 8<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5 |
| **12.5.W.8**<br>Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material. | *Odell HSLP* addresses this standard in grade 11.<br>The Great Gatsby, Section 5, Lesson 3 |
| **12.5.W.9**<br>Students will write using correct italics mechanics. | 1984, Section 1, Lesson 14<br>Hamlet, Section 3, Lesson 13 |
| **12.5.W.10**<br>Students will write using correct semicolon mechanics. | 1984, Section 3, Lesson 8<br>Hamlet, Section 3, Lesson 13<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 2, Lessons 5, 8 |

## Research

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.6.R.1**<br>Students will find and comprehend information about a topic, using their own viable research questions. | 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 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | 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 |
| **12.6.R.2**<br>Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines. | Odell HSLP partially addresses this standard; the program does not explicitly address synthesizing information from primary and secondary sources.<br>What Do I Want to Research?, Section 3, Lessons 3–5<br>What Do I Want to Research?, Section 4, Lesson 1<br>What Do I Want to Research?, Section 5, Lessons 2–3<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1<br>Artificial Intelligence, Section 4, Lesson 6 |
| **12.6.R.3**<br>Students will evaluate the relevance, reliability, and validity of the information gathered. | 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 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | 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, 6–7 |

## Research

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.6.W.1**<br>Students will formulate and refine a viable research question. | 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 |
| **12.6.W.2** | Artificial Intelligence, Section 3, Lesson 4<br>Artificial Intelligence, Section 4, Lessons 1, 3 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| Students will develop a clear, concise, defensible thesis statement. | Grade 12 Application Unit, Section 3, Lesson 4<br>Grade 12 Application Unit, Section 5, Lesson 4<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 |
| **12.6.W.3**<br>Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. | 1984, Section 2, Lessons 6, 8<br>Artificial Intelligence, Section 4, Lessons 1, 6<br>Grade 12 Application Unit, Section 3, Lessons 4, 7<br>How can I prepare for life after high school?, Section 2, Lessons 5, 7–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3 |
| **12.6.W.4**<br>Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences. | 1984, Section 1, Lessons 1–12, 14<br>1984, Section 2, Lessons 1–9, 11<br>1984, Section 3, Lessons 1–12, 14<br>1984, Section 4, Lessons 1–7, 10<br>1984, Section 5, Lessons 1–3, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–14<br>Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6, 8<br>Artificial Intelligence, Section 4, Lessons 1–3, 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 1–6<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 1–6<br>Grade 12 Application Unit, Section 5, Lessons 1–11 |

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

## Multimodal Literacies

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.7.R**<br>Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning. | 1984, Section 1, Lessons 9–10<br>1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lessons 6, 10 |

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| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | 1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 3, 6, 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<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 2, Lessons 1, 7<br>Frankenstein, Section 3, Lessons 2–3, 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 2, Lessons 6–8, 15<br>Hamlet, Section 3, Lessons 4, 6, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 3–4<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |

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## Multimodal Literacies

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.7.W**<br>Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences. | Artificial Intelligence, Section 1, Lesson 2<br>Grade 12 Application Unit, Section 5, Lessons 4–5<br>How can I prepare for life after high school?, Section 2, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–2, 4, 6–7 |

## Independent Reading and Writing

### Reading

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.8.R**<br>Students will select texts for specific purposes and read independently for extended periods of time. | 1984, Section 1, Lessons 1–12, 16<br>1984, Section 2, Lessons 1–3, 5–6, 11<br>1984, Section 3, Lessons 2–9, 11, 14<br>1984, Section 4, Lessons 1–5, 7, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 2–6, 10–13, 16<br>Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14<br>Artificial Intelligence, Section 3, Lessons 3, 8<br>Artificial Intelligence, Section 4, Lessons 4, 11<br>Community, Section 1, Lessons 1–6, 9<br>Community, Section 2, Lessons 1–7, 10–12, 14, 18<br>Community, Section 3, Lessons 1, 3–8, 11<br>Community, Section 4, Lessons 1, 4, 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 1–4, 7<br>Frankenstein, Section 2, Lessons 1–4, 7<br>Frankenstein, Section 3, Lessons 1–4, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lesson 5<br>Grade 12 Application Unit, Section 2, Lessons 2–6<br>Grade 12 Application Unit, Section 3, Lessons 1–2 |

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

## Independent Reading and Writing

### Writing

| Oklahoma Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **12.8.W**<br>Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and 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 |

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