ODELL EDUCATION
HIGH SCHOOL LITERACY PROGRAM

GREAT MINDS®

Odell Education Virginia Standards Alignment Guide Grade 12 | Virginia Standards of Learning

Originally founded in 2011, *Odell High School Literacy Program (HSLP)* was built on a foundational belief that literacy should be a tool of student empowerment — one that equips all students with the skills and knowledge essential for success in college, their careers, and civic life. *Odell HSLP* reflects rigorous, student-centered curriculum that firmly roots literacy in texts and ideas worth exploring. *Odell HSLP* is designed for Grades 9-12 and 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 *Odell HSLP* in early 2026 and is pleased to bring you this program.

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, *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 all students can access and engage with rigorous grade-level content. A detailed alignment analysis between Virginia standards and *Odell HSLP* follows.

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Developing Skilled Readers and Building Reading Stamina

Reading Fluency

Virginia Standards	Aligned Components of *Odell HSLP*
12.DSR.A Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).	*Odell HSLP* partially addresses this standard; the program does not explicitly address automaticity or self-correction of word recognition. Community, Section 1, Lesson 2 Frankenstein, Section 2, Lesson 3

Developing Skilled Readers and Building Reading Stamina

Text Complexity

Virginia Standards	Aligned Components of *Odell HSLP*
12.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).	1984, Section 1, Lessons 1–12, 16 1984, Section 2, Lessons 1–3, 5–6, 11 1984, Section 3, Lessons 2–9, 11, 14 1984, Section 4, Lessons 1–5, 7, 10 1984, Section 5, Lesson 10 Artificial Intelligence, Section 1, Lessons 2–6, 10–13, 16 Artificial Intelligence, Section 2, Lessons 1, 4–9, 11, 14 Artificial Intelligence, Section 3, Lessons 3, 8 Artificial Intelligence, Section 4, Lessons 4, 11 Community, Section 1, Lessons 1–6, 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, Lessons 1–4, 7 Frankenstein, Section 2, Lessons 1–4, 7 Frankenstein, Section 3, Lessons 1–4, 7 Frankenstein, Section 4, Lessons 1–4, 7 Frankenstein, Section 5, Lesson 5 Hamlet, Section 1, Lessons 1–7, 12

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Virginia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 2, Lessons 1–12, 15 Hamlet, Section 3, Lessons 1–6, 8–9, 15 Hamlet, Section 4, Lessons 2–5, 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 1–8, 12 In the Time of the Butterflies, Section 4, Lessons 1–9, 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

Developing Skilled Readers and Building Reading Stamina

Textual Evidence

Virginia Standards	Aligned Components of *Odell HSLP*
12.DSR.C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).	1984, Section 1, Lessons 3–8, 10–14 1984, Section 2, Lessons 1–4, 11 1984, Section 3, Lessons 2–9, 14 1984, Section 4, Lessons 2–6, 10 1984, Section 5, Lessons 2, 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, Lessons 1, 3–7 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Community, Section 5, Lessons 1–2, 8 Frankenstein, Section 1, Lessons 1–5 Frankenstein, Section 2, Lessons 1–5, 7 Frankenstein, Section 3, Lessons 1–5, 7 Frankenstein, Section 4, Lessons 1–5, 7 Frankenstein, Section 5, Lessons 1, 5 Hamlet, Section 1, Lessons 2–8 Hamlet, Section 2, Lessons 1–12, 15 Hamlet, Section 3, Lessons 1–6, 15 Hamlet, Section 4, Lessons 2–5, 8 Hamlet, Section 5, Lessons 1–5, 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, 10 In the Time of the Butterflies, Section 2, Lessons 1, 4, 6–8, 10 In the Time of the Butterflies, Section 3, Lessons 3, 6–7, 10, 12 In the Time of the Butterflies, Section 4, Lessons 1–4, 6–8, 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 1–4, 6–10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 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

Developing Skilled Readers and Building Reading Stamina

Deep Reading on Topics to Build Knowledge and Vocabulary

Virginia Standards	Aligned Components of *Odell HSLP*
12.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students	1984, Section 1, Lesson 1 Artificial Intelligence, Section 1, Lessons 1–2 Community, Section 1, Lesson 1 Frankenstein, Section 1, Lesson 1 Hamlet, Section 1, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 1

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Virginia Standards	Aligned Components of *Odell HSLP*
can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).	In the Time of the Butterflies, Section 1, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 1

Developing Skilled Readers and Building Reading Stamina

Reading Strategies

Virginia Standards	Aligned Components of *Odell HSLP*
12.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).	Artificial Intelligence, Section 1, Lesson 4 Community, Section 1, Lessons 1–2, 6 Frankenstein, Section 1, Lesson 1 How can I prepare for life after high school?, Section 1, Lessons 2, 5 In the Time of the Butterflies, Section 4, Lesson 12

Reading and Vocabulary

Vocabulary Development and Word Analysis

Virginia Standards	Aligned Components of *Odell HSLP*
12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17

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Virginia Standards	Aligned Components of *Odell HSLP*
	Community, Section 3, Lesson 10 Community, Section 4, Lesson 6 Community, Section 5, Lesson 4 Frankenstein, Section 1, Lessons 4, 6 Frankenstein, Section 2, Lessons 4–6 Frankenstein, Section 3, Lessons 4, 6 Frankenstein, Section 4, Lessons 4, 6 Hamlet, Section 1, Lessons 2, 11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 14 Hamlet, Section 4, Lessons 6–7 Hamlet, Section 5, Lesson 4 How can I prepare for life after high school?, Section 1, Lessons 3, 7–8 How can I prepare for life after high school?, Section 2, Lessons 5, 8 How can I prepare for life after high school?, Section 3, Lessons 4, 6 How can I prepare for life after high school?, Section 4, Lesson 6 In the Time of the Butterflies, Section 1, Lessons 8, 11 In the Time of the Butterflies, Section 2, Lesson 9 In the Time of the Butterflies, Section 3, Lesson 11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 8
12.RV.1.B Use context and sentence structure to clarify the meanings of words and phrases.	1984, Section 1, Lessons 2–3, 6–7, 9 Artificial Intelligence, Section 1, Lessons 1–2, 6 Artificial Intelligence, Section 2, Lessons 5, 7 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 3–6 Community, Section 4, Lessons 2, 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lessons 1, 3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 1

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Virginia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 1, Lessons 2, 5–6 How can I prepare for life after high school?, Section 3, Lessons 1, 6 In the Time of the Butterflies, Section 1, Lessons 2, 4, 6, 9 In the Time of the Butterflies, Section 2, Lessons 3, 5 In the Time of the Butterflies, Section 3, Lessons 2, 4, 8 In the Time of the Butterflies, Section 4, Lesson 10
12.RV.1.C Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.	1984, Section 1, Lessons 1–2, 9 Artificial Intelligence, Section 1, Lessons 2, 6 Community, Section 1, Lessons 1–2, 6 Community, Section 2, Lesson 2 Community, Section 3, Lessons 2, 4–6 Community, Section 4, Lesson 4 Frankenstein, Section 1, Lesson 1 Frankenstein, Section 2, Lesson 1 Frankenstein, Section 3, Lesson 1 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 1 Hamlet, Section 2, Lessons 11–12 Hamlet, Section 3, Lesson 2 Hamlet, Section 4, Lesson 2 How can I prepare for life after high school?, Section 3, Lesson 1 In the Time of the Butterflies, Section 1, Lessons 2, 9 In the Time of the Butterflies, Section 4, Lesson 10
12.RV.1.D Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).	1984, Section 1, Lesson 5 1984, Section 3, Lesson 9
12.RV.1.E Explain and analyze idiomatic language in context.	*Odell HSLP* partially addresses this standard; the program does not explicitly address idiomatic language as a recurring, named instructional focus. 1984, Section 1, Lesson 4 1984, Section 2, Lesson 4

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Virginia Standards	Aligned Components of *Odell HSLP*
	Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 4, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
12.RV.1.F Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.	1984, Section 1, Lesson 4 1984, Section 2, Lesson 4 1984, Section 3, Lesson 8 Community, Section 2, Lesson 5 Frankenstein, Section 1, Lessons 2–4 Frankenstein, Section 2, Lessons 2–3 Frankenstein, Section 4, Lesson 1 Hamlet, Section 1, Lesson 3 Hamlet, Section 2, Lesson 9 Hamlet, Section 4, Lesson 3 In the Time of the Butterflies, Section 2, Lessons 3, 6 In the Time of the Butterflies, Section 3, Lessons 4, 7 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2–3, 5, 7–8
12.RV.1.G Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.	1984, Section 1, Lesson 15 1984, Section 2, Lesson 10 1984, Section 3, Lesson 13 1984, Section 4, Lesson 9 1984, Section 5, Lesson 4 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lessons 6–7 Artificial Intelligence, Section 4, Lesson 7 Community, Section 1, Lesson 8 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Community, Section 4, Lesson 6

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

Reading Literary Text

Key Ideas and Plot Details

Virginia Standards	Aligned Components of *Odell HSLP*
12.RL.1.A Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.	1984, Section 1, Lessons 8, 12 1984, Section 2, Lessons 1, 11 1984, Section 3, Lessons 6, 14 1984, Section 4, Lessons 3, 8, 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	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 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, Lessons 3, 8 Hamlet, Section 5, Lessons 1, 10 How can I prepare for life after high school?, Section 1, Lesson 4 How can I prepare for life after high school?, Section 2, Lesson 9 How can I prepare for life after high school?, Section 3, Lesson 7 How can I prepare for life after high school?, Section 4, Lesson 9 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 10 In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, 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
12.RL.1.B Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.	*Odell HSLP* partially addresses this standard; the program does not explicitly connect structural techniques to mystery, tension, or surprise 1984, Section 3, Lesson 5 In the Time of the Butterflies, Section 1, Lesson 7

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12.RL.1.C Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.	1984, Section 1, Lesson 4 Frankenstein, Section 3, Lessons 3–4 Hamlet, Section 1, Lesson 4 Hamlet, Section 2, Lesson 1
12.RL.1.D Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.	*Odell HSLP* partially addresses this standard; the program does not explicitly address narration or plays from other cultures. Hamlet, Section 1, Lesson 4, 5 Hamlet, Section 2, Lesson 9

Reading Literary Text

Craft and Style

Virginia Standards	Aligned Components of *Odell HSLP*
12.RL.2.A Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.	*Odell HSLP* partially addresses this standard; the program does not explicitly address how figurative language contributes to the reader's understanding of form. 1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6

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Virginia Standards	Aligned Components of *Odell HSLP*
12.RL.2.B Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.	1984, Section 1, Lessons 3–7, 10 1984, Section 2, Lesson 2 1984, Section 3, Lessons 3, 5, 9 Community, Section 1, Lessons 1–3, 6 Frankenstein, Section 1, Lessons 1–4 Frankenstein, Section 2, Lessons 1–3 Frankenstein, Section 3, Lessons 1–4 Frankenstein, Section 4, Lessons 1, 3 Hamlet, Section 1, Lessons 2–3, 7 Hamlet, Section 2, Lessons 1–3, 5–6, 8–9 Hamlet, Section 3, Lessons 1–3, 5–6 Hamlet, Section 4, Lessons 2–3 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 4, Lesson 13 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.RL.2.C Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.	Community, Section 1, Lesson 3 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8

Reading Literary Text

Integration of Concepts

Virginia Standards	Aligned Components of *Odell HSLP*
12.RL.3.A Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an	*Odell HSLP* does not address this standard.

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Virginia Standards	Aligned Components of *Odell HSLP*
emphasis on poetry, from various cultures.	
12.RL.3.B Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.	Community, Section 1, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 7–8
12.RL.3.C Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.	Community, Section 1, Lessons 3–4, 7 Frankenstein, Section 2, Lessons 3–4 Frankenstein, Section 4, Lessons 1–4 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lessons 2, 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 4, Lesson 14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 5, 8

Reading Informational Text

Key Ideas and Confirming Details

Virginia Standards	Aligned Components of *Odell HSLP*
12.RI.1.A Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.	How can I prepare for life after high school?, Section 2, Lessons 1, 6 How can I prepare for life after high school?, Section 4, Lesson 1
12.RI.1.B Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.	1984, Section 1, Lessons 10, 12 Artificial Intelligence, Section 1, Lesson 7 Artificial Intelligence, Section 4, Lesson 4 Community, Section 2, Lessons 1, 3–9, 11–13, 15–16 Community, Section 3, Lessons 2, 5–9 Community, Section 4, Lesson 1

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Virginia Standards	Aligned Components of *Odell HSLP*
	Community, Section 5, Lesson 2 Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lessons 8–10 Hamlet, Section 5, Lesson 5 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 3–4, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7
12.RI.1.C Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.	*Language Arts* addresses this standard in grade 9-10. Artificial Intelligence, Section 1, Lesson 11 Hamlet, Section 3, Lesson 10

Reading Informational Text

Craft and Style

Virginia Standards	Aligned Components of *Odell HSLP*
12.RI.2.A Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.	*Odell HSLP* partially addresses this standard; the program does not explicitly address technical writing as a distinct mode or informational-versus-narrative structural comparison 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
12.RI.2.B Analyze the cumulative impact of specific word choices on meaning, author's	Artificial Intelligence, Section 2, Lesson 6 Community, Section 2, Lesson 2, 12 Community, Section 3, Lessons 2, 8

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Virginia Standards	Aligned Components of *Odell HSLP*
attitude toward the subject, and mood.	

Reading Informational Text

Integration of Concepts

Virginia Standards	Aligned Components of *Odell HSLP*
12.RI.3.A Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.	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, 15–16, 18 Community, Section 3, Lessons 2, 6, 8–9, 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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Virginia 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, Lessons 1, 3, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 2, 9
12.RI.3.B Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Community, Section 2, Lesson 11 Community, Section 3, Lesson 9 Hamlet, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lesson 2

Writing

Modes and Purposes for Writing

Virginia Standards	Aligned Components of *Odell HSLP*
12.W.1.A Write extended pieces that:	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

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Virginia 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 5, Lessons 1, 3–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
12.W.1.A.i Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1 In the Time of the Butterflies, Section 1, Lesson 10 In the Time of the Butterflies, Section 2, Lesson 8 In the Time of the Butterflies, Section 3, Lesson 10 In the Time of the Butterflies, Section 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
12.W.1.A.ii	1984, Section 1, Lesson 14

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Virginia Standards	Aligned Components of *Odell HSLP*
Adopt an organizational structure that clarifies relationships among ideas and concepts.	1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Community, Section 5, Lesson 2 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 11–13 Hamlet, Section 5, Lessons 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 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 1
12.W.1.A.iii Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	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 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
12.W.1.A.iv Provide a concluding section that follows from the information or explanation presented.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 5, Lesson 8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12 Artificial Intelligence, Section 4, Lesson 3 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 9–10 Hamlet, Section 3, Lessons 12–13 Hamlet, Section 5, Lessons 6–8 How can I prepare for life after high school?, Section 1, Lesson 7 How can I prepare for life after high school?, Section 2, Lesson 7 How can I prepare for life after high school?, Section 3, Lesson 5 How can I prepare for life after high school?, Section 4, Lesson 1

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Virginia 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 5, Lessons 4–5 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9
12.W.1.B Write technical pieces that:	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 1–2, 7 How can I prepare for life after high school?, Section 4, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.W.1.B.i Describe personal qualifications for potential occupational or educational opportunities.	How can I prepare for life after high school?, Section 2, Lesson 1 How can I prepare for life after high school?, Section 4, Lesson 1
12.W.1.B.ii Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 1–2, 7 How can I prepare for life after high school?, Section 4, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.W.1.B.iii Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.	Artificial Intelligence, Section 3, Lesson 5 Artificial Intelligence, Section 4, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 2, 7 How can I prepare for life after high school?, Section 4, Lesson 1 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 1–2, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 3–5
12.W.1.C	1984, Section 1, Lessons 1–12, 14 1984, Section 2, Lessons 1–9, 11

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Virginia Standards	Aligned Components of *Odell HSLP*
Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	1984, Section 3, Lessons 1–12, 14 1984, Section 4, Lessons 1–7, 10 1984, Section 5, Lessons 1–3, 9–10 Artificial Intelligence, Section 1, Lessons 1–14 Artificial Intelligence, Section 2, Lessons 1–9, 11–12, 14 Artificial Intelligence, Section 3, Lessons 1–6, 8 Artificial Intelligence, Section 4, Lessons 2–3, 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 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 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, Lessons 1–2, 5, 10 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3, 9, 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 1–5, 9

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Writing

Organization and Composition

Virginia Standards	Aligned Components of *Odell HSLP*
12.W.2.A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:	1984, Section 1, Lessons 13–15 1984, Section 2, Lessons 5–10 1984, Section 3, Lessons 1, 4–9, 12–13 1984, Section 4, Lessons 8–9 1984, Section 5, Lessons 1, 4–8 Artificial Intelligence, Section 1, Lessons 9, 13–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lessons 2–7 Artificial Intelligence, Section 4, Lessons 1, 3, 5–9 Community, Section 1, Lesson 8 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 4, Lesson 6 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lessons 4–6 Frankenstein, Section 2, Lessons 2, 5–6 Frankenstein, Section 3, Lessons 2, 6 Frankenstein, Section 4, Lessons 2, 4–6 Frankenstein, Section 5, Lessons 2–3 Hamlet, Section 1, Lessons 2, 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11, 13–14 Hamlet, Section 4, Lesson 7 Hamlet, Section 5, Lessons 2, 4–8 How can I prepare for life after high school?, Section 1, Lessons 3–4, 7–8 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 3, Lessons 5–6 How can I prepare for life after high school?, Section 4, Lessons 1, 6–7 In the Time of the Butterflies, Section 1, Lessons 8, 10–11 In the Time of the Butterflies, Section 2, Lessons 8–9 In the Time of the Butterflies, Section 3, Lessons 4, 10–11 In the Time of the Butterflies, Section 4, Lesson 15 In the Time of the Butterflies, Section 5, Lessons 1, 3–5

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Virginia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 4, 7–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 3–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–2, 6
12.W.2.A.i Composing a thesis statement that clearly communicates the writer's position or assertion.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9 Community, Section 3, Lesson 9 Frankenstein, Section 4, Lessons 4–5 Hamlet, Section 3, Lesson 11 In the Time of the Butterflies, Section 5, Lesson 4
12.W.2.A.ii Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.	Artificial Intelligence, Section 3, Lessons 5–6 Artificial Intelligence, Section 4, Lessons 3, 5, 7–9
12.W.2.A.iii Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.	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, Lessons 5–7 Artificial Intelligence, Section 4, Lessons 1, 3, 6–9 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 Frankenstein, Section 2, Lessons 5–6 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lessons 5–6 Frankenstein, Section 5, Lesson 2 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
12.W.2.A.iv Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate 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, 6–9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 4, Lesson 5 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
12.W.2.A.v Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.	1984, Section 1, Lesson 14 1984, Section 2, Lesson 9 1984, Section 3, Lesson 12 1984, Section 4, Lesson 8 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lesson 14 Artificial Intelligence, Section 2, Lesson 12

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Virginia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 4, Lessons 3, 6–9 Community, Section 2, Lesson 16 Community, Section 3, Lesson 9 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lesson 5 Frankenstein, Section 4, 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, Lessons 1, 7 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 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 6
12.W.2.A.vi Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.	1984, Section 1, Lessons 14–15 1984, Section 2, Lesson 9 1984, Section 3, Lessons 4–6, 12–13 1984, Section 5, Lessons 4–8 Artificial Intelligence, Section 1, Lessons 9, 14–15 Artificial Intelligence, Section 2, Lessons 12–13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lessons 16–17 Community, Section 3, Lessons 9–10 Community, Section 5, Lessons 1–2 Frankenstein, Section 1, Lessons 4–6 Frankenstein, Section 2, Lessons 2, 5–6 Frankenstein, Section 3, Lesson 2 Frankenstein, Section 4, Lessons 2, 6 Frankenstein, Section 5, Lessons 2–3

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

Writing

Usage and Mechanics

Virginia Standards	Aligned Components of *Odell HSLP*
12.W.3.A Revise writing for clarity of content, accuracy, and depth of information.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lessons 4–6 Frankenstein, Section 5, Lessons 1–3 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8 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
12.W.3.B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.	1984, Section 1, Lesson 14 1984, Section 3, Lesson 11 1984, Section 5, Lesson 6 Hamlet, Section 5, Lesson 7 Frankenstein, Section 5, Lesson 3 Community, Section 3, Lesson 8 Community, Section 5, Lesson 5 Artificial Intelligence, Section 3, Lesson 6 Artificial Intelligence, Section 4, Lesson 9 How Can I Prepare for Life after High School?, Section 4, Lesson 1 How Can I Prepare for Life after High School?, Section 4, Lesson 2 Grade 12 Application Unit, Section 3, Lesson 7 Grade 12 Application Unit, Section 4, Lesson 5
12.W.3.C	1984, Section 1, Lessons 7, 12–15

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Virginia Standards	Aligned Components of *Odell HSLP*
Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)	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 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8 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

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Virginia Standards	Aligned Components of *Odell HSLP*
12.W.3.D Write and revise to a standard acceptable both in the workplace and in postsecondary education.	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, 5–7 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 Hamlet, Section 1, Lessons 9–11 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lessons 11–14 Hamlet, Section 4, Lessons 1, 7 Hamlet, Section 5, Lessons 2–8 How can I prepare for life after high school?, Section 1, Lessons 7–8 How can I prepare for life after high school?, Section 2, Lessons 2, 7–8 How can I prepare for life after high school?, Section 3, Lessons 2–4, 6 How can I prepare for life after high school?, Section 4, Lessons 1–8 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, Lessons 1–2, 10–11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 4, 9–10 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 7–8

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Virginia Standards	Aligned Components of *Odell HSLP*
	What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–7

Language Usage
Grammar

Virginia Standards	Aligned Components of *Odell HSLP*
12.LU.1.A Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.	*Odell HSLP* partially addresses this standard; the program does not explicitly address dependent, noun, relative, or adverbial clauses. 1984, Section 3, Lesson 8 Community, Section 2, Lesson 17 Hamlet, Section 3, Lesson 13 Hamlet, Section 5, Lesson 8

Language Usage
Mechanics

Virginia Standards	Aligned Components of *Odell HSLP*
12.LU.2.A Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.	Frankenstein, Section 1, Lesson 5 Hamlet, Section 1, Lesson 10 Hamlet, Section 5, Lesson 8 In the Time of the Butterflies, Section 5, Lesson 2 Artificial Intelligence, Section 4, Lesson 6 Grade 12 Application Unit, Section 3, Lesson 4 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 7
12.LU.2.B Spell correctly, consulting reference materials to check as needed.	1984, Section 1, Lessons 14–15 1984, Section 3, Lessons 8–9, 13 1984, Section 5, Lessons 7–8 Artificial Intelligence, Section 1, Lesson 15 Artificial Intelligence, Section 2, Lesson 13 Artificial Intelligence, Section 3, Lesson 7 Artificial Intelligence, Section 4, Lessons 3, 8–9 Community, Section 2, Lesson 17 Community, Section 3, Lesson 10 Frankenstein, Section 1, Lesson 6 Frankenstein, Section 2, Lesson 6

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

Communication and Multimodal Literacies

Communication, Listening, and Collaboration

Virginia Standards	Aligned Components of *Odell HSLP*
12.C.1.A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:	1984, Section 1, Lessons 1–2, 4–15 1984, Section 2, Lessons 2–10 1984, Section 3, Lessons 1–11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lessons 2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–4, 6–8 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–6 Frankenstein, Section 1, Lessons 2–6 Frankenstein, Section 2, Lessons 1–7 Frankenstein, Section 3, Lessons 1–7

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Virginia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–4 Hamlet, Section 1, Lessons 5–6 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–11, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 1–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1–2, 4–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 2, 8–15 In the Time of the Butterflies, Section 5, Lessons 3, 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 4, 7, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.	1984, Section 1, Lessons 1–2, 4–15 1984, Section 2, Lessons 4–5, 8–10 1984, Section 3, Lessons 1–9, 11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lesson 6 Artificial Intelligence, Section 1, Lessons 1, 4–6, 12 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–3, 6, 8 Artificial Intelligence, Section 4, Lessons 2–6, 8–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–6

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Virginia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 1, Lessons 2–6 Frankenstein, Section 2, Lessons 3, 5–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–4 Hamlet, Section 1, Lessons 5–6 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–11, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 4–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 8–11, 13–15 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9
12.C.1.A.ii Responding thoughtfully and tactfully with evidence to diverse perspectives.	1984, Section 1, Lessons 1, 15 1984, Section 2, Lessons 2–4, 6–9 1984, Section 3, Lessons 2, 10–11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11 Artificial Intelligence, Section 3, Lessons 1–4, 6–7 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13

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Virginia Standards	Aligned Components of *Odell HSLP*
	Community, Section 3, Lessons 4–6 Community, Section 4, Lesson 5 Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 4–6 Frankenstein, Section 4, Lesson 5 Hamlet, Section 2, Lessons 2–7, 9–10, 13–14 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lessons 2–3, 6–7 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 3–4 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6 How can I prepare for life after high school?, Section 4, Lessons 2–5 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8
12.C.1.A.iii Summarizing points of agreement and disagreement.	1984, Section 1, Lessons 1, 15 1984, Section 2, Lessons 2–4, 6–9 1984, Section 3, Lessons 2, 10–11 1984, Section 4, Lessons 2–6, 8–9 1984, Section 5, Lessons 2, 4, 6, 9 Artificial Intelligence, Section 1, Lessons 1–2, 4–6, 8, 12–13 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11 Artificial Intelligence, Section 3, Lessons 1–4, 6–7 Artificial Intelligence, Section 4, Lessons 2–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13 Community, Section 3, Lessons 4–6 Community, Section 4, Lesson 5

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Virginia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 1, Lesson 5 Frankenstein, Section 2, Lessons 1–5 Frankenstein, Section 3, Lessons 4–6 Frankenstein, Section 4, Lesson 5 Hamlet, Section 2, Lessons 2–7, 9–10, 13–14 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lessons 2–3, 6–7 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lesson 3 How can I prepare for life after high school?, Section 2, Lessons 3–4 How can I prepare for life after high school?, Section 3, Lessons 1–2, 5–6 How can I prepare for life after high school?, Section 4, Lessons 2–5 In the Time of the Butterflies, Section 2, Lessons 1, 4 In the Time of the Butterflies, Section 4, Lessons 2, 8–9, 12, 14–15 In the Time of the Butterflies, Section 5, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6, 8 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–3, 6–8
12.C.1.A.iv Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 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 1–7
12.C.1.A.v Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.	Grade 12 Application Unit, Section 4, Lesson 3 Grade 12 Application Unit, Section 4, Lesson 6
12.C.1.A.vi Using reflection to evaluate one's own role in the group	1984, Section 1, Lessons 1–2, 4–15 1984, Section 2, Lessons 4–5, 8–9

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Virginia Standards	Aligned Components of *Odell HSLP*
process in small-group activities.	1984, Section 3, Lessons 1–9, 11, 13–14 1984, Section 4, Lessons 2–6, 8–10 1984, Section 5, Lesson 6 Artificial Intelligence, Section 1, Lessons 1, 4–6, 12 Artificial Intelligence, Section 2, Lessons 1–3, 5–9, 11, 13–14 Artificial Intelligence, Section 3, Lessons 1–3, 6, 8 Artificial Intelligence, Section 4, Lessons 2–6, 8–10 Community, Section 1, Lessons 1–8 Community, Section 2, Lessons 2–6, 9–11, 13–18 Community, Section 3, Lessons 2–7, 9–11 Community, Section 4, Lessons 2, 4–7 Community, Section 5, Lessons 2–6 Frankenstein, Section 1, Lessons 2–6 Frankenstein, Section 2, Lessons 3, 5–7 Frankenstein, Section 3, Lessons 1–7 Frankenstein, Section 4, Lessons 1–7 Frankenstein, Section 5, Lessons 1–4 Hamlet, Section 1, Lessons 5–6 Hamlet, Section 2, Lessons 1–7, 9–15 Hamlet, Section 3, Lessons 1–6, 8–11, 14–15 Hamlet, Section 4, Lessons 2–8 Hamlet, Section 5, Lessons 1, 3–5, 7–9 How can I prepare for life after high school?, Section 1, Lessons 1–3, 5–6, 8 How can I prepare for life after high school?, Section 2, Lessons 1, 3–9 How can I prepare for life after high school?, Section 3, Lessons 1–7 How can I prepare for life after high school?, Section 4, Lessons 1–5, 8–9 In the Time of the Butterflies, Section 1, Lessons 1, 4–9, 11 In the Time of the Butterflies, Section 2, Lessons 1–7, 9–10 In the Time of the Butterflies, Section 3, Lessons 1–3, 6–12 In the Time of the Butterflies, Section 4, Lessons 8–11, 13–14 In the Time of the Butterflies, Section 5, Lesson 3 What Does It Mean to Live a Life Well-Lived?, Section 1, Lessons 2, 4, 11 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1–2, 5–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2, 5–6 What Does It Mean to Live a Life Well-Lived?, Section 4, Lessons 1–9

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Communication and Multimodal Literacies

Speaking and Presentation of Ideas

Virginia Standards	Aligned Components of *Odell HSLP*
12.C.2.A Report orally on a topic or text or present an opinion. This includes:	1984, Section 2, Lessons 9–10 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 2, 8 Artificial Intelligence, Section 2, Lesson 3 Artificial Intelligence, Section 3, Lesson 6 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lesson 8 Community, Section 3, Lesson 6 Community, Section 4, Lesson 6 Community, Section 5, Lesson 3 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lesson 1 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lesson 7 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 2 In the Time of the Butterflies, Section 1, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 15 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 1–8
12.C.2.A.i Selecting the modes and purposes for presentations and synthesizing multiple streams of information.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 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 1–7
12.C.2.A.ii Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lessons 2, 8 Artificial Intelligence, Section 2, Lesson 3 Hamlet, Section 3, Lesson 1 How can I prepare for life after high school?, Section 1, Lesson 4 In the Time of the Butterflies, Section 1, Lesson 2

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
12.C.2.A.iii Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.	1984, Section 2, Lessons 9–10 1984, Section 4, Lesson 9 Artificial Intelligence, Section 1, Lessons 2, 8 Artificial Intelligence, Section 2, Lesson 3 Artificial Intelligence, Section 4, Lesson 9 Community, Section 1, Lesson 8 Community, Section 3, Lesson 6 Community, Section 4, Lesson 6 Community, Section 5, Lesson 3 Frankenstein, Section 3, Lesson 6 Frankenstein, Section 4, Lesson 1 Hamlet, Section 2, Lesson 14 Hamlet, Section 3, Lesson 1 Hamlet, Section 4, Lesson 7 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 2 In the Time of the Butterflies, Section 1, Lesson 2 In the Time of the Butterflies, Section 4, Lesson 15 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, 3–8
12.C.2.A.iv Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 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
12.C.2.A.v Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 3, Lesson 6 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 4, 6–7
12.C.2.A.vi	Grade 12 Application Unit, Section 4, Lesson 6

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Virginia Standards	Aligned Components of *Odell HSLP*
Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.	
12.C.2.B Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.	*Odell HSLP* does not address this standard.

Communication and Multimodal Literacies

Integrating Multimodal Literacies

Virginia Standards	Aligned Components of *Odell HSLP*
12.C.3.A Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 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 1–7
12.C.3.B Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.	1984, Section 1, Lessons 2, 9 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 2, Lessons 6, 8 Artificial Intelligence, Section 3, Lessons 2–6 Artificial Intelligence, Section 4, Lessons 1, 3, 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 1, Lesson 5

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Virginia Standards	Aligned Components of *Odell HSLP*
	Frankenstein, Section 4, Lessons 2, 4–5 Hamlet, Section 3, Lesson 8 Hamlet, Section 5, Lesson 5 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 1, Lessons 3–4, 6 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 3–4, 6–8 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1–4, 6–7
12.C.3.C Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	In the Time of the Butterflies, Section 3, Lesson 12 In the Time of the Butterflies, Section 4, Lessons 2–4, 12–13, 16 In the Time of the Butterflies, Section 5, Lesson 7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lesson 11 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7, 9 What Does It Mean to Live a Life Well-Lived?, Section 4, Lesson 9
12.C.3.D Organize information to create media messages with visual, audio, and graphic components to convey meaning.	Artificial Intelligence, Section 1, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 2 What Does It Mean to Live a Life Well-Lived?, Section 3, Lesson 7 Grade 12 Application Unit, Section 5, Lesson 1
12.C.3.E Provide appropriate citation of all content from external sources.	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 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

Communication and Multimodal Literacies

Examining Media Messages

Virginia Standards	Aligned Components of *Odell HSLP*
12.C.4.A Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content.	1984, Section 2, Lesson 9 Artificial Intelligence, Section 1, Lesson 2 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Hamlet, Section 5, Lesson 5 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, Lessons 3–4, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 2, Lessons 1, 6–7 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 1, 3–7
12.C.4.B Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.	1984, Section 4, Lesson 6 Artificial Intelligence, Section 3, Lesson 7 Community, Section 1, Lesson 1 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 What Does It Mean to Live a Life Well-Lived?, Section 3, Lessons 2–4, 6–7
12.C.4.C Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.	*Odell HSLP* does not address this standard.
12.C.4.D Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.	Community, Section 2, Lessons 1, 3–4, 7–8, 12–13 How Can I Prepare for Life after High School?, Section 2, Lesson 3
12.C.4.E Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.	*Odell HSLP* does not address this standard.

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Research

Evaluation and Synthesis of Information

Virginia Standards	Aligned Components of *Odell HSLP*
12.R.1.A Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.	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 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
12.R.1.B Gather and organize information from various sources.	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 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
12.R.1.C Objectively evaluate primary and secondary sources for their credibility, reliability,	*Odell HSLP* addresses this standard in grade 9. Photojournalism, Section 1, Lesson 6 1984, Section 2, Lessons 5–9

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Virginia Standards	Aligned Components of *Odell HSLP*
accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.	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 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
12.R.1.D Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.	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, 5–6 Artificial Intelligence, Section 4, Lessons 1, 3, 6–10 Community, Section 5, Lesson 7 Frankenstein, Section 4, Lesson 5 Frankenstein, Section 5, Lesson 4 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
12.R.1.E Create research products aligned with the demands of the reading and writing standards.	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

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Virginia Standards	Aligned Components of *Odell HSLP*
	Artificial Intelligence, Section 4, Lessons 1, 3, 10 Community, Section 5, Lesson 7 Frankenstein, Section 5, Lesson 4 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
12.R.1.F Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).	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 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
12.R.1.G Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	*Odell HSLP* partially addresses this standard; the program does not explicitly address defining plagiarism, its consequences, or legal guidelines for using information. 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 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

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Virginia Standards	Aligned Components of *Odell HSLP*
	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
12.R.1.H Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.	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 How can I prepare for life after high school?, Section 2, Lessons 2–5, 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, 6–7

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