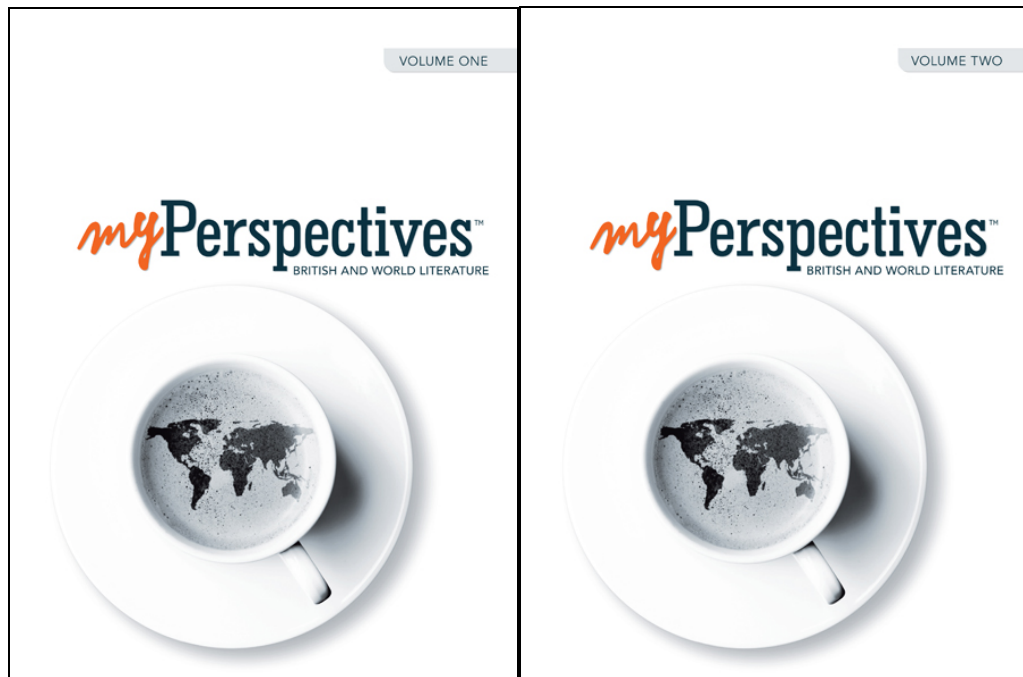


A Correlation of



Grade 12, ©2017

To the

**New York State Next Generation English
Language Arts Learning Standards
Grade 12**



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. 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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| (11-12R) Reading | |
| Literary and Informational Text | |
| Key Ideas and Details | |
| <p>(11-12R1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> | <p>Literary Text 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> <p>Informational Text 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> |

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| <p>(11-12R2) Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p> | <p>Literary Text 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; [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> 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</p> <p>Informational Text 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> |

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| <p>Continued (11-12R2) Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p> | <p><u>Continued</u> <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> |
| <p>(11-12R3) In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.</p> | <p>Literary Text 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; myPerspectives Plus: Common Core Companion, 28-29, 35</p> <p>Informational Text 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> |

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| <p>Craft and Structure</p> <p>(11-12R4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.</p> | <p>Literary Text 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</p> <p>Informational Text 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</p> <p><u>Additional Coverage</u> SE/TE: "How Did Harry Patch Become an Unlikely WWI Hero?", 96</p> |

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| <p>(11-12R5) In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</p> | <p>Literary Text 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> <p>Informational Text 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</p> <p><u>Additional Coverage</u> SE/TE: “Shakespeare’s Sister,” 195; Whole-Class Performance Task: Unit 1: 62</p> |

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| <p>(11-12R6) Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p> | <p>Literary Text 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>Informational 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</p> |

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|---|---|
| Integration of Knowledge and Ideas | |
| <p>(11-12R7) In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.</p> | <p>Literary Text SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (graphic novel): 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>Informational Text 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</p> <p><u>Additional Coverage</u> SE/TE: from <i>Gulliver’s Travels Among the Lilliputians and the Giants</i>/Cover Art, 456; “The Most Forgetful Man in the World” / “When Memories Never Fade, the Past Can Poison the Present,” 663</p> |
| <p>(11-12R8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.</p> | <p>Literary Text SE/TE: “Shakespeare’s Sister,” 195, 197; TE Only: Personalize for Learning: Strategic Support, Discerning the Author’s Meaning, 131, 134; Strategic Support, Determine the Author’s Meaning, 137</p> <p>Informational Text SE/TE: from <i>Brown v. Board of Education of Topeka</i>, R6–R7; 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> |

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| <p>(11-12R9) Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p> | <p>Literary Text SE/TE: from <i>Beowulf</i> / from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; Whole-Class Performance Task, Unit 3: 360-363; from <i>Gulliver's Travels</i>/from <i>Gulliver's Travels</i> (film)/<i>Gulliver's Travels Cover Art</i>, 458-459; "The Widow at Windsor" / "From Lucy: Englan' Lady," 765 TE Only: Personalize for Learning: English Language Support, Making Connections to the Text, 38; Challenge, Midsummer, 211; Challenge, Compare/Contrast, 431; Challenge, Assess Swift's Satire, 451; Strategic Support, Make Connections, 599; Challenge, Reading Literary Criticism, 623; Challenge, Relating to Personal Experience, 641</p> <p>Informational Text SE/TE: The Prologue from <i>The Canterbury Tales</i>, (Response to Criticism), 158; "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; "Back to My Own Country: An Essay," 701; "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 TE Only: Personalize for Learning: Challenge, Make Connections With Real Life; Challenge, Make Connections, 185; Challenge, 653</p> |

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| (11-12W) Writing | |
| Text Types and Purposes | |
| (11-12W1) Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 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 |
| (11-12W1a) Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence. | 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 <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 |

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| (11-12W1b) Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases. | <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> |
| (11-12W1c) Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. | <p>SE/TE: from <i>Beowulf</i> / from <i>Beowulf</i> (graphic novel), 60-61; Whole-Class Performance Task, Unit 3: 363; "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663</p> |
| (11-12W1d) Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. | <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>(11-12W1e) Provide a concluding statement or section that explains the significance of the argument presented.</p> | <p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (graphic novel), 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> |
| <p>(11-12W1f) Maintain a style and tone appropriate to the writing task.</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> |

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| <p>(11-12W2) 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> |
| <p>(11-12W2a) Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</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>(11-12W2b) Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</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>(11-12W2c) Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a 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> |
| <p>(11-12W2d) Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify 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> |

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| (11-12W2e) Provide a concluding statement or section that explains the significance of the information presented. | <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> |
| (11-12W2f) Establish and maintain a style appropriate to the writing task. | <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> |
| (11-12W3) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. | <p>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> |
| (11-12W3a) Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. | <p>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</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p> |

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| (11-12W3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters. | <p>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</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p> |
| (11-12W3c) Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | <p>SE/TE: Whole-Class Performance Task: Unit 4: 462, 464, 465; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 213, 214</p> <p><u>Additional Coverage</u> SE/TE: from <i>Frankenstein</i>, 602; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p> |
| (11-12W3d) Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | <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> |
| (11-12W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | <p>SE/TE: "A Valediction: Forbidding Mourning"/"Holy 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> |

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| <p>(11-12W4) Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p> | <p>SE/TE: <i>The Tragedy of Macbeth</i>, Act II: 295; Act V: 353; Sonnets, 383; from <i>Gulliver's Travels</i>/from <i>Gulliver's Travels</i> (film)/<i>Gulliver's Travels Cover Art</i>, 458-459; "The Seafarer" / "Dover Beach" / "Escape From the Old Country," 757</p> <p>TE Only: Personalize for Learning: Strategic Support, The Feudal System, 15; Cross-Curricular Perspectives: Social Studies, 30, 79, 145, 180, 204, 548, 619, 692, 706, 750, 763; Personalize for Learning: Challenge, Heroic Moments, 41; Cross-Curricular Perspectives: Humanities, 42, 90, 127, 128, 139, 142, 257, 305, 315, 329, 337, 393, 440, 498, 555, 574, 626; Personalize for Learning: Challenge, Saving <i>Beowulf</i>, 43; Cross-Curricular Perspectives: Art, 52, 61, 149, 454, 484, 519, 595; Personalize for Learning: Challenge, Researching Heroes, 55; Cross-Curricular Perspectives: Music, 163, 328, 379, 432, 562; Humanities, Music and Visual Art, 199; Science, 209, 284, 336, 495, 556, 589, 638, 649, 732, 747; Personalize for Learning: Challenge, Research Topics, 221; Challenge, The Real Macbeth, 270; Challenge, Act Out, 310; Challenge, Presentation, 326; English Language Support, Dramatic Reading, 344; Challenge, 347, 570, 583; Challenge, Sonnet Forms, 381; Challenge, Research and Report, 425; Challenge, Study, 437; Strategic Support, Analyze Character, 444; Challenge, Assess Swift's Satire, 451; Challenge, Create a Book Cover or Movie Poster, 455; Challenge: Compose a Poem, 489; Challenge: Enrichment, 561; Challenge, Research, 588, 629, 773; Challenge, Debate, 594; Challenge, Research <i>The Vampyre</i>, 597; English Language Support, Writing an Investigative Report, 635; Challenge, Interview, 660; Challenge, Slave Trade, 696; English Language Support, Evaluating an Essay, 701; Challenge, British Imperialism in Burma, 717</p> |

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| <p>(11-12W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p> | <p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>/"The Prologue from The Canterbury Tales: The Remix," 164-165; from "The Worms of the Earth Against the Lions," 187; <i>The Tragedy of Macbeth</i>, 358-359; from <i>Gulliver's Travels</i>/from <i>Gulliver's Travels (film)</i>/<i>Gulliver's Travels</i> Cover Art: 458-459; "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; "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; Whole-Class Performance Task: Unit 2: 166-173; Performance-Based Assessment: Unit 1: 107-109; Unit 2: 231-233; Unit 3: 407-409; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 262, 263, 266, 267</p> |
| Research to Build and Present Knowledge | |
| <p>(11-12W6) Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p> | <p>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</p> |

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| <p>(11-12W7) Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p> | <p>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</p> |
| <p>(11-12SL) Speaking and Listening</p> | |
| <p>Comprehension and Collaboration</p> | |
| <p>(11-12SL1) Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> | <p>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</p> |

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| <p>(11-12SL1a) Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <p>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</p> <p><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</p> |
| <p>(11-12SL1b) Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and 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> |

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| <p>(11-12SL1c) Pose and respond to questions that probe reasoning and evidence; address a full range of positions; 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> |
| <p>(11-12SL1d) 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>(11-12SL2) Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</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> |

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| (11-12SL3) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. | 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 |
| Presentation of Knowledge and Ideas | |
| (11-12SL4) Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience. | 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 |
| (11-12SL5) Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | 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 |

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| (11-12SL6) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | SE/TE: <i>The Tragedy of Macbeth</i> , 279, 313, 353; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 437; Small-Group Performance Task, Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 306, 307, 310; Interactive Speaking and Listening Lessons: Giving a Presentation |
| (11-12L) Language | |
| Conventions of Academic English | |
| (11-12L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | 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 |
| (11-12L1a) Use parallel structure. | SE/TE: Whole-Class Performance Task, Unit 1: 66, 67; "To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 487; Glossary, R50 |
| (11-12L1b) Use various types of phrases and clauses to add variety and interest to writing or presentations. | SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 93; <i>Macbeth</i> , Act IV, 333; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver's Travels</i> , 449; Whole-Class Performance Task, Unit 4: 463 |
| (11-12L1c) Understand that usage is a matter of convention that can change over time. | SE/TE: "Shakespeare's Sister," 196; "To His Coy Mistress," 477, 479; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 634; "Back to My Own Country: An Essay," 702; from <i>A History of the English Church and People</i> , 737; myPerspectives Plus: Common Core Companion, 314, 315 |

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| (11-12L1d) Resolve issues of complex or contested usage, consulting references as needed. | SE/TE: "Shakespeare's Sister," 196; "To His Coy Mistress," 477, 479; "Back to My Own Country: An Essay," 702; from <i>A History of the English Church and People</i> , 737; myPerspectives Plus: Common Core Companion, 316, 317 |
| (11-12L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | 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) |
| (11-12L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. | SE/TE: from <i>Beowulf</i> , 47; <i>The Tragedy of Macbeth</i> , 351; from <i>Mrs. Dalloway</i> , 622; Widow at Windsor"/"From Lucy: Englan' Lady," 764; Whole-Class Performance Task, Unit 2: 171, 173; Unit 5: 540; Grammar Handbook, R67, R68; myPerspectives Plus: Common Core Companion, 318, 319; Interactive Grammar Practice Lessons (Punctuation: Hyphenation) TE Only: Personalize for Learning: Strategic Support, The Awful Parentheses, 390 |
| (11-12L2b) Use a semicolon to link two or more closely related independent clauses. | SE/TE: Whole-Class Performance Task, Unit 1: 68; Grammar Handbook, R67 |
| (11-12L2c) Use a colon to introduce a list or quotation. | SE/TE: from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i> , 398; Grammar Handbook, R67 |

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| Knowledge of Language | |
| (11-12L3) 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. | 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 |
| (11-12L3a) Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | 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 |

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| Vocabulary Acquisition and Use | |
| (11-12L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | <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</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> |
| (11-12L4a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <p>SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 84; "Shakespeare's Sister," 190; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 384; "To His Coy Mistress," 472; "The Most Forgetful Man in the World," 646; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 744; myPerspectives Plus: Common Core Companion, 324, 325</p> |
| (11-12L4b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | <p>SE/TE: from <i>Beowulf</i>, 46; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i>, 212; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 396; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 434; "The Madeleine," 642; from <i>A History of the English Church and People</i>, 730; myPerspectives Plus: Common Core Companion, 326, 327</p> |

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| (11-12L4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | SE/TE: from <i>Beowulf</i> , 46; from "The Worms of the Earth Against the Lions," 186; <i>The Tragedy of Macbeth</i> , 277; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 434; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i> , 566; from <i>A History of the English Church and People</i> , 735; myPerspectives Plus: Common Core Companion, 328, 329 |
| (11-12L4d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | SE/TE: The Prologue from <i>The Canterbury Tales</i> , 156; from "The Worms of the Earth Against the Lions," 178; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i> , 384; from <i>Gulliver's Travels</i> , 448; "To His Coy Mistress," 477; from <i>Frankenstein</i> , 600; "The Madeleine," 642; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 754; myPerspectives Plus: Common Core Companion, 330, 331 |
| (11-12L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 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 |
| (11-12L5a) Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. | 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 |

**A Correlation of myPerspectives, Grade 12 ©2017 to the
New York State Next Generation English Language Arts Learning Standards (2017)**

| <p align="center">New York State Next Generation English Language Arts Learning Standards</p> | <p align="center">myPerspectives English Language Arts Grade 12 ©2017</p> |
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| <p>(11-12L5b) 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>(11-12L6) Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>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:</i></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</p> |