Odell Education Oregon Standards Alignment Guide Grade 12 | Oregon English Language Arts and Literacy (2019)

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 Oregon standards and the *Odell HSLP* follows.

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Language

Vocabulary Acquisition and Use

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.	1984, Section 1, Lessons 1–3, 6–7, 9, 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 1–2, 6, 9, 15 Artificial Intelligence, Section 2, Lessons 5, 7, 13 Artificial Intelligence, Section 3, Lesson 7 Community, Section 1, Lessons 1–2, 6, 8 Community, Section 2, Lessons 2, 8, 15, 17 Community, Section 3, Lessons 2–6, 10 Community, Section 4, Lessons 2, 4, 6 Frankenstein, Section 1, Lessons 1–4, 6 Frankenstein, Section 2, Lessons 1–3, 6 Frankenstein, Section 3, Lessons 1–3, 6 Frankenstein, Section 4, Lessons 1, 3, 6 Grade 12 Application Unit, Section 1, Lessons 1, 3, 7 Grade 12 Application Unit, Section 2, Lessons 1, 7 Grade 12 Application Unit, Section 3, Lesson 8 Hamlet, Section 1, Lessons 1–2, 11 Hamlet, Section 2, Lessons 2, 11–12, 14 Hamlet, Section 3, Lessons 2, 8, 14 Hamlet, Section 4, Lessons 2, 7 How can I prepare for life after high school?, Section 1, Lessons 2–3, 5–6, 8 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9, 11 In the Time of the Butterflies, Section 2, Lessons 3, 5, 9 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8, 11 In the Time of the Butterflies, Section 4, Lessons 10, 15 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11

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Oregon Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
11-12.L.4a Use context as a clue to the meaning of a word or phrase.	1984, Section 1, Lessons 2–3, 6–7, 9 Artificial Intelligence, Section 1, Lessons 1–2, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 3–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lessons 1, 3 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 2, Lessons 3, 5 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1

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Oregon Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 9 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.4c Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, 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 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lesson 2 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 2, 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 6, 9 In the Time of the Butterflies, Section 4, Lesson 10
11-12.L.4d Verify the preliminary determination of the meaning of a word or phrase.	1984, Section 1, Lesson 6 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2

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

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Oregon Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 4, Lesson 1 Hamlet, Section 4, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
11-12.L.5b Analyze nuances in the meaning of words with similar denotations.	Hamlet, Section 2, Lesson 11 Hamlet, Section 2, Lesson 12 1984, Section 1, Lesson 5 1984, Section 3, Lesson 9
11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Community, Section 4, Lesson 6 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 4–6 Frankenstein, Section 3, Lessons 4, 6 Frankenstein, Section 4, Lessons 4, 6 Grade 12 Application Unit, Section 1, Lesson 7 Grade 12 Application Unit, Section 2, Lesson 7 Grade 12 Application Unit, Section 3, Lesson 8 Grade 12 Application Unit, Section 5, Lessons 2–5, 8–10 Hamlet, Section 1, Lessons 2, 11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14

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

Language

Conventions of Standard English

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1984, Section 1, Lessons 14–15 1984, Section 3, Lesson 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2

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Oregon Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 7–10 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lessons 2, 5, 8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
11-12.L.1a Apply the understanding that usage is a matter of convention, can change overtime, and is sometimes contested.	Frankenstein, Section 5, Lesson 3 Grade 12 Application Unit, Section 5, Lesson 7 Hamlet, Section 1, Lesson 10 How can I prepare for life after high school?, Section 3, Lessons 4, 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
11-12.L.1b Resolve issues of complex or contested usage, consulting references as needed.	Frankenstein, Section 5, Lesson 3 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7

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11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1984, Section 1, Lessons 12, 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lessons 9, 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 2, 6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 1, Lessons 3, 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lessons 9, 11 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10
11-12.L.2a Observe hyphenation conventions.	In the Time of the Butterflies, Section 3, Lesson 9 In the Time of the Butterflies, Section 4, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5

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11-12.L.2b Spell correctly.	1984, Section 1, Lessons 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lesson 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lesson 6 Frankenstein, Section 2, Lesson 6 Frankenstein, Section 4, Lesson 6 Frankenstein, Section 5, Lesson 3 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 3, Lessons 13–14 Hamlet, Section 5, Lesson 8 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 6 How can I prepare for life after high school?, Section 4, Lesson 7 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10

Language

Knowledge of Language

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1984, Section 1, Lesson 15 1984, Section 3, Lessons 4–6, 13 1984, Section 5, Lessons 4–5 Artificial Intelligence, Section 1, Lessons 9, 14–15

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

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

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Reading Informational Text

Craft and Structure

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	1984, Section 1, Lessons 1–2, 8–9 1984, Section 2, Lesson 2 Artificial Intelligence, Section 1, Lessons 2–3, 6, 8 Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8 Community, Section 2, Lessons 2, 5, 12 Community, Section 3, Lessons 3–6, 8 Community, Section 4, Lessons 3–4 Frankenstein, Section 3, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 10–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 5, Lesson 5 How can I prepare for life after high school?, Section 1, Lessons 2, 4–6 How can I prepare for life after high school?, Section 2, Lesson 1 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 3–7, 9 In the Time of the Butterflies, Section 2, Lessons 3–4, 6 In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8 In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.RI.5 Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	1984, Section 1, Lessons 10, 12 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2

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Oregon Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 3, Lessons 8–10 In the Time of the Butterflies, Section 1, Lessons 5, 7, 9 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7
11-12.RI.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	Community, Section 2, Lessons 1, 3–9, 12–13, 15–16 Community, Section 3, Lessons 2, 6–9 Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7

Reading Informational Text

Integration of Knowledge and Ideas

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.	1984, Section 1, Lessons 9–10 1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lesson 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 3, 14 Artificial Intelligence, Section 2, Lessons 4–6, 8, 10, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 2, Lessons 13, 18 Community, Section 3, Lessons 2, 8, 11 Community, Section 4, Lessons 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lessons 1, 7 Frankenstein, Section 3, Lesson 7

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Oregon Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lesson 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lessons 3–4 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11-12.RI.8 Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.	Artificial Intelligence, Section 2, Lessons 9, 12 Artificial Intelligence, Section 4, Lesson 1 Community, Section 3, Lesson 9 Frankenstein, Section 4, Lessons 2, 4–5 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 5, Lessons 2–4
11-12.RI.9 Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	*Odell HSLP* partially addresses this standard; the program does not explicitly address historically significant documents originating outside the United States but within the Americas. Community, Section 2, Lessons 15–16 Community, Section 3, Lessons 6, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3

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Oregon Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2

Reading Informational Text

Range of Reading and Level of Text Complexity

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RI.10b By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	1984, Section 1, Lessons 1–2, 8–12, 16 1984, Section 2, Lessons 2, 5–6, 11 1984, Section 3, Lessons 3–4, 14 1984, Section 4, Lessons 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–5, 10–13, 16 Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14 Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lesson 9 Community, Section 2, Lessons 1–7, 10–12, 14, 18 Community, Section 3, Lessons 1, 3–8, 11 Community, Section 4, Lessons 1, 4, 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lesson 7 Frankenstein, Section 2, Lessons 1, 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lessons 2, 4, 7 Frankenstein, Section 5, Lesson 5 Grade 12 Application Unit, Section 2, Lessons 2–6 Grade 12 Application Unit, Section 3, Lessons 1–2 Hamlet, Section 1, Lessons 1–2, 12 Hamlet, Section 2, Lessons 10–12, 15 Hamlet, Section 3, Lessons 2, 8–9, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6, 9

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

Reading Informational Text

Key Ideas and Details

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RI.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	1984, Section 1, Lessons 8, 11–14 1984, Section 2, Lessons 2, 11 1984, Section 3, Lessons 3, 14 1984, Section 4, Lesson 10 1984, Section 5, Lessons 8, 10 Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 14 Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 1, Lesson 7

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

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

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	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9 *Odell HSLP* addresses matters left uncertain in grade 11. What Does It Mean to Be an American?, Section 2, Lesson 2
11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.	Community, Section 2, Lessons 2, 5–6, 8, 11, 13 In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7 In the Time of the Butterflies, Section 4, Lessons 2, 4–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4

Reading Literature

Integration of Knowledge and Ideas

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	1984, Section 2, Lesson 11 1984, Section 3, Lesson 14 1984, Section 4, Lessons 6, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lesson 7 Frankenstein, Section 3, Lessons 2–3, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 6–8, 15 Hamlet, Section 3, Lessons 4, 6, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10

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Oregon Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
11-12.RL.8 (Not applicable to literature)	
11-12.RL.9 Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	Community, Section 1, Lessons 4, 6–7 In the Time of the Butterflies, Section 4, Lesson 13

Reading Literature

Range of Reading and Level of Text Complexity

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RL.10b By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	1984, Section 1, Lessons 3–8, 10–11, 16 1984, Section 2, Lessons 1–3, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lesson 6 Artificial Intelligence, Section 2, Lesson 14

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

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Oregon Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9

Reading Literature

Craft and Structure

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 *Odell HSLP* addresses technical meanings in grade 11. Homeownership, Section 2, Lesson 5
11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	1984, Section 2, Lesson 3 1984, Section 3, Lesson 3 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1, 4–6 Frankenstein, Section 1, Lessons 1–4 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 2, Lessons 3, 5

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Oregon Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 3, Lesson 5 Hamlet, Section 5, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.RL.6 Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	Community, Section 1, Lessons 3, 6 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8

Reading Literature

Key Ideas and Details

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.RL.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	1984, Section 1, Lessons 3–7, 10–11 1984, Section 2, Lessons 1–4, 11 1984, Section 3, Lessons 2–9, 14 1984, Section 4, Lessons 2–6, 10 1984, Section 5, Lessons 2, 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1, 3–6 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–5

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

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

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11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.	1984, Section 1, Lessons 5–7 1984, Section 2, Lesson 3 1984, Section 3, Lessons 3, 5–6, 8–9 1984, Section 4, Lessons 2, 4 1984, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 1–5 Frankenstein, Section 4, Lessons 1–4 Frankenstein, Section 5, Lesson 1 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 3, Lesson 3 Hamlet, Section 4, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2

Speaking and Listening

Comprehension and Collaboration

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8

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

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

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

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

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

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

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

Speaking and Listening

Presentation of Knowledge and Ideas

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6

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Oregon Standards	Aligned Components of *Odell HSLP*
style are appropriate to purpose, audience, and a range of formal and informal tasks.	Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7
11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Artificial Intelligence, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7
11-12.SL.6 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 Artificial Intelligence, Section 2, Lesson 3 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 5–6, 8–10 Hamlet, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 6–7

Writing

Text Types and Purposes

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5–10 Community, Section 5, Lessons 3–6 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6

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11-12.W.1a 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 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9 Frankenstein, Section 4, Lessons 4–5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Artificial Intelligence, Section 4, Lessons 3, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1d Establish a style and tone relevant to the discipline in which they are writing.	Artificial Intelligence, Section 4, Lessons 3, 5–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.1e Provide a concluding statement or section that follows from and supports the argument presented.	Artificial Intelligence, Section 4, Lessons 3, 7–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	1984, Section 1, Lessons 13–14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lessons 1–6 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10

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	Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lessons 1–5 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 1–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5
11-12.W.2a 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, graphics, and multimedia when useful in aiding comprehension.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7

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

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

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11-12.W.2d 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 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 4–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
11-12.W.2e Establish a style and tone relevant to the discipline in which they are writing.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5

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	Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11, 13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
11-12.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 12–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5

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	How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 2–7 Community, Section 5, Lessons 3–6 How can I prepare for life after high school?, Section 4, Lessons 6–8 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6
11-12.W.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lessons 6–7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.W.3c 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.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 3–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6

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11-12.W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	1984, Section 3, Lesson 12 1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
11-12.W.3e 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 1984, Section 5, Lessons 4–7 How can I prepare for life after high school?, Section 4, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

Writing

Research to Build and Present Knowledge

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 7–9 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lesson 10 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 5, Lesson 7 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lessons 3, 7 Grade 12 Application Unit, Section 4, Lessons 2, 5–6 Hamlet, Section 5, Lesson 9 How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8 How can I prepare for life after high school?, Section 4, Lesson 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, Lesson 6

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

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

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Writing

Range of Writing

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1984, Section 1, Lessons 1–12, 14 1984, Section 2, Lessons 1–9, 11 1984, Section 3, Lessons 1–12, 14 1984, Section 4, Lessons 1–7, 10 1984, Section 5, Lessons 1–3, 9–10 Artificial Intelligence, Section 1, Lessons 1–14 Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14 Artificial Intelligence, Section 3, Lessons 1–4, 6, 8 Artificial Intelligence, Section 4, Lessons 2, 10–11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–16, 18 Community, Section 3, Lessons 1–9, 11 Community, Section 4, Lessons 1–5, 7 Community, Section 5, Lessons 1–2, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 3–5, 7 Frankenstein, Section 3, Lessons 2–5, 7 Frankenstein, Section 4, Lessons 1–3, 5, 7 Frankenstein, Section 5, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–6 Grade 12 Application Unit, Section 3, Lessons 1–7 Grade 12 Application Unit, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 5, Lessons 1–4, 11 Hamlet, Section 1, Lessons 1–7, 10 Hamlet, Section 2, Lessons 1–13, 15 Hamlet, Section 3, Lessons 1–10, 15 Hamlet, Section 4, Lessons 1–6, 8 Hamlet, Section 5, Lessons 9–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7 How can I prepare for life after high school?, Section 2, Lessons 1–9

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

Writing

Production and Distribution of Writing

Oregon Standards	Aligned Components of *Odell HSLP*
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 Grade 12 Application Unit, Section 3, Lessons 4–5 Grade 12 Application Unit, Section 4, Lessons 1, 4 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 4, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5

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Oregon Standards	Aligned Components of *Odell HSLP*
11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1984, Section 1, Lessons 7, 12–15 1984, Section 2, Lessons 5–8, 10 1984, Section 3, Lessons 1, 4–13 1984, Section 4, Lessons 1–4, 8–9 1984, Section 5, Lessons 2–8 Artificial Intelligence, Section 1, Lessons 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 1–3, 6–7 Artificial Intelligence, Section 4, Lessons 1–3, 5–9 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Community, Section 5, Lessons 2–6 Frankenstein, Section 1, Lessons 5–6 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lessons 4–6 Frankenstein, Section 5, Lessons 1–3 Grade 12 Application Unit, Section 1, Lessons 5–7 Grade 12 Application Unit, Section 2, Lessons 1–4, 6 Grade 12 Application Unit, Section 3, Lessons 1, 3–7 Grade 12 Application Unit, Section 4, Lessons 1–2, 4–6 Grade 12 Application Unit, Section 5, Lessons 1–7 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8

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

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