# Odell Education Rhode Island Standards Alignment Guide Grade 12 | Rhode Island Core Standards for English Language Arts (ELA)/Literacy (2021)

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

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

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

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## Language

### Conventions of Standard English

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

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 9, 11<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 |
| **L.11-12.2.a**<br>Observe hyphenation conventions. | In the Time of the Butterflies, Section 3, Lesson 9<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5 |
| **L.11-12.2.b**<br>Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). | *Odell HSLP* partially addresses this standard; the program does not explicitly address recognizing that some words have commonly accepted spelling variations.<br>1984, Section 1, Lessons 14–15<br>1984, Section 3, Lessons 8–9, 13<br>1984, Section 5, Lessons 7–8<br>Artificial Intelligence, Section 1, Lesson 15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lesson 6<br>Frankenstein, Section 2, Lesson 6<br>Frankenstein, Section 4, Lesson 6 |

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

## Language

### Knowledge of Language

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.3**<br>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | 1984, Section 1, Lesson 15<br>1984, Section 3, Lessons 4–6, 13<br>1984, Section 5, Lessons 4–5<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 6<br>Frankenstein, Section 5, Lesson 3 |

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

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 3, Lessons 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 3, Lesson 6<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 4, 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 |
| **L.11-12.3.b**<br>Revise and edit to make work more concise and cohesive. | Grade 12 Application Unit, Section 5, Lesson 5<br>How can I prepare for life after high school?, Section 2, Lesson 7 |

## Language

### Vocabulary Acquisition and Use

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **L.11-12.4**<br>Determine 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. | 1984, Section 1, Lessons 1–3, 6–7, 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 6<br>Artificial Intelligence, Section 2, Lessons 5, 7<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 2–6<br>Community, Section 4, Lessons 2, 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lessons 1, 3<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 2, 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 1, Lessons 2, 5–6<br>How can I prepare for life after high school?, Section 3, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9<br>In the Time of the Butterflies, Section 2, Lessons 3, 5<br>In the Time of the Butterflies, Section 3, Lessons 2, 4, 8<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.a**<br>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | 1984, Section 1, Lessons 2–3, 6–7, 9<br>Artificial Intelligence, Section 1, Lessons 1–2, 6<br>Artificial Intelligence, Section 2, Lessons 5, 7<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 3–6<br>Community, Section 4, Lessons 2, 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lessons 1, 3<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 1, Lessons 2, 5–6<br>How can I prepare for life after high school?, Section 3, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9<br>In the Time of the Butterflies, Section 2, Lessons 3, 5 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| | In the Time of the Butterflies, Section 3, Lessons 2, 4, 8<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.b**<br>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | 1984, Section 1, Lessons 1–2, 9<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 2, 4–6<br>Community, Section 4, Lesson 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 2, 9<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.c**<br>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | 1984, Section 1, Lessons 1–2, 9<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lesson 2<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 2, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 2, 11–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 4, Lesson 2 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 1, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 2, 6, 9<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.4.d**<br>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 1984, Section 1, Lesson 6<br>Artificial Intelligence, Section 1, Lessons 2, 6<br>Community, Section 1, Lessons 1–2, 6<br>Community, Section 2, Lesson 2<br>Community, Section 3, Lessons 4–6<br>Community, Section 4, Lessons 2, 4<br>Frankenstein, Section 1, Lesson 1<br>Frankenstein, Section 3, Lesson 1<br>Grade 12 Application Unit, Section 1, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lesson 2<br>How can I prepare for life after high school?, Section 1, Lesson 2<br>How can I prepare for life after high school?, Section 3, Lessons 1, 6<br>In the Time of the Butterflies, Section 1, Lesson 6<br>In the Time of the Butterflies, Section 4, Lesson 10 |
| **L.11-12.5**<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 1984, Section 1, Lesson 4<br>1984, Section 2, Lesson 4<br>Community, Section 2, Lesson 5<br>Frankenstein, Section 1, Lessons 2–4<br>Frankenstein, Section 2, Lessons 2–3<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 4, Lesson 3<br>In the Time of the Butterflies, Section 2, Lessons 3, 6<br>In the Time of the Butterflies, Section 3, Lessons 4, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8 |

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|---|---|
| **L.11-12.5.a**<br>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | 1984, Section 1, Lesson 4<br>1984, Section 2, Lesson 4<br>Community, Section 2, Lesson 5<br>Frankenstein, Section 1, Lessons 2–4<br>Frankenstein, Section 2, Lessons 2–3<br>Frankenstein, Section 4, Lesson 1<br>Hamlet, Section 4, Lesson 3<br>In the Time of the Butterflies, Section 2, Lessons 3, 6<br>In the Time of the Butterflies, Section 3, Lessons 4, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8 |
| **L.11-12.5.b**<br>Analyze nuances in the meaning of words with similar denotations. | Hamlet, Section 2, Lesson 11<br>Hamlet, Section 2, Lesson 12<br>1984, Section 1, Lesson 5<br>1984, Section 3, Lesson 9 |
| **L.11-12.6**<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. | 1984, Section 1, Lesson 15<br>1984, Section 2, Lesson 10<br>1984, Section 3, Lesson 13<br>1984, Section 4, Lesson 9<br>1984, Section 5, Lesson 4<br>Artificial Intelligence, Section 1, Lessons 6, 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lessons 6–7<br>Artificial Intelligence, Section 4, Lesson 7<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lessons 2, 10<br>Community, Section 4, Lesson 6<br>Community, Section 5, Lesson 4<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 4–6<br>Frankenstein, Section 3, Lessons 4, 6<br>Frankenstein, Section 4, Lessons 4, 6<br>Grade 12 Application Unit, Section 1, Lesson 7<br>Grade 12 Application Unit, Section 2, Lesson 7<br>Grade 12 Application Unit, Section 3, Lesson 8 |

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

## Reading Informational Text

### Key Ideas and Details

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.1**<br>Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1984, Section 1, Lessons 8, 11–14<br>1984, Section 2, Lessons 2, 11<br>1984, Section 3, Lessons 3, 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lessons 8, 10<br>Artificial Intelligence, Section 1, Lessons 2–5, 7–8, 10–11, 14<br>Artificial Intelligence, Section 2, Lessons 1–2, 4–6, 8–12, 14 |

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

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.2**<br>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 to provide a complex analysis; provide an objective summary of a text. | 1984, Section 1, Lessons 2, 9, 13–14<br>1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lessons 8, 10<br>Artificial Intelligence, Section 1, Lesson 13<br>Artificial Intelligence, Section 2, Lessons 1, 9–10, 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lessons 1, 11<br>Community, Section 1, Lesson 7<br>Community, Section 2, Lessons 8, 10–12, 16, 18<br>Community, Section 3, Lessons 5, 7, 9, 11<br>Community, Section 4, Lessons 4, 7<br>Community, Section 5, Lessons 1, 8<br>Frankenstein, Section 2, Lessons 3, 7<br>Frankenstein, Section 3, Lessons 1, 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lessons 8, 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4<br>How can I prepare for life after high school?, Section 2, Lessons 5, 8–9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lesson 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 3–4, 6–7, 9–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4–9, 11 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3, 9 |
| **RI.11-12.3**<br>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | In the Time of the Butterflies, Section 3, Lessons 1, 3–4, 6–7<br>In the Time of the Butterflies, Section 4, Lessons 4–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 4 |

## Reading Informational Text

### Craft and Structure

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.4**<br>Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | 1984, Section 1, Lessons 1–2, 8–9<br>1984, Section 2, Lesson 2<br>Artificial Intelligence, Section 1, Lessons 2–3, 6, 8<br>Artificial Intelligence, Section 2, Lessons 1, 4–5, 7–8<br>Community, Section 2, Lessons 2, 5, 12<br>Community, Section 3, Lessons 3–6, 8<br>Community, Section 4, Lessons 3–4<br>Frankenstein, Section 3, Lesson 1<br>Hamlet, Section 1, Lesson 1<br>Hamlet, Section 2, Lessons 10–12<br>Hamlet, Section 3, Lesson 2<br>Hamlet, Section 5, Lesson 5<br>How can I prepare for life after high school?, Section 1, Lessons 2, 4–6<br>How can I prepare for life after high school?, Section 2, Lesson 1<br>How can I prepare for life after high school?, Section 3, Lesson 1<br>In the Time of the Butterflies, Section 1, Lessons 3–7, 9<br>In the Time of the Butterflies, Section 2, Lessons 3–4, 6 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 3, Lessons 2, 4, 7–8<br>In the Time of the Butterflies, Section 4, Lessons 1–2, 6–8, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1, 4<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RI.11-12.5**<br>Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. | *Odell HSLP* partially addresses this standard; the program does not explicitly address whether the structure makes points coherent.<br>1984, Section 1, Lessons 10, 12<br>Artificial Intelligence, Section 1, Lesson 7<br>Artificial Intelligence, Section 4, Lesson 4<br>Community, Section 2, Lessons 3–4, 7–9, 11–13, 15<br>Community, Section 3, Lessons 5, 7–9<br>Community, Section 4, Lesson 1<br>Community, Section 5, Lesson 2<br>Hamlet, Section 3, Lessons 8–10<br>In the Time of the Butterflies, Section 1, Lessons 5, 7, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3, 7 |
| **RI.11-12.6**<br>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | Community, Section 2, Lessons 1, 3–9, 12–13, 15–16<br>Community, Section 3, Lessons 2, 6–9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Hamlet, Section 3, Lesson 8<br>Hamlet, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 3–4, 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 |

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## Reading Informational Text

### Integration of Knowledge and Ideas

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.7**<br>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem. | 1984, Section 1, Lessons 9–10<br>1984, Section 2, Lesson 11<br>1984, Section 3, Lesson 14<br>1984, Section 4, Lesson 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 3, 14<br>Artificial Intelligence, Section 2, Lessons 4–6, 8, 10, 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lessons 3, 11<br>Community, Section 2, Lessons 13, 18<br>Community, Section 3, Lessons 2, 8, 11<br>Community, Section 4, Lessons 4, 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 2, Lessons 1, 7<br>Frankenstein, Section 3, Lesson 7<br>Frankenstein, Section 4, Lesson 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lesson 15<br>Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lessons 3–4<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |
| **RI.11-12.8**<br>Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). | Artificial Intelligence, Section 2, Lessons 9, 12<br>Artificial Intelligence, Section 4, Lesson 1<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 4, Lessons 2, 4–5<br>Grade 12 Application Unit, Section 2, Lesson 3<br>Hamlet, Section 5, Lessons 2–4 |
| **RI.11-12.9**<br>Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features. | Community, Section 2, Lessons 15–16<br>Community, Section 3, Lessons 6, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 2<br>*Odell HSLP* addresses non-U.S. pre-twentieth-century documents of historical and literary significance in grade 11.<br>The Great Gatsby, Section 2, Lesson 5<br>The Warmth of Other Suns, Section 2, Lesson 7<br>What does it mean to be an American?, Section 1, Lessons 2, 4–5 |

## Reading Informational Text

### Range of Reading and Level of Text Complexity

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RI.11-12.10**<br>Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. | 1984, Section 1, Lessons 1–2, 9–10, 12, 16<br>1984, Section 2, Lessons 2, 5–6, 11<br>1984, Section 3, Lessons 3–4, 14<br>1984, Section 4, Lessons 7, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lessons 2–5, 10–13, 16<br>Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14<br>Artificial Intelligence, Section 3, Lessons 3, 8 |

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

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |

## Reading Literature

### Key Ideas and Details

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.1**<br>Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 1984, Section 1, Lessons 3–7, 10–11<br>1984, Section 2, Lessons 1–4, 11<br>1984, Section 3, Lessons 2–9, 14<br>1984, Section 4, Lessons 2–6, 10<br>1984, Section 5, Lessons 2, 10<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lessons 1, 3–6<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 1–5<br>Frankenstein, Section 2, Lessons 1–5, 7<br>Frankenstein, Section 3, Lessons 1–5, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lessons 1, 5<br>Hamlet, Section 1, Lessons 2–8<br>Hamlet, Section 2, Lessons 1–10, 15<br>Hamlet, Section 3, Lessons 1–6, 15<br>Hamlet, Section 4, Lessons 2–5, 8<br>Hamlet, Section 5, Lessons 1, 10<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lessons 8, 10<br>In the Time of the Butterflies, Section 3, Lessons 10, 12<br>In the Time of the Butterflies, Section 4, Lessons 13–14, 16<br>In the Time of the Butterflies, Section 5, Lessons 3, 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 6–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 9 |
| **RL.11-12.2**<br>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 objective summary of a text. | 1984, Section 1, Lessons 8, 12<br>1984, Section 2, Lessons 1, 11<br>1984, Section 3, Lessons 6, 14<br>1984, Section 4, Lessons 3, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lesson 3<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 2–5<br>Frankenstein, Section 2, Lessons 1–5, 7<br>Frankenstein, Section 3, Lessons 1–5, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lessons 1, 5<br>Hamlet, Section 2, Lesson 15<br>Hamlet, Section 3, Lesson 15 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 4, Lesson 8<br>Hamlet, Section 5, Lessons 1, 10<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>How can I prepare for life after high school?, Section 2, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 7<br>How can I prepare for life after high school?, Section 4, Lesson 9<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 10<br>In the Time of the Butterflies, Section 3, Lesson 12<br>In the Time of the Butterflies, Section 4, Lesson 16<br>In the Time of the Butterflies, Section 5, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 2, 5, 8–9, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 3–5, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9 |
| **RL.11-12.3**<br>Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | 1984, Section 1, Lessons 5–7<br>1984, Section 2, Lesson 3<br>1984, Section 3, Lessons 3, 5–6, 8–9<br>1984, Section 4, Lessons 2, 4<br>1984, Section 5, Lesson 2<br>Frankenstein, Section 1, Lessons 1–5<br>Frankenstein, Section 2, Lessons 1–5<br>Frankenstein, Section 3, Lessons 1–5<br>Frankenstein, Section 4, Lessons 1–4<br>Frankenstein, Section 5, Lesson 1<br>Hamlet, Section 1, Lessons 3–4<br>Hamlet, Section 3, Lesson 3<br>Hamlet, Section 4, Lesson 5<br>Hamlet, Section 5, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2 |

## Reading Literature

### Craft and Structure

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.4**<br>Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). | 1984, Section 1, Lessons 3–7, 10<br>1984, Section 2, Lesson 2<br>1984, Section 3, Lessons 3, 5, 9<br>Community, Section 1, Lessons 1–3, 6<br>Frankenstein, Section 1, Lessons 1–4<br>Frankenstein, Section 2, Lessons 1–3<br>Frankenstein, Section 3, Lessons 1–4<br>Frankenstein, Section 4, Lessons 1, 3<br>Hamlet, Section 1, Lessons 2–3, 7<br>Hamlet, Section 2, Lessons 1–3, 5–6, 8–9<br>Hamlet, Section 3, Lessons 1–3, 5–6<br>Hamlet, Section 4, Lessons 2–3<br>How can I prepare for life after high school?, Section 1, Lesson 4<br>In the Time of the Butterflies, Section 4, Lesson 13<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RL.11-12.5**<br>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. | 1984, Section 2, Lesson 3<br>1984, Section 3, Lesson 3<br>1984, Section 4, Lessons 3, 5<br>1984, Section 5, Lesson 2<br>Community, Section 1, Lessons 1, 4–6<br>Frankenstein, Section 1, Lessons 1–4 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| | Hamlet, Section 1, Lessons 3–4<br>Hamlet, Section 2, Lessons 3, 5<br>Hamlet, Section 3, Lesson 5<br>Hamlet, Section 5, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 5, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **RL.11-12.6**<br>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission). | Community, Section 1, Lesson 3<br>Frankenstein, Section 2, Lessons 3–4<br>Frankenstein, Section 4, Lessons 1–4<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 4, Lesson 14<br>In the Time of the Butterflies, Section 5, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8 |

## Reading Literature

### Integration of Knowledge and Ideas

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.7**<br>Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation. | Frankenstein, Section 4, Lesson 2<br>Hamlet, Section 2, Lessons 11–13<br>Hamlet, Section 3, Lessons 2, 8–11<br>Hamlet, Section 4, Lesson 6<br>Hamlet, Section 5, Lessons 2–4 |
| **RL.11-12.8**<br>(Not applicable. For expectations regarding themes in literary texts, see RL.2.) | |

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|---|---|
| **RL.11-12.9**<br>Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | Community, Section 1, Lessons 4, 7 |

## Reading Literature

### Range of Reading and Level of Text Complexity

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **RL.11-12.10**<br>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. | 1984, Section 1, Lessons 1, 3–8, 11, 16<br>1984, Section 2, Lessons 1, 3, 11<br>1984, Section 3, Lessons 2–9, 11, 14<br>1984, Section 4, Lessons 1–5, 10<br>1984, Section 5, Lesson 10<br>Artificial Intelligence, Section 1, Lesson 6<br>Artificial Intelligence, Section 2, Lesson 14<br>Artificial Intelligence, Section 3, Lesson 8<br>Artificial Intelligence, Section 4, Lesson 11<br>Community, Section 1, Lessons 2–6, 9<br>Community, Section 2, Lesson 18<br>Community, Section 3, Lesson 11<br>Community, Section 4, Lesson 7<br>Community, Section 5, Lesson 8<br>Frankenstein, Section 1, Lessons 1–4, 7<br>Frankenstein, Section 2, Lessons 1–4, 7<br>Frankenstein, Section 3, Lessons 2–4, 7<br>Frankenstein, Section 4, Lessons 1–4, 7<br>Frankenstein, Section 5, Lesson 5<br>Hamlet, Section 1, Lessons 2–7, 12<br>Hamlet, Section 2, Lessons 1–10, 15<br>Hamlet, Section 3, Lessons 1, 3–6, 15<br>Hamlet, Section 4, Lessons 2–5, 8<br>Hamlet, Section 5, Lesson 10<br>How can I prepare for life after high school?, Section 1, Lesson 9<br>How can I prepare for life after high school?, Section 2, Lesson 9 |

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

## Speaking and Listening

### Comprehension and Collaboration

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **SL.11-12.1**<br>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<br>1984, Section 2, Lessons 2–11<br>1984, Section 3, Lessons 1–11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lessons 1–2, 4, 6, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–13, 15<br>Artificial Intelligence, Section 2, Lessons 1–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6–8<br>Artificial Intelligence, Section 4, Lessons 2–11<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<br>Community, Section 3, Lessons 2–7, 9–11<br>Community, Section 4, Lessons 2, 4–7 |

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

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

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| | How can I prepare for life after high school?, Section 3, Lessons 1, 5, 7<br>How can I prepare for life after high school?, Section 4, Lessons 1–6, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1–5, 7, 9, 11<br>In the Time of the Butterflies, Section 2, Lessons 1–4, 10<br>In the Time of the Butterflies, Section 3, Lessons 1–3, 6–7, 10, 12<br>In the Time of the Butterflies, Section 4, Lessons 2, 5–9, 12–16<br>In the Time of the Butterflies, Section 5, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7, 10–11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 8–9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 3–5, 8–9 |
| **SL.11-12.1.b**<br>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<br>1984, Section 2, Lessons 4–5, 8–9<br>1984, Section 3, Lessons 1–9, 11, 13–14<br>1984, Section 4, Lessons 2–6, 8–10<br>1984, Section 5, Lesson 6<br>Artificial Intelligence, Section 1, Lessons 1, 4–6, 12<br>Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14<br>Artificial Intelligence, Section 3, Lessons 1–3, 6, 8<br>Artificial Intelligence, Section 4, Lessons 2–6, 8–10<br>Community, Section 1, Lessons 1–8<br>Community, Section 2, Lessons 2–6, 9–11, 13–18<br>Community, Section 3, Lessons 2–7, 9–11<br>Community, Section 4, Lessons 2, 4–7<br>Community, Section 5, Lessons 2–6<br>Frankenstein, Section 1, Lessons 2–6<br>Frankenstein, Section 2, Lessons 3, 5–7<br>Frankenstein, Section 3, Lessons 1–7 |

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

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

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

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| | In the Time of the Butterflies, Section 2, Lessons 1, 4<br>In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15<br>In the Time of the Butterflies, Section 5, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8 |
| **SL.11-12.2**<br>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | Grade 12 Application Unit, Section 1, Lesson 3<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7 |
| **SL.11-12.3**<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lessons 5–6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>Grade 12 Application Unit, Section 4, Lesson 3 |

## Speaking and Listening

### Presentation of Knowledge and Ideas

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| **SL.11-12.4**<br>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | 1984, Section 2, Lesson 8<br>Artificial Intelligence, Section 3, Lesson 6 |
| **SL.11-12.5**<br>Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | Artificial Intelligence, Section 1, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 7 |

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| **SL.11-12.6**<br>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Artificial Intelligence, Section 1, Lesson 8<br>Artificial Intelligence, Section 2, Lesson 3<br>Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lesson 7<br>Grade 12 Application Unit, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 5, Lessons 5–6, 8–10<br>Hamlet, Section 3, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 6–7 |

## Writing

### Text Types and Purposes

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.1**<br>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 5–9<br>Frankenstein, Section 4, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lesson 6<br>Hamlet, Section 1, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 5 |
| **W.11-12.1.a**<br>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | Artificial Intelligence, Section 3, Lessons 5–6<br>Artificial Intelligence, Section 4, Lessons 3, 5, 7–9<br>Frankenstein, Section 4, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.1.b**<br>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<br>Artificial Intelligence, Section 4, Lessons 3, 6–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |

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| **W.11-12.1.c**<br>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<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.1.d**<br>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. | Artificial Intelligence, Section 4, Lessons 5–6<br>Hamlet, Section 1, Lesson 9<br>How can I prepare for life after high school?, Section 3, Lesson 5 |
| **W.11-12.1.e**<br>Provide a concluding statement or section that follows from and supports the argument presented. | Artificial Intelligence, Section 4, Lessons 3, 7–9<br>Frankenstein, Section 4, Lesson 5<br>Grade 12 Application Unit, Section 4, Lesson 6 |
| **W.11-12.2**<br>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lessons 1–3<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 5, Lessons 2, 4–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10 |

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| | In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 1–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 9<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1 |
| **W.11-12.2.a**<br>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Community, Section 5, Lesson 2<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11–13<br>Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 |

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

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

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| | Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 11, 13<br>Hamlet, Section 5, Lessons 4–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.2.e**<br>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. | Community, Section 5, Lessons 2–3<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>In the Time of the Butterflies, Section 5, Lesson 2<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3 |
| **W.11-12.2.f**<br>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 1984, Section 1, Lesson 14<br>1984, Section 2, Lesson 9<br>1984, Section 3, Lesson 12<br>1984, Section 5, Lesson 8<br>Artificial Intelligence, Section 1, Lesson 14<br>Artificial Intelligence, Section 2, Lesson 12<br>Artificial Intelligence, Section 4, Lesson 3<br>Community, Section 2, Lesson 16<br>Community, Section 3, Lesson 9<br>Frankenstein, Section 1, Lesson 5<br>Frankenstein, Section 2, Lesson 5<br>Frankenstein, Section 5, Lessons 2–3<br>Hamlet, Section 1, Lessons 9–10<br>Hamlet, Section 3, Lessons 12–13 |

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| | Hamlet, Section 5, Lessons 6–8<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 2, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>In the Time of the Butterflies, Section 1, Lesson 10<br>In the Time of the Butterflies, Section 2, Lesson 8<br>In the Time of the Butterflies, Section 3, Lesson 10<br>In the Time of the Butterflies, Section 5, Lessons 4–5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 |
| **W.11-12.3**<br>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. | 1984, Section 3, Lesson 12<br>1984, Section 4, Lesson 8<br>1984, Section 5, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 6 |
| **W.11-12.3.a**<br>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lessons 6–7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |
| **W.11-12.3.b**<br>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | 1984, Section 3, Lesson 12<br>1984, Section 4, Lesson 8<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |

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| **W.11-12.3.c**<br>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution). | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 3–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 6 |
| **W.11-12.3.d**<br>Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 6 |
| **W.11-12.3.e**<br>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | 1984, Section 3, Lesson 12<br>1984, Section 5, Lessons 4–7<br>How can I prepare for life after high school?, Section 4, Lesson 7<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6 |

## Writing

### Production and Distribution of Writing

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| **W.11-12.4**<br>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<br>Artificial Intelligence, Section 4, Lesson 3<br>Grade 12 Application Unit, Section 3, Lessons 4–5<br>Grade 12 Application Unit, Section 4, Lessons 1, 4<br>How can I prepare for life after high school?, Section 2, Lessons 2, 7<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5 |

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| **W.11-12.5**<br>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 12, 14–15<br>1984, Section 3, Lessons 4–6, 8–9, 13<br>1984, Section 5, Lessons 3–8<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 6, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 2, 4–6<br>Frankenstein, Section 2, Lessons 1–2, 4–6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 1–2, 4–6<br>Frankenstein, Section 5, Lessons 1, 3<br>Grade 12 Application Unit, Section 3, Lessons 4, 6<br>Grade 12 Application Unit, Section 5, Lessons 5, 7–10<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 11, 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 7–8<br>How can I prepare for life after high school?, Section 2, Lessons 2, 5, 7–8<br>How can I prepare for life after high school?, Section 3, Lessons 4–6<br>How can I prepare for life after high school?, Section 4, Lessons 1, 6–7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 4, 9, 11<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1, 6–7 |

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| **W.11-12.5.a**<br>Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12). | 1984, Section 1, Lessons 12, 14–15<br>1984, Section 3, Lessons 4–6, 8–9, 13<br>1984, Section 5, Lessons 4–5, 7–8<br>Artificial Intelligence, Section 1, Lessons 9, 14–15<br>Artificial Intelligence, Section 2, Lesson 13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 3, 8–9<br>Community, Section 2, Lesson 17<br>Community, Section 3, Lesson 10<br>Frankenstein, Section 1, Lessons 4, 6<br>Frankenstein, Section 2, Lessons 2, 4, 6<br>Frankenstein, Section 3, Lesson 2<br>Frankenstein, Section 4, Lessons 2, 4, 6<br>Frankenstein, Section 5, Lesson 3<br>Grade 12 Application Unit, Section 3, Lessons 4, 6<br>Grade 12 Application Unit, Section 5, Lessons 5, 7–10<br>Hamlet, Section 1, Lessons 2, 9–11<br>Hamlet, Section 3, Lessons 11, 13–14<br>Hamlet, Section 5, Lesson 8<br>How can I prepare for life after high school?, Section 1, Lessons 3, 8<br>How can I prepare for life after high school?, Section 2, Lessons 2, 5, 7–8<br>How can I prepare for life after high school?, Section 3, Lessons 4, 6<br>How can I prepare for life after high school?, Section 4, Lessons 6–7<br>In the Time of the Butterflies, Section 1, Lessons 8, 11<br>In the Time of the Butterflies, Section 2, Lesson 9<br>In the Time of the Butterflies, Section 3, Lessons 4, 9, 11<br>In the Time of the Butterflies, Section 4, Lesson 11<br>In the Time of the Butterflies, Section 5, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 6–7, 10<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 6–7 |

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| **W.11-12.5.b**<br>Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12). | 1984, Section 5, Lessons 3, 5–6<br>Artificial Intelligence, Section 4, Lessons 6, 9<br>Frankenstein, Section 1, Lessons 2, 5<br>Frankenstein, Section 2, Lessons 1, 5<br>Frankenstein, Section 4, Lessons 1, 5<br>Frankenstein, Section 5, Lesson 1<br>How can I prepare for life after high school?, Section 1, Lesson 7<br>How can I prepare for life after high school?, Section 3, Lesson 5<br>How can I prepare for life after high school?, Section 4, Lesson 1<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 1 |
| **W.11-12.6**<br>Use technology, including current web-based communication platforms, 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<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 3<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7 |

## Writing

### Research to Build and Present Knowledge

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| **W.11-12.7**<br>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 1984, Section 2, Lessons 5–9<br>1984, Section 3, Lessons 7–9<br>1984, Section 4, Lesson 6<br>1984, Section 5, Lessons 1, 9<br>Artificial Intelligence, Section 1, Lesson 10<br>Artificial Intelligence, Section 3, Lessons 3, 6<br>Artificial Intelligence, Section 4, Lessons 1, 3, 10<br>Community, Section 5, Lesson 7<br>Frankenstein, Section 5, Lesson 4<br>Grade 12 Application Unit, Section 1, Lesson 6<br>Grade 12 Application Unit, Section 2, Lesson 6<br>Grade 12 Application Unit, Section 3, Lessons 3, 7<br>Grade 12 Application Unit, Section 4, Lessons 2, 5–6<br>Hamlet, Section 5, Lesson 9 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| | How can I prepare for life after high school?, Section 2, Lessons 4, 6, 8<br>How can I prepare for life after high school?, Section 4, Lesson 8<br>In the Time of the Butterflies, Section 1, Lessons 1, 3<br>In the Time of the Butterflies, Section 4, Lesson 2<br>In the Time of the Butterflies, Section 5, Lesson 6<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–8<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–6 |
| **W.11-12.8**<br>When conducting research, 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, Lesson 6<br>Artificial Intelligence, Section 4, Lesson 6<br>Grade 12 Application Unit, Section 1, Lesson 2<br>Grade 12 Application Unit, Section 2, Lesson 6<br>How can I prepare for life after high school?, Section 2, Lesson 5 |
| **W.11-12.9**<br>Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. | 1984, Section 1, Lessons 14–15<br>1984, Section 2, Lesson 10<br>1984, Section 3, Lessons 7–9, 12–13<br>1984, Section 4, Lesson 9<br>1984, Section 5, Lessons 1, 8<br>Artificial Intelligence, Section 1, Lessons 14–15<br>Artificial Intelligence, Section 2, Lessons 12–13<br>Artificial Intelligence, Section 3, Lesson 7<br>Artificial Intelligence, Section 4, Lessons 1, 3, 6<br>Community, Section 1, Lesson 8<br>Community, Section 2, Lessons 16–17<br>Community, Section 3, Lessons 9–10<br>Community, Section 4, Lesson 6<br>Frankenstein, Section 1, Lessons 5–6<br>Frankenstein, Section 2, Lessons 5–6<br>Frankenstein, Section 3, Lesson 6<br>Frankenstein, Section 4, Lesson 6<br>Frankenstein, Section 5, Lesson 2 |

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

## Writing

### Range of Writing

| Rhode Island Standards | Aligned Components of *Odell HSLP* |
|---|---|
| **W.11-12.10**<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 1984, Section 1, Lessons 1–12, 14<br>1984, Section 2, Lessons 1–9, 11<br>1984, Section 3, Lessons 1–12, 14<br>1984, Section 4, Lessons 1–7, 10 |

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| | 1984, Section 5, Lessons 1–3, 9–10<br>Artificial Intelligence, Section 1, Lessons 1–14<br>Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14<br>Artificial Intelligence, Section 3, Lessons 1–4, 6, 8<br>Artificial Intelligence, Section 4, Lessons 2, 10–11<br>Community, Section 1, Lessons 1, 3–7<br>Community, Section 2, Lessons 1–16, 18<br>Community, Section 3, Lessons 1–9, 11<br>Community, Section 4, Lessons 1–5, 7<br>Community, Section 5, Lessons 1–2, 7–8<br>Frankenstein, Section 1, Lessons 1–5<br>Frankenstein, Section 2, Lessons 3–5, 7<br>Frankenstein, Section 3, Lessons 2–5, 7<br>Frankenstein, Section 4, Lessons 1–3, 5, 7<br>Frankenstein, Section 5, Lessons 1, 4–5<br>Grade 12 Application Unit, Section 1, Lessons 1–3, 5–6<br>Grade 12 Application Unit, Section 2, Lessons 1–6<br>Grade 12 Application Unit, Section 3, Lessons 1–7<br>Grade 12 Application Unit, Section 4, Lessons 1–5<br>Grade 12 Application Unit, Section 5, Lessons 1–4, 11<br>Hamlet, Section 1, Lessons 1–7, 10<br>Hamlet, Section 2, Lessons 1–13, 15<br>Hamlet, Section 3, Lessons 1–10, 15<br>Hamlet, Section 4, Lessons 1–6, 8<br>Hamlet, Section 5, Lessons 9–10<br>How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–7<br>How can I prepare for life after high school?, Section 2, Lessons 1–9<br>How can I prepare for life after high school?, Section 3, Lessons 1–5, 7<br>How can I prepare for life after high school?, Section 4, Lessons 1, 3, 5, 8–9<br>In the Time of the Butterflies, Section 1, Lessons 1, 3–10<br>In the Time of the Butterflies, Section 2, Lessons 1–8, 10 |

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| Rhode Island Standards | Aligned Components of *Odell HSLP* |
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| | In the Time of the Butterflies, Section 3, Lessons 1–4, 6–10, 12<br>In the Time of the Butterflies, Section 4, Lessons 1–14, 16<br>In the Time of the Butterflies, Section 5, Lessons 2, 5–7<br>What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 5<br>What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 11<br>What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 9<br>What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 9 |

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