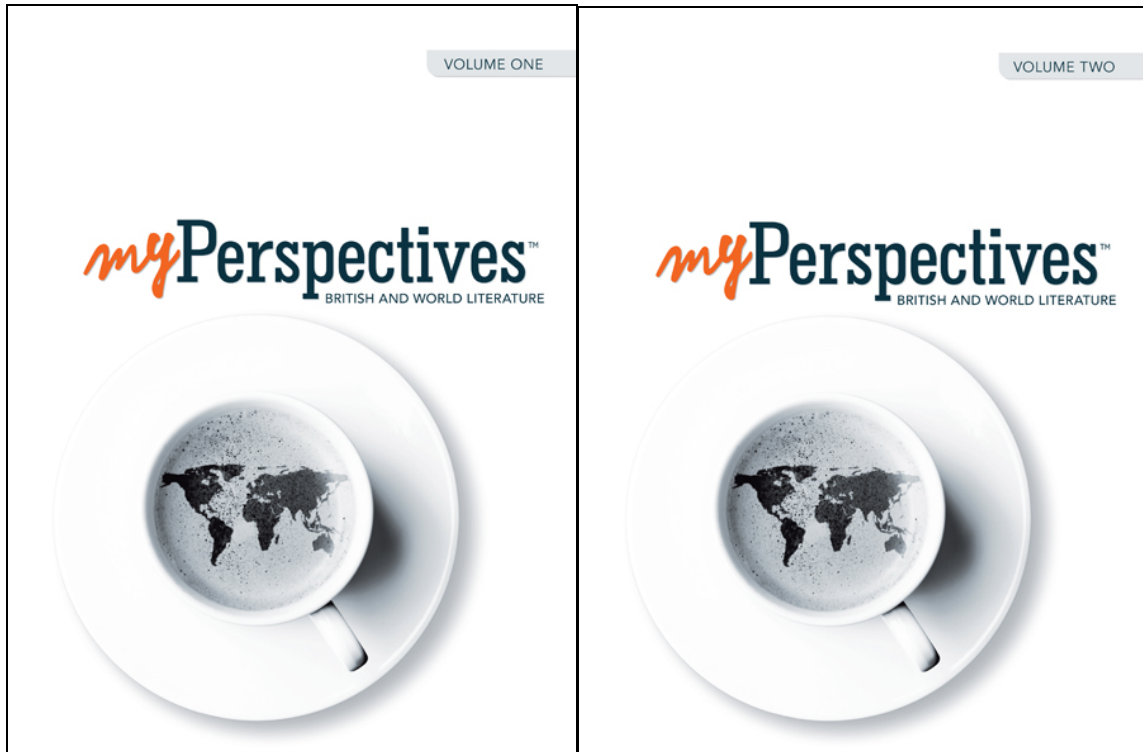


A Correlation of



Grade 12, ©2017

To the

North Carolina English Language Arts Standards Course of Study Grade 12



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Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the North Carolina English Language Arts Standard Course of Study. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 12 ©2017
READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: “The Story of the Mud,” 86; The Prologue from <i>The Canterbury Tales</i>, 148, 154; <i>The Tragedy of Macbeth</i>, 273, 293, 331; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 501; “Araby,” 513; “Ode to a Nightingale” / “Ode to the West Wind,” 581; myPerspectives Plus: Common Core Companion, 2-3, 9</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with literature selections throughout the program.</i></p> <p><u>Additional Coverage</u> SE/TE: from <i>Beowulf</i>, 33; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 432; from <i>Gulliver’s Travels</i>, 441, 446; “The Second Coming,” 498</p>

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CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.11-12.2 Determine two or more themes 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 the text.	<p>SE/TE: [Theme] “The Song of the Mud” / “Dulce et Decorum Est,” 92; Sonnets, 381; “To His Coy Mistress,” 478; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 486, 488-489; “The Seafarer” / “Dover Beach” / “Escape From the Old Country,” 755;</p> <p>[Summary] from <i>Beowulf</i>, 43; The Prologue from <i>The Canterbury Tales</i>, 153; <i>The Tragedy of Macbeth</i>, 276, 292, 310, 330, 347; from <i>Gulliver’s Travels</i>, 445; from the <i>Divine Comedy: Inferno</i>, 499; “Araby,” 511</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 565; “Ode to a Nightingale” / “Ode to the West Wind,” 579, 581;</p> <p>myPerspectives Plus: Common Core Companion, 15-16, 22; Reading and Literary Analysis: Theme</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama .	<p>SE/TE: from <i>Beowulf</i>: 45; The Prologue from <i>The Canterbury Tales</i>, 155; <i>The Tragedy of Macbeth</i>, 312, 333, 349; “Araby,” 513, 514; from <i>Mrs. Dalloway</i>, 621; “The Seafarer” / “Dover Beach” / “Escape From the Old Country,” 756;</p> <p>myPerspectives Plus: Common Core Companion, 28-29, 35</p>

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CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone , including words with multiple meanings or language that is particularly engaging.	<p>SE/TE: “The Song of the Mud” / “Dulce et Decorum Est,” 91, 92; Sonnets, 382; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 566; “Apostrophe to the Ocean” / “The World Is Too Much With Us” / “London, 1802,” 633, 634; “The Madeleine,” 643; “The Widow at Windsor” / “From Lucy: Englan’ Lady,” 766</p> <p><u>Additional Coverage</u> SE/TE: “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; The Prologue from <i>The Canterbury Tales: The Remix</i>: 161; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 433; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 502; “Araby,” 514; “The Explosion” / “Old Love,” 523, 524; myPerspectives Plus: Common Core Companion, 41-42, 48; Academic Vocabulary and Word Study</p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.11-12.5 Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.	<p>SE/TE: from <i>Beowulf</i>, 45; The Prologue from <i>The Canterbury Tales</i>, 157; <i>The Tragedy of Macbeth</i>, 278, 294, 312; “Araby,” 513; from <i>Frankenstein</i>, 599; from <i>Mrs. Dalloway</i>, 621; “The Widow at Windsor” / “From Lucy: Englan’ Lady,” 765</p> <p><u>Additional Coverage</u> SE/TE: Sonnets, 381; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 435; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 486; Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 567; myPerspectives Plus: Common Core Companion, 54-55</p>

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<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p>RL.11-12.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.</p>	<p>SE/TE: “The Song of the Mud” / “Dulce et Decorum Est,” 92; The Prologue from <i>The Canterbury Tales</i>, 134, 137, 140, 155; from <i>Gulliver’s Travels</i>, 447, 458, 459; myPerspectives Plus: Common Core Companion, 61-62</p> <p><u>Additional Coverage</u> SE/TE: “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 214; <i>The Tragedy of Macbeth</i>, 298, 323; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 433</p>
<p>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p>	<p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (<i>graphic novel</i>): 60; The Prologue From <i>The Canterbury Tales</i> / “The Prologue From <i>The Canterbury Tales</i>: The Remix,” 164; <i>The Tragedy of Macbeth</i>, 275, 354-355, 357, 358-359; from <i>Gulliver’s Travels Among the Lilliputians and the Giants</i>/Cover Art, 452-453, 457, 458-459; myPerspectives Plus: Common Core Companion, 68-69</p>
<p>CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>K-12 Not applicable to literature.</p>	<p>Not applicable to literature according to the North Carolina English Language Arts Standard Course of Study</p>

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CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.	<p><i>myPerspectives, Grade 12, focuses on British and World Literature. A sampling of foundational works of British and World Literature appear below in chronological order. Texts that satisfy the standard for American Literature appear in myPerspectives, Grade 11.</i></p> <p>SE/TE: from <i>A History of the English Church and People</i>, 731; from <i>Beowulf</i>, 19; <i>The Tragedy of Macbeth</i>, 260; from <i>Gulliver’s Travels</i>, 441; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 437; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 565; “Ode to a Nightingale” / “Ode to the West Wind,” 568; “The Madeleine,” from <i>Remembrance of Things Past</i>, 637; from <i>Mrs. Dalloway</i>, 617; “Araby,” 515; myPerspectives Plus: Common Core Companion, 75-76</p>
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.11-12.10 By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students apply this standard with literary text selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: from <i>Beowulf</i>, 16;; from <i>Beowulf (graphic novel)</i>: 50; “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 74; The Prologue from <i>The Canterbury Tales</i>: 126; <i>The Tragedy of Macbeth</i>: 258, 280, 296, 314, 334; from <i>Gulliver’s Travels</i>: 438; from <i>Gulliver’s Travels Among the Lilliputians and the Giants/Cover Art</i>: 452; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 490; from <i>Frankenstein</i>: 584; from <i>Mrs. Dalloway</i>: 616; <i>The Widow at Windsor/From Lucy: Englan’ Lady</i>: 758 myPerspectives Plus: Common Core Companion, 82-83</p>

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READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: “Shakespeare’s Sister,” 195; Passenger Manifest for the <i>MV Empire Windrush</i>, 222; “Back to My Own Country: An Essay,” 700, 701, 703; “Shooting an Elephant,” 713; from <i>A History of the English Church and People</i>, 736; myPerspectives Plus: Common Core Companion, 90-91, 97</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</i></p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>SE/TE: [Central Idea] “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 213; from “The Naked Babe and the Cloak of Manliness” / from <i>Macbeth</i>: 397; “Shooting an Elephant,” 713; “Back to My Own Country: An Essay” / “Shooting an Elephant,” 716-717; from <i>A History of the English Church and People</i>, 736; [Summary] Unit 1 Introduction, 7; Unit 2 Introduction, 118; Unit 3 Introduction, 242; Unit 4 Introduction, 418; Unit 5 Introduction, 544; Unit 6 Introduction, 682; “When Memories Never Fade, the Past Can Poison the Present”: 660; from <i>A History of the English Church and People</i>: 734; myPerspectivesPlus: Common Core Companion, 103-104, 110</p> <p><u>Additional Coverage</u> SE/TE: [Central Idea] “Shakespeare’s Sister,” 195; from “The Naked Babe and the Cloak of Manliness” / <i>Macbeth</i>, 399; “The Most Forgetful Man in the World,” 656; from “History of Jamaica,” 740, 741</p>

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CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.11-12.3 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.	<p>SE/TE: from “The Worms of the Earth Against the Lions,” 188; “Shooting an Elephant,” 712, 713; “Back to My Own Country: An Essay” / “Shooting an Elephant,” 716-717; myPerspectives Plus: Common Core Companion, 116-117</p> <p><u>Additional Coverage</u> SE/TE: from <i>The Worms of the Earth Against the Lions</i>, 187; “Shakespeare’s Sister,” 195; “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 213</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	<p>SE/TE: from “The Worms of the Earth Against the Lions,” 178; “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 214; “The Most Forgetful Man in the World,” 656; “Back to My Own Country: An Essay,” 703; “Shooting an Elephant,” 714; myPerspectives Plus: Common Core Companion, 123-124, 130; Academic Vocabulary and Word Study: all lessons</p> <p><u>Additional Coverage</u> SE/TE: “How Did Harry Patch Become an Unlikely WWI Hero?”, 96</p>

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CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SE/TE: from “The Worms of the Earth Against the Lions,” 188; “Back to My Own Country: An Essay”/“Shooting an Elephant,” 716; from <i>A History of the English Church and People</i> , 736; myPerspectives Plus: Common Core Companion, 136-137 <u>Additional Coverage</u> SE/TE: “Shakespeare’s Sister,” 195; Whole-Class Performance Task: Unit 1: 62
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.11-12.6 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, and/or persuasiveness of the text.	SE/TE: “On Seeing England for the First Time” / XXIII from <i>Midsummer</i> , 213, 214; “The Most Forgetful Man in the World,” 656; “Back to My Own Country: An Essay,” 701, 703; “Shooting an Elephant,” 714; myPerspectives Plus: Common Core Companion, 143-144, 150
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively , as well as in words in order to address a question or solve a problem.	SE/TE: Passenger Manifest for the <i>MV Empire Windrush</i> , 222; from <i>A History of the English Church and People</i> / from <i>History of Jamaica</i> , 742-743; myPerspectives Plus: Common Core Companion, 156-157 <u>Additional Coverage</u> SE/TE: from <i>Gulliver’s Travels Among the Lilliputians and the Giants/Cover Art</i> , 456; “The Most Forgetful Man in the World” / “When Memories Never Fade, the Past Can Poison the Present,” 663

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CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.	<p>SE/TE: from <i>Brown v. Board of Education of Topeka</i>, R6-7; myPerspectives Plus: Common Core Companion, 163-164</p> <p><i>myPerspectives, Grade 12, is focused on British and World Literature and writings. Texts that satisfy this standard appear in myPerspectives, Grade 11.</i></p>
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes , purposes, and rhetorical features.	<p>SE/TE: from <i>Beowulf</i>, 43; “The Song of the Mud” / “Dulce et Decorum Est,” 92; The Prologue from <i>The Canterbury Tales</i>, 153; <i>The Tragedy of Macbeth</i>, 276, 292, 310, 330, 347; Sonnets, 381; from <i>Gulliver’s Travels</i>, 445; “To His Coy Mistress,” 478; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 486, 488-489; from the <i>Divine Comedy: Inferno</i>, 499; “Araby,” 511 “The Seafarer” / “Dover Beach” / “Escape From the Old Country,” 755;</p> <p><u>Additional Coverage</u> SE/TE: “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 565; “Ode to a Nightingale” / “Ode to the West Wind,” 579, 581; myPerspectives Plus: Common Core Companion, 15-16, 22; Reading and Literary Analysis: Theme</p>

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CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.11-12.10 By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students apply this standard with informational text selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “How Did Harry Patch Become an Unlikely WWI Hero?,” 96; from “The Worms of the Earth Against the Lions,” 178; “Shakespeare’s Sister,” 190; “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 198, 212; “The Naked Babe and the Cloak of Manliness” / <i>Macbeth</i>, 384; 624; “The Most Forgetful Man in the World,” 646; “When Memories Never Fade, the Past Can Poison the Present,” 658; “Back to My Own Country: An Essay,” 690; “Shooting an Elephant,” 704; from <i>A History of the English Church and People</i>, 730; from <i>History of Jamaica</i>, 738</p>
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .	<p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / “The Prologue from The Canterbury Tales, The Remix,” 164-165; “Shakespeare’s Sister,” 197; <i>The Tragedy of Macbeth</i>, Act V, 352; from <i>Gulliver’s Travels</i> / from <i>Gulliver’s Travels (film)</i> / <i>Gulliver’s Travels Cover Art</i>, 458-459; “To His Coy Mistress” / “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 488-489; “The Most Forgetful Man in the World” / “When Memories Never Fade, the Past Can Poison the Present,” 662-663; Whole-Class Performance Task: Unit 1, 62-69; Unit 3, 360-367; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 186-196; Interactive Writing Lessons: Argumentative Writing</p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; "Shakespeare's Sister," 197; <i>The Tragedy of Macbeth</i>, Act V, 352; from <i>Gulliver's Travels</i> / from <i>Gulliver's Travels (film)</i> / <i>Gulliver's Travels Cover Art</i>, 458-459; "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; "The Most Forgetful Man in the World" / "When Memories Never Fade, the Past Can Poison the Present," 662-663; Whole-Class Performance Task: Unit 1, 62-69; Unit 3, 360-367; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 186-196; Interactive Writing Lessons: Argumentative Writing</p>
<p>b. 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.</p>	<p>SE/TE: from <i>Beowulf</i> / from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; "Shakespeare's Sister," 197; from <i>Gulliver's Travels</i> / from <i>Gulliver's Travels (film)</i>/<i>Gulliver's Travels Cover Art</i>, 458-459; "To His Coy Mistress" / "To the Virgins, to Make Much of Time" / "Youth's the Season Made for Joys," 488-489; Whole-Class Performance Task: Unit 1: 63, 64; Unit 3: 361, 362</p> <p><u>Additional Coverage</u> SE/TE: "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 187, 188, 189, 190</p>

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<p>c. 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.</p>	<p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; from <i>Gulliver’s Travels</i>/from <i>Gulliver’s Travels</i> (film)/<i>Gulliver’s Travels Cover Art</i>, 458-459; Whole-Class Performance Task: Unit 1: 63; Unit 3: 361, 362</p> <p><u>Additional Coverage</u> SE/TE: "Shakespeare’s Sister," 197; "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 188, 189, 190</p>
<p>d. 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.</p>	<p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (graphic novel), 60–61; The Prologue from <i>The Canterbury Tales</i>, 158; Small-Group Performance Task: Unit 1, 100; Whole-Class Performance Task: Unit 1: 65, 68; Unit 3: 364, 365</p> <p><u>Additional Coverage</u> SE/TE: "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth’s the Season Made for Joys," 488-489; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 191, 194</p>

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<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: Whole-Class Performance Task: Unit 1: 64; Unit 3: 363; myPerspectives Plus: Common Core Companion, 191</p> <p><u>Additional Coverage</u> SE/TE: from “The Worms of the Earth Against the Lions,” 187; Unit Introduction: 418, 544; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; “Shooting an Elephant,” 715</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf (graphic novel)</i>, 61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i>/"The Prologue from The Canterbury Tales: The Remix," 164-165; "Shakespeare's Sister," 197; Whole-Class Performance Task: Unit 1, 64; Unit 3, 362</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 192</p>

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<p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; "Shakespeare's Sister," 197; <i>The Tragedy of Macbeth</i>, Act V, 352; from <i>Gulliver's Travels</i> / from <i>Gulliver's Travels (film)</i> / <i>Gulliver's Travels Cover Art</i>, 458-459; "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; "The Most Forgetful Man in the World" / "When Memories Never Fade, the Past Can Poison the Present," 662-663; Whole-Class Performance Task: Unit 1, 62-69; Unit 3, 360-367; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 186-196; Interactive Writing Lessons: Argumentative Writing; The Writing Process</p>

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<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SE/TE: from <i>Beowulf</i>, 48; "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; <i>The Tragedy of Macbeth</i>, 358-359; "Araby," 515; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2: 166-173; Unit 6: 718-725</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 197-208; Interactive Writing Lessons: Informative/Explanatory Writing; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777</p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: from <i>Beowulf</i>, 48; "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; <i>The Tragedy of Macbeth</i>, 358-359; "Araby," 515; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2: 166-173; Unit 6: 718-725</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 197-208; Interactive Writing Lessons: Informative/Explanatory Writing; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777</p>
<p>b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; Whole-Class Performance Task: Unit 2: 167-169; Unit 6: 722</p> <p><u>Additional Coverage</u> SE/TE: "Araby," 515; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 198, 199, 200, 201</p>

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<p>c. 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.</p>	<p>SE/TE: <i>The Tragedy of Macbeth</i>, 358-359; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; "The Widow at Windsor"/"From Lucy: Englan’ Lady," 766; Whole-Class Performance Task: Unit 2: 168, 170, 172; Unit 6: 719, 720, 721, 722</p> <p><u>Additional Coverage</u> SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; "Araby," 515; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 198, 199, 200, 201</p>
<p>d. 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.</p>	<p>SE/TE: from <i>Beowulf</i>, 48; <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; Whole-Class Performance Task: Unit 2: 170; Unit 6: 723, 724</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 202</p>
<p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task: Unit 2, 170; Unit 6, 724; myPerspectives Plus: Common Core Companion, 203</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777</p>

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<p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2, 171; Unit 6: 724; myPerspectives Plus: Common Core Companion, 203, 204</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE: <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; Whole-Class Performance Task: Unit 2, 172; Unit 6, 722</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777; myPerspectives Plus: Common Core Companion, 203</p>

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<p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: from <i>Beowulf</i>, 48; "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; <i>The Tragedy of Macbeth</i>, 358-359; "Araby," 515; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2: 166-173; Unit 6: 718-725; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 197-208; Interactive Writing Lessons: Informative/ Explanatory Writing; The Writing Process</p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Gulliver's Travels</i>, 450; from <i>Frankenstein</i>, 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 460-467; Unit 5: 604-611; Performance-Based Assessment: Unit 4: 533-535; Unit 5: 671-673; myPerspectives Plus: Common Core Companion, 209-219; Interactive Writing Lessons: Narrative Writing</p>

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a. Organize information and ideas around a topic to plan and prepare to write.	SE/TE: "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Gulliver's Travels</i> , 450; from <i>Frankenstein</i> , 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 460-467; Unit 5: 604-611; Performance-Based Assessment: Unit 4: 533-535; Unit 5: 671-673; myPerspectives Plus: Common Core Companion, 209-219; Interactive Writing Lessons: Narrative Writing
b. 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 a smooth progression of experiences or events .	SE/TE: from <i>Gulliver's Travels</i> : 450; from <i>Frankenstein</i> , 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 461, 462; Unit 5: 605, 606, 610; myPerspectives Plus: Common Core Companion, 210, 211, 212, 213 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673
c. Use narrative techniques, such as dialogue , pacing , description , reflection , and multiple plot lines, to develop experiences, events , and/or characters .	SE/TE: "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Frankenstein</i> , 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 462, 464, 465, 466; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 213, 214 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673
d. 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.	SE/TE: Whole-Class Performance Task: Unit 4: 462, 464, 465; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 213, 214 <u>Additional Coverage</u> SE/TE: from <i>Frankenstein</i> , 602; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673

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<p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: from <i>Gulliver's Travels</i>, 450; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 465, 466; Unit 5: 605, 608, 609, 610; myPerspectives Plus: Common Core Companion, 215</p> <p><u>Additional Coverage</u> "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p>
<p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SE/TE: "A Valediction: Forbidding Mourning"/"Sonnet 10," 436; from <i>Frankenstein</i>, 602; Whole-Class Performance Task: Unit 4: 462, 466; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 215</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p>
<p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Gulliver's Travels</i>, 450; from <i>Frankenstein</i>, 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 460-467; Unit 5: 604-611; Performance-Based Assessment: Unit 4: 533-535; Unit 5: 671-673; myPerspectives Plus: Common Core Companion, 209-219; Interactive Writing Lessons: Narrative Writing; The Writing Process</p>
<p>CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p>W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: from <i>the Divine Comedy: Inferno</i>/"The Second Coming," 503; Whole-Class Performance Task: Unit 2: 168-169; Unit 6: 719; Small-Group Performance Task, Unit 1: 100-101; myPerspectives Plus: Common Core Companion, 234, 235; Interactive Research Lesson: Sources and Evidence; Interactive Writing Lessons: all lessons</p>

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CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.11-12.5 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.	SE/TE: from <i>Beowulf</i> , 49; "How Did Harry Patch Become an Unlikely WWI Hero?," 99; Passenger Manifest for the MV <i>Empire Windrush</i> , 223; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 635; Whole-Class Performance Task: Unit 2: 167, 168-169; Unit 6: 719; myPerspectives Plus: Common Core Companion, 241, 242, 245; Interactive Research Lessons: Research Writing, Sources and Evidence
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.11-12.6 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.	SE/TE: from <i>Beowulf</i> , 49; "How Did Harry Patch Become an Unlikely WWI Hero?," 99; Passenger Manifest for the MV <i>Empire Windrush</i> , 223; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 635; Whole-Class Performance Task: Unit 2: 167, 168-169; Unit 6: 719; myPerspectives Plus: Common Core Companion, 248-261; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence

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SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SE/TE: from <i>Beowulf</i> , 49; from "The Worms of the Earth Against the Lions," 189; <i>The Tragedy of Macbeth</i> , 353; "The Explosion"/"Old Love," 525; from <i>Mrs. Dalloway</i> , 623; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; Unit 6: 768-769; Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Performance-Based Assessment, Unit 1: 110; Unit 2: 234; Unit 3: 410; Unit 4: 536; Unit 5: 674; Unit 6: 778; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779; myPerspectives Plus: Common Core Companion, 278-285; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation’
a. 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.	SE/TE: from "The Worms of the Earth Against the Lions," 189; <i>The Tragedy of Macbeth</i> , 353; "The Explosion"/"Old Love," 525; from <i>Mrs. Dalloway</i> , 623; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 3: 400-401; myPerspectives Plus: Common Core Companion, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation <u>Additional Coverage</u> SE/TE: Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779

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<p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>SE/TE: from "The Worms of the Earth Against the Lions," 189; "The Explosion"/"Old Love," 525; from <i>Mrs. Dalloway</i>, 623; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><i>In addition, students address this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>
<p>c. 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.</p>	<p>SE/TE: from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>: 399; "The Explosion"/"Old Love," 525; Small-Group Performance Task, Unit 3: 400-401; Unit 4: 526-527; Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><i>In addition, students address this standard in Launch Activity features, which appear in the Unit Introduction and in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>

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<p>d. 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.</p>	<p>SE/TE: from "The Naked Babe and the Cloak of Manliness" from <i>Macbeth</i>, 399; Small-Group Performance Task, Unit 1: 100-101; Unit 3, 400-401; Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><i>In addition, students address this standard in Launch Activity features, which appear in the Unit Introduction, in Working as a Team features, which appear in the Small Group Learning Overview lessons, and Group Discussion Tips, which appear throughout the program.</i></p>
<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SE/TE: from <i>Beowulf</i>: 48; from <i>Frankenstein</i>: 603; MyPerspectives Plus: Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>SL.11-12.3 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.</p>	<p>SE/TE: from "The Worms of the Earth Against the Lions," 189; <i>The Tragedy of Macbeth</i>, 313; <i>The Tragedy of Macbeth</i>, 353; Small-Group Performance Task: Unit 3: 400-401; myPerspectives Plus: Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations</p>

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<p>CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>SL.11-12.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SE/TE: The Prologue from <i>The Canterbury Tales</i>, 159; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i>, 215; from <i>Gulliver's Travels</i>, 451; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; Unit 6: 768-769; Performance-Based Assessment, Unit 1: 110; Unit 2: 234; Unit 3: 410; Unit 4: 536; Unit 5: 674; Unit 6: 778; Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779; myPerspectives Plus: Common Core Companion, 297, 298, 301; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: from <i>Beowulf</i>, 48; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i>, 215; from the <i>Divine Comedy: Inferno</i>/"The Second Coming," 503; "The Explosion"/"Old Love," 525; from <i>Frankenstein</i>, 603; Small-Group Performance Task, Unit 1: 100-101; Unit 6: 768-769; Performance-Based Assessment, Unit 2: 234; Unit 5: 674; Unit 6: 778; myPerspectives Plus: Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

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LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p>	<p>SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade," 83; "The Song of the Mud"/"Dulce et Decorum Est," 93; "Shakespeare's Sister," 196; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver's Travels</i>, 449; "Araby," 514; Whole-Class Performance Task, Unit 1: 69; Unit 2: 173; Unit 3: 367; Unit 4: 467; Unit 5: 611; Unit 6: 725; Grammar Handbook, R60-R66; myPerspectives Plus: Interactive Grammar Practice Lessons</p>
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p>	<p>SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade," 83; <i>The Tragedy of Macbeth</i>, 351; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 398; from <i>Frankenstein</i>, 601; from <i>Mrs. Dalloway</i>, 622; from <i>A History of the English Church and People</i>, 736; Whole-Class Performance Task, Unit 1: 69; Unit 2: 171, 173; Unit 3: 367; Unit 4: 463, 467; Unit 5: 607, 611; Unit 6: 725; Grammar Handbook, R67-R69; myPerspectives Plus: Interactive Grammar Practice Lessons (Punctuation)</p>

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<p>CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade," 83; "The Song of the Mud"/"Dulce et Decorum Est," 93; <i>The Tragedy of Macbeth</i>, 333; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 398; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver's Travels</i>, 449; "To His Coy Mistress," 479; "To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 487; "Araby," 514; from <i>Mrs. Dalloway</i>, 622; "The Most Forgetful Man in the World," 657; "Back to My Own Country: An Essay," 702; "Shooting an Elephant," 714; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 756; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task, Unit 3: 363; Unit 4: 463</p>
<p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>SE/TE: from <i>Beowulf</i>, 47; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver's Travels</i>, 449; "To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 487; "Araby," 514; Whole-Class Performance Task, Unit 4: 463; myPerspectives Plus: Common Core Companion, 322, 323</p>

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<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.11-12.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 84; from "The Worms of the Earth Against the Lions," 178; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 384; "To His Coy Mistress," 472; from the <i>Divine Comedy: Inferno</i>/"The Second Coming," 490; from <i>Mrs. Dalloway</i>, 616; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 744; myPerspectives Plus: Academic Vocabulary and Word Study: Interactive Vocabulary Lessons; Common Core Companion, 324-327</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p>
<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p>L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 91; "Shakespeare's Sister," 194; <i>The Tragedy of Macbeth</i>, 331; "Araby," 512; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>, 566; from <i>Frankenstein</i>, 598; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 633; "The Widow at Windsor"/"From Lucy: Englan' Lady," 764</p>
<p>a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.</p>	<p>SE/TE: Sonnet 12, Sonnet 60, Sonnet 73/Sonnet 32/Sonnet 75, 382; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 432; from the <i>Divine Comedy: Inferno</i>/"The Second Coming," 502; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 633; myPerspectives Plus: Common Core Companion, 332, 333</p>

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<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 91; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>, 566; myPerspectives Plus: Common Core Companion, 334, 335</p>
<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections. See also:</p> <p>SE/TE: Unit Goals (Academic Vocabulary): Unit 1: 4; Unit 2: 114; Unit 3: 238; Unit 4: 414; Unit 5: 540; Unit 6: 678; from <i>Beowulf</i> (graphic novel), 59; "How Did Harry Patch Become an Unlikely WWI Hero?," 96; The Prologue From <i>The Canterbury Tales: The Remix</i>, 163; Passenger Manifest for the MV <i>Empire Windrush</i>, 216; <i>The Tragedy of Macbeth</i>, 354, 357; from <i>Gulliver's Travels Among the Lilliputians and the Giants/Cover Art</i>, 457; "When Memories Never Fade, the Past Can Poison the Present," 658, 661; from <i>History of Jamaica</i>, 738, 741; myPerspectives Plus: Common Core Companion, 336, 337; Academic Vocabulary and Word Study</p>