Odell Education Pennsylvania Standards Alignment Guide Grade 12 | Pennsylvania Core Standards (PA Core) for English Language Arts (2014)

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 Pennsylvania standards and the *Odell HSLP* follows.

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Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Main Idea

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9

Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Text Analysis

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	1984, Section 1, Lessons 8, 11–14 1984, Section 2, Lessons 2, 11 1984, Section 3, Lessons 3, 14 1984, Section 4, Lesson 10 1984, Section 5, Lessons 8, 10 Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 14 Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lessons 3, 11 Community, Section 1, Lesson 7 Community, Section 2, Lessons 1–4, 8–9, 11, 13, 16, 18 Community, Section 3, Lessons 1–5, 7, 9, 11 Community, Section 4, Lessons 1, 3–4, 7 Community, Section 5, Lessons 1–2, 8 Frankenstein, Section 2, Lessons 3, 7 Frankenstein, Section 3, Lessons 1, 7 Frankenstein, Section 4, Lessons 2, 4–5, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 10–12, 15

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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
CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7 In the Time of the Butterflies, Section 4, Lessons 4–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4

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Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Point of View

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Artificial Intelligence, Section 2, Lesson 6 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: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Text Structure

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1984, Section 1, Lessons 10, 12 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 3–4, 7–9, 11–13, 15 Community, Section 3, Lessons 5, 7–9 Community, Section 4, Lesson 1 Community, Section 5, Lesson 2 Hamlet, Section 3, Lessons 8–10 In the Time of the Butterflies, Section 1, Lessons 5, 7, 9 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7

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Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Vocabulary

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	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, 4–8 Community, Section 2, Lessons 2, 5, 7, 12 Community, Section 3, Lessons 2–6, 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

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Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Integration of Knowledge and Ideas Diverse Media

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	1984, Section 1, Lessons 9–10 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 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Integration of Knowledge and Ideas Evaluating Arguments

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.H Analyze seminal texts based upon reasoning, 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

Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Integration of Knowledge and Ideas Analysis Across Texts

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	*Odell HSLP* partially addresses this standard; the program does not explicitly address foundational world documents. Community, Section 2, Lessons 15–16 Community, Section 3, Lessons 6, 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2

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Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.J 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.	Artificial Intelligence, Section 2, Lesson 7 Frankenstein, Section 4, Lesson 1 Grade 12 Application Unit, Section 2, Lesson 3 Hamlet, Section 3, 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 5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Community, Section 2, Lesson 5 Community, Section 4, Lesson 4 Hamlet, Section 1, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 2

Reading Informational Text: Students read, understand, and respond to informational text–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Range of Reading

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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 Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Theme

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	1984, Section 1, Lessons 8, 12 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 6, 14 1984, Section 4, Lessons 3, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 2, Lesson 14 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lesson 3 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 2–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 2, Lesson 15 Hamlet, Section 3, Lesson 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 How can I prepare for life after high school?, Section 2, Lesson 9

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 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

Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Text Analysis

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	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, 8, 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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Pennsylvania 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, Lessons 4, 10 In the Time of the Butterflies, Section 2, Lessons 6–8, 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

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Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Literary Elements

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	1984, Section 1, Lessons 5–7 1984, Section 2, Lesson 3 1984, Section 3, Lessons 3, 5–6, 8–9 1984, Section 4, Lessons 2, 4 1984, Section 5, Lesson 2 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 1–5 Frankenstein, Section 4, Lessons 1–4 Frankenstein, Section 5, Lesson 1 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 3, Lesson 3 Hamlet, Section 4, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2

Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Point of View

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	1984, Section 4, Lesson 5 Community, Section 1, Lesson 3 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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 2, 5, 8

Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Text Structure

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	1984, Section 2, Lesson 3 1984, Section 3, Lesson 3 1984, Section 4, Lessons 3, 5 1984, Section 5, Lesson 2 Community, Section 1, Lessons 1, 4–6 Frankenstein, Section 1, Lessons 1–4 Hamlet, Section 1, Lessons 3–4 Hamlet, Section 2, Lessons 3, 5 Hamlet, Section 3, Lesson 5 Hamlet, Section 5, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 4, 7 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

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Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure Vocabulary

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	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, 6 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 1, Lesson 9 In the Time of the Butterflies, Section 3, 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

Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Integration of Knowledge and Ideas Sources of Information

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 4, Lesson 11 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 2, Lesson 7 Frankenstein, Section 3, Lessons 2–3, 7 Frankenstein, Section 4, Lesson 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 2, Lessons 6–8, 15 Hamlet, Section 3, Lessons 4, 6, 15 Hamlet, Section 4, Lesson 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lesson 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 *Odell HSLP* addresses analyzing a play by Shakespeare in grade 11. The American Dream of Homeownership, Section 2, Lessons 1–2

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Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Integration of Knowledge and Ideas

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	Community, Section 1, Lessons 4, 7 Frankenstein, Section 1, Lesson 2 Frankenstein, Section 3, Lesson 4 Hamlet, Section 4, Lesson 2

Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Frankenstein, Section 1, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 6, 9 In the Time of the Butterflies, Section 2, Lesson 3 In the Time of the Butterflies, Section 3, Lessons 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
CC.1.3.11-12.J 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.	Hamlet, Section 5, Lesson 4 In the Time of the Butterflies, Section 3, Lessons 2, 8 In the Time of the Butterflies, Section 4, Lesson 15 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5

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Reading Literature: Students read and respond to works of literature–with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Range of Reading

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading 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 Artificial Intelligence, Section 3, Lesson 8 Artificial Intelligence, Section 4, Lesson 11 Community, Section 1, Lessons 1–6, 9 Community, Section 2, Lesson 18 Community, Section 3, Lesson 11 Community, Section 4, Lesson 7 Community, Section 5, Lesson 8 Frankenstein, Section 1, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 2–4, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 1, Lessons 2–7, 12 Hamlet, Section 2, Lessons 1–10, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lesson 10 How can I prepare for life after high school?, Section 1, Lesson 9 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 12 In the Time of the Butterflies, Section 2, Lesson 10

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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	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 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory Focus

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.	1984, Section 1, Lessons 13–14 Artificial Intelligence, Section 1, Lesson 14 Community, Section 5, Lessons 3, 5 Frankenstein, Section 5, Lessons 2–3 How can I prepare for life after high school?, Section 2, Lessons 1, 5, 8 How can I prepare for life after high school?, Section 4, Lesson 1

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory Content

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.	*Odell HSLP* partially addresses this standard; the program does not explicitly address including graphics and multimedia when useful to aiding comprehension. 1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 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 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory Organization

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 9

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory Style

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.	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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Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.E.1 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
CC.1.4.11-12.E.2 Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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 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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory Conventions of Language

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1984, Section 1, Lesson 14 Frankenstein, Section 5, Lesson 3 How can I prepare for life after high school?, Section 2, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.	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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Focus

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience.	Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lesson 5 Hamlet, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 4
CC.1.4.11-12.H.1 Introduce the precise, knowledgeable claim.	Artificial Intelligence, Section 3, Lesson 4 Artificial Intelligence, Section 4, Lesson 5 Hamlet, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 4

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Content

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; 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 4–6 Artificial Intelligence, Section 4, Lessons 1, 3–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Organization

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Artificial Intelligence, Section 4, Lessons 1–4, 6–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Style

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.	Artificial Intelligence, Section 4, Lessons 3, 5–9 Community, Section 1, Lesson 1 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6 Hamlet, Section 3, Lesson 10

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 5, Lessons 5, 7
CC.1.4.11-12.K.1 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	*Odell HSLP* partially addresses this standard; the program does not explicitly address techniques such as metaphor, simile, and analogy. Community, Section 1, Lesson 1 Hamlet, Section 3, Lesson 10 Hamlet, Section 5, Lessons 5, 7
CC.1.4.11-12.K.2 Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Artificial Intelligence, Section 4, Lessons 3, 5–9 Frankenstein, Section 4, Lesson 5 Grade 12 Application Unit, Section 4, Lesson 6

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Conventions of Language

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Artificial Intelligence, Section 4, Lesson 9 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lesson 8

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.	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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–6

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative Focus

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	1984, Section 3, Lesson 4 1984, Section 4, Lesson 2 1984, Section 5, Lessons 3, 6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 3

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative Content

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, 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

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative Organization

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.P Create a smooth progression of experiences or events using 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; 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 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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative Style

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.	1984, Section 3, Lessons 9, 13 1984, Section 4, Lesson 1 1984, Section 5, Lessons 3–4, 6 Community, Section 2, Lesson 14 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 1 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, Lessons 1, 4, 6
CC.1.4.11-12.Q.1 Use parallel structure.	What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 1
CC.1.4.11-12.Q.2 Use various types of phrases and clauses to convey specific meanings and add variety and interest.	1984, Section 3, Lessons 9, 13 1984, Section 4, Lesson 1 1984, Section 5, Lesson 4 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 6

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.Q.3 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1984, Section 3, Lesson 9 1984, Section 5, Lessons 3–4, 6 Community, Section 2, Lesson 14 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 4, 6

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Narrative Conventions of Language

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	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, Lesson 7

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Response to Literature

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	1984, Section 1, Lessons 13–15 1984, Section 2, Lesson 10 1984, Section 3, Lessons 7–9, 12–13 1984, Section 4, Lesson 9 1984, Section 5, Lessons 1, 8 Artificial Intelligence, Section 1, Lessons 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 1, 3, 6 Community, Section 1, Lesson 8 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Frankenstein, Section 1, Lessons 5–6

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

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Production and Distribution of Writing/Writing Process

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.T 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

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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Technology and Publication

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	How can I prepare for life after high school?, Section 2, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Conducting Research

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1984, Section 2, Lessons 5–9 1984, Section 3, Lessons 7–9 1984, Section 4, Lesson 6 1984, Section 5, Lessons 1, 9 Artificial Intelligence, Section 1, Lesson 10 Artificial Intelligence, Section 3, Lessons 3, 6 Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 5, Lesson 7 Frankenstein, Section 5, Lesson 4 Grade 12 Application Unit, Section 1, Lesson 6 Grade 12 Application Unit, Section 2, Lesson 6 Grade 12 Application Unit, Section 3, Lessons 3, 7 Grade 12 Application Unit, Section 4, Lessons 2, 5–6 Hamlet, Section 5, Lesson 9 How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8 How can I prepare for life after high school?, Section 4, Lesson 8 In the Time of the Butterflies, Section 1, Lessons 1, 3 In the Time of the Butterflies, Section 4, Lesson 2 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6

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Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Credibility, Reliability, and Validity of Sources

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.W 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 over reliance 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

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Range of Writing

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.4.11-12.X 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 discipline-specific 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14 Artificial Intelligence, Section 3, Lessons 1–4, 6, 8 Artificial Intelligence, Section 4, Lessons 2, 10–11 Community, Section 1, Lessons 1, 3–7 Community, Section 2, Lessons 1–16, 18 Community, Section 3, Lessons 1–9, 11 Community, Section 4, Lessons 1–5, 7 Community, Section 5, Lessons 1–2, 7–8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 3–5, 7 Frankenstein, Section 3, Lessons 2–5, 7 Frankenstein, Section 4, Lessons 1–3, 5, 7 Frankenstein, Section 5, Lessons 1, 4–5 Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6 Grade 12 Application Unit, Section 2, Lessons 1–6 Grade 12 Application Unit, Section 3, Lessons 1–7 Grade 12 Application Unit, Section 4, Lessons 1–5 Grade 12 Application Unit, Section 5, Lessons 1–4, 11 Hamlet, Section 1, Lessons 1–7, 10 Hamlet, Section 2, Lessons 1–13, 15 Hamlet, Section 3, Lessons 1–10, 15 Hamlet, Section 4, Lessons 1–6, 8 Hamlet, Section 5, Lessons 9–10 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7 How can I prepare for life after high school?, Section 2, Lessons 1–9 How can I prepare for life after high school?, Section 3, Lessons 1–5, 7 How can I prepare for life after high school?, Section 4, Lessons 1, 3, 5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 3–10 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

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 4, Lessons 1–14, 16 In the Time of the Butterflies, Section 5, Lessons 2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration Collaborative Discussion

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1984, Section 1, Lessons 1–15 1984, Section 2, Lessons 2–11 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 1–4, 6, 9–10 Artificial Intelligence, Section 1, Lessons 1–13, 15 Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–11 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–8 Frankenstein, Section 1, Lessons 1–6 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–5

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Pennsylvania Standards	Aligned Components of *Odell HSLP*
	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 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

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Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration Critical Listening

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	Artificial Intelligence, Section 1, Lesson 7 Community, Section 1, Lesson 1 Community, Section 4, Lesson 2 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 Grade 12 Application Unit, Section 5, Lesson 5 In the Time of the Butterflies, Section 1, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 3

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration Evaluating Information

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Grade 12 Application Unit, Section 1, Lesson 3 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

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Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 Grade 12 Application Unit, Section 1, Lessons 4–6 Grade 12 Application Unit, Section 2, Lessons 1–2, 6 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 5, Lessons 2–10 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Integration of Knowledge and Ideas Context

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.	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

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Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Integration of Knowledge and Ideas Multimedia

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Artificial Intelligence, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Conventions of Standard English

Pennsylvania Standards	Aligned Components of *Odell HSLP*
CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	Grade 12 Application Unit, Section 5, Lesson 5 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8

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