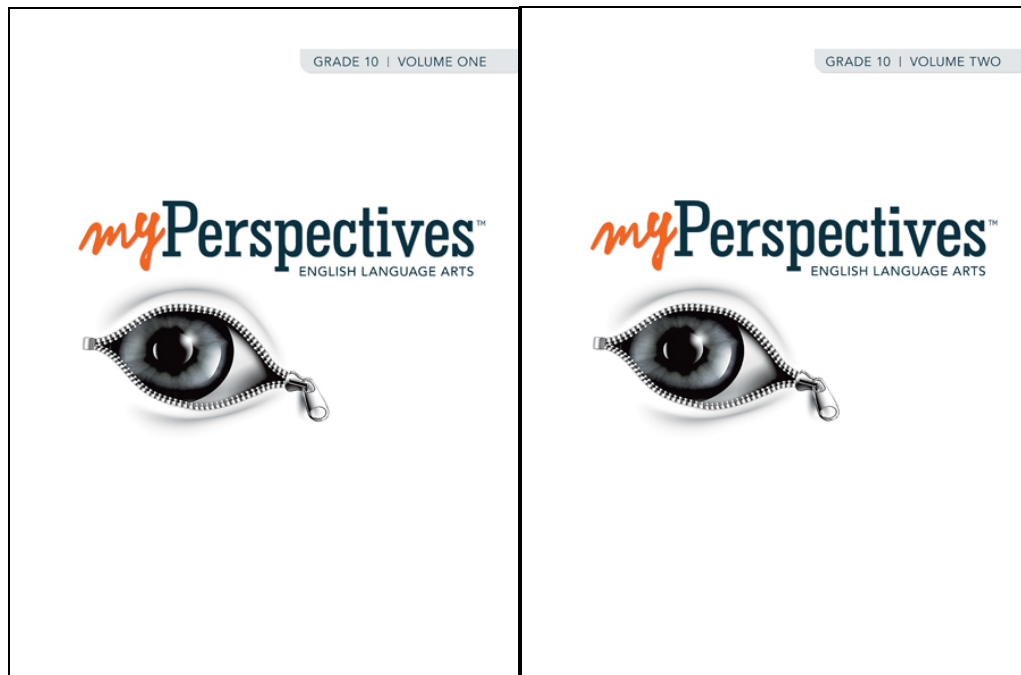


A Correlation of



Grade 10, ©2017

To the

**New York State Next Generation English
Language Arts Learning Standards
Grade 10**

**A Correlation of myPerspectives, Grade 10 ©2017 to the
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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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(9-10R) Reading	
Literary and Informational Text	
Key Ideas and Details	
<p>(9-10R1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p>	<p>Literary Text SE/TE: "The Fall of the House of Usher," 33; "The Metamorphosis," 148, 161, 166, 170, 175, 180; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 332; "La Rinconada, Peru, Searching for Beauty," 421, 426–427; <i>The Tempest</i>, 531, 551, 569</p> <p>In addition, students will apply this standard in <i>Analyze the Text</i> features, which appear with every literature selection.</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 2–3, 9</p> <p>Informational Text SE/TE: "How to Tell You're Reading a Graphic Novel—In Pictures," 56; Franz Kafka and Metamorphosis, 187–188; "Inaugural Address," John F. Kennedy, 288; "Diane Sawyer Interviews Malala Yousafzai," 321; "Freedom of the Press Report 2015," 346</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 84–85, 91</p>

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<p>(9-10R2) Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p>	<p>Literary Text SE/TE: [Theme] “beware: do not read this poem” / “The Raven” / “Windigo,” 111; “The Doll’s House,” 209; “Civil Peace,” 397; <i>The Tempest</i>, 570, 585; <i>Oedipus the King</i>, 686, 689, 712, [Summary] Common Core Companion, 15–16; In addition, students will apply this standard as they write summaries to complete <i>First Read</i> and <i>Comprehension Check</i> activities throughout the grade level. A few examples appear on pp 36, 43, 68, 77, 200, and 207.</p> <p><u>Additional Coverage</u> SE/TE: [Theme] “They are hostile nations” / “Under a Certain Little Star,” 631; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; myPerspectives Plus: Common Core Companion, 15, 22</p> <p>Informational Text SE/TE: [Central Idea] “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Neither Justice Nor Forgetting,” 496, 614; “Let South Africa Show the World How to Forgive,” 641 [Summary] Unit Introductions: Unit 1: 8; Unit 2: 132; Unit 3: 264; Unit 4: 368; Unit 5: 498; Unit 6: 662; In addition, students will apply this standard as they write summaries to complete most <i>First Read</i> and <i>Comprehension Check</i> activities.</p> <p><u>Additional Coverage</u> [Central Idea] myPerspectives Plus: Common Core Companion, 97, 104; [Summary] myPerspectives Plus: Common Core Companion, 97–98</p>

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<p>(9-10R3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p>	<p>Literary Text SE/TE: "Where Is Here?" 80; "Civil Peace," 399; <i>The Tempest</i>, 553; "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; "They are hostile nations" / "Under a Certain Little Star," 631</p> <p><u>Additional Coverage</u> SE/TE: "The Necklace," 387; myPerspectives Plus: Common Core Companion, 28–29</p> <p>Informational Text SE/TE: "Why Do Some Brains Enjoy Fear?" 97; "Revenge of the Geeks," 229; <i>Speech at the United Nations</i> / "Diane Sawyer Interviews Malala Yousafzai," 322; "The Thrill of the Chase," 477; "The Neglected Senses," 799</p> <p><u>Additional Coverage</u> SE/TE: "The Dream Collector," 88; "Let South Africa Show the World How to Forgive," 641; myPerspectives Plus: Common Core Companion, 110–111</p>

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Craft and Structure	
<p>(9-10R4) 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. Examine technical or key terms and how language differs across genres.</p>	<p>Literary Text SE/TE: "The Metamorphosis," 182; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 332-334; "The Censors," 338, 342; <i>The Tempest</i>, 553, 585; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 756</p> <p><u>Additional Coverage</u> SE/TE: "Where Is Here?," 71; "beware: do not read this poem," 103; "The Doll's House," 210; "Avarice" / "The Good Life" / "Money," 438, 440; "They are hostile nations" / "Under a Certain Little Star," 632; myPerspectives Plus: Common Core Companion, 35-36, 42</p> <p>Informational Text SE/TE: "How to Tell You're Reading a Graphic Novel—In Pictures," 56-57; "Why Do Some Brains Enjoy Fear?" 98; "Inaugural Address," John F. Kennedy, 286, 289, 291; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 428; "View From the Empire State Building," 743; myPerspectives Plus: Common Core Companion, 117-118, 124</p>

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<p>(9-10R5) In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.</p>	<p>Literary Text SE/TE: "The Fall of the House of Usher" / "House Taken Over," 48; "Sonnet, With Bird" / "Elliptical" / "Fences," 221–222; "The Necklace," 382; <i>The Tempest</i>, 552, 570, 584, 599, 601; "The Country of the Blind," 783–784</p> <p><u>Additional Coverage</u> SE/TE: "Where Is Here?" 79; "The Fall of the House of Usher," 32; "House Taken Over," 44; "beware: do not read this poem" / "The Raven" / "Windigo," 112; "The Metamorphosis," 180; ; "Avarice" / "The Good Life" / "Money," 438; "The Golden Touch," 458; "King Midas," 466–467; <i>Oedipus the King</i>, 700–701, 723; myPerspectives Plus: Common Core Companion, 48–49</p> <p>Informational Text SE/TE: "Encountering the Other," 243; The "Four Freedoms" Speech, 279; "Speech at the United Nations," 312; 313; 316; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 428; myPerspectives Plus: Common Core Companion, 130–131</p>
<p>(9-10R6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p>	<p>Literary Text SE/TE: "House Taken Over," 45; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 328, 332; "The Censors," 340–341; "Civil Peace," 394, 397; "The Golden Touch," 451, 454, 457; myPerspectives Plus: Common Core Companion, 55–56</p> <p>Informational Text SE/TE: The "Four Freedoms" Speech, 279; "Inaugural Address," John F. Kennedy, 283, 286, 288–289; "Speech at the United Nations," 312, 313, 316; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 427; myPerspectives Plus: Common Core Companion, 137–137, 144</p>

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Integration of Knowledge and Ideas	
<p>(9-10R7) Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary).</p>	<p>Literary Text SE/TE: "Franz Kafka and Metamorphosis," 188; "The Golden Touch" / "King Midas," 468; <i>The Tempest</i> / "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 62–63</p> <p>Informational Text SE/TE: "Inaugural Address," John F. Kennedy (video), 294–297; <i>Speech at the United Nations</i> / "Diane Sawyer Interviews Malala Yousafzai," 322; "Let South Africa Show the World How to Forgive," 641; myPerspectives Plus: Common Core Companion, 150–151</p>
<p>(9-10R8) Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.</p>	<p>Literary Text SE/TE: "The Fall of the House of Usher," 33; "House Taken Over," 45; "The Doll's House," 211; "They are hostile nations," / Under a Certain Little Star," 624 TE Only: Personalize for Learning: Strategic Support, Plot, 775</p> <p>Informational Text SE/TE: "Revenge of the Geeks," 229; The "Four Freedoms" Speech, 279; "Speech at the United Nations," 316; "Let South Africa Show the World How to Forgive," 641; myPerspectives Plus: Common Core Companion, 157–158</p>

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<p>(9-10R9) 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: “The Fall of the House of Usher” / “House Taken Over,” 48-49; “The Doll’s House,” 211; “The Golden Touch” / “King Midas,” 468-469; <i>The Tempest</i>, 602; <i>The Tempest</i> / “En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612-613; <i>Oedipus the King</i>, 727 TE Only: Personalize for Learning: Challenge, Relating to Personal Experience, 753, 781</p> <p>Informational Text SE/TE: “Encountering the Other,” 243; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292–293; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322-323; “The Neglected Senses,” 799 TE Only: Personalize for Learning: Challenge, Relating to Personal Experience, 98, 797</p>
(9-10W) Writing	
Text Types and Purposes	
<p>(9-10W1) Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>SE/TE: “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>(9-10W1a) Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, Unit 5: 615; Performance-Based Assessment, Unit 2: 253, Unit 5: 651; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>

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(9-10W1b) Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.	SE/TE: Whole-Class Performance Task, Unit 2: 190–191, Unit 5: 616, <i>The Tempest</i> , 602; Performance-Based Assessment, Unit 2: 254, Unit 5: 652 <u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 181, 183
(9-10W1c) Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.	SE/TE: “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 194, Unit 5: 618; “The Doll’s House,” 210; <i>The Tempest</i> , 602
(9-10W1d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Whole-Class Performance Task, Unit 2: 193, Unit 5: 617; Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 182, 186-187
(9-10W1e) Provide a concluding statement or section that explains the significance of the argument presented.	SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, Unit 2: 254, Unit 5: 652
(9-10W1f) Maintain a style and tone appropriate to the writing task.	SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, 254, 652; myPerspectives Plus: Common Core Companion, 182, 184

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<p>(9-10W2) 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: “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><u>Additional Coverage</u> SE/TE: “Franz Kafka and Metamorphosis,” 189; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; Performance-Based Assessment, Unit 1: 121–122, Unit 3: 358, Unit 4: 488; Whole-Class Performance Task, Unit 1: 58; Unit 3: 298, Unit 4: 408; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/ Explanatory Writing — High School</p>
<p>(9-10W2a) Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58–59, 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 121, Unit 3: 357, Unit 4: 487</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 194, 201, 300–301</p>
<p>(9-10W2b) Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, 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: Whole-Class Performance Task, Unit 1: 58–60, Unit 3: 299–300, Unit 3: 350-351; Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, 360-361, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 198–199</p>

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(9-10W2c) Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.	<p>SE/TE: SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 3: 300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196–197, 198–199</p>
(9-10W2d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 411; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 195</p>
(9-10W2e) Provide a concluding statement or section that explains the significance of the information presented.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 410; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196</p>
(9-10W2f) Establish and maintain a style appropriate to the writing task.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 60, Unit 3: 300, Unit 4: 412; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> SE/TE: Performance Task, 115; myPerspectives Plus: Common Core Companion, 196–197</p>

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(9-10W3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><i>Additional Coverage</i> SE/TE: Whole-Class Performance Task, Unit 1: 58, 60, Unit 6: 728; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
(9-10W3a) Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	<p>SE/TE: “Where Is Here?” 81; “Avarice” / “The Good Life” / “Money,” 441; Whole-Class Performance Task, Unit 6: 729–730; Performance-Based Assessment, Unit 6: 809; myPerspectives Plus: Common Core Companion, 204–205; Interactive Writing Lesson: Narrative Writing — High School</p>
(9-10W3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.	<p>SE/TE: “Avarice” / “The Good Life” / “Money,” 441; <i>Oedipus the King</i>: 726; Whole-Class Performance Task, Unit 6: 729; myPerspectives Plus: Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School</p>
(9-10W3c) Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	<p>SE/TE: Whole-Class Performance Task, 728, Unit 6: 729; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School</p>
(9-10W3d) 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: Whole-Class Performance Task, Unit 1: 61, Unit 6: 730; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; Performance- Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School</p>

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(9-10W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Whole-Class <i>Performance Task</i> : Unit 6: 730, 732; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208, 209–210; Interactive Writing Lesson: Narrative Writing — High School
(9-10W4) 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 divergences from the original when appropriate.	SE/TE: “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; “The Necklace,” 386; “They are hostile nations” / “Under a Certain Little Star,” 633 TE Only: Cross-Curricular Perspectives: Social Studies, 6, 263, 660; Personalize for Learning: Strategic Support, Research Argentina During World War II, 37; Challenge, Research, 45, 178, 227, 303, 314, 339, 347, 395, 504, 564, 639, 807; Cross-Curricular Perspectives: Art, 52, 105; Cross- Science, 131, 169; Personalize for Learning: Challenge, Dream Gallery, 87; Challenge, Exhibition, 95; English Language Support, Writing Interview Questions, 97; Challenge, Gallery Walk, 109; Challenge, Write a Poem, 219, 331, 464; Challenge, Debate, 277; Challenge, Write a News Story, 413; Challenge, Treasure Hunt, 475; Cross-Curricular Perspectives: Music, 544; Personalize for Learning: Challenge, Be the Poet!, 610; English Language Support, Writing Dialogue for a Play, 726; Challenge, Write a Play, 733

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<p>(9-10W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; “Encountering the Other,” 243; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292–293; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; <i>Oedipus the King</i>, 727; “The Neglected Senses,” 799; Performance-Based Assessment, Unit 1: 122, Unit 2: 254, Unit 3: 358, Unit 5: 652; Whole-Class Performance Task, Unit 1: 58, Unit 5: 617</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 255–256, 259–260</p>
Research to Build and Present Knowledge	
<p>(9-10W6) Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: “Why Do Some Brains Enjoy Fear?” 98; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View From the Empire State Building,” 745; myPerspectives Plus: Common Core Companion, 234–235, 238</p>
<p>(9-10W7) Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.</p>	<p>SE/TE: “Encountering the Other,” 244; Whole-Class Performance Task, Unit 3: 298–303; Performance-Based Assessment, Unit 3: 360; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; myPerspectives Plus: Common Core Companion, 241–254</p>

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(9-10SL) Speaking and Listening	
Comprehension and Collaboration	
(9-10SL1) 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>SE/TE: “beware: do not read this poem” / “The Raven” / “Windigo,” 113–114; “The Metamorphosis,” 185; “The Censors,” 343; “The Country of the Blind,” 757; “The Neglected Senses,” 801; myPerspectives Plus: Conversations and Discussions — High School</p> <p><u>Additional Coverage</u> SE/TE: Share Your Independent Learning, 120, 356, 486, 650, 808; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813; myPerspectives Plus: Common Core Companion, 274–281</p>
(9-10SL1a) 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>SE/TE: Share Your Independent Learning, 120; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813</p> <p><u>Additional Coverage</u> SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 3: 350, Unit 5: 644; “The Country of the Blind,” 785; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School</p>
(9-10SL1b) Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	<p>SE/TE: “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; Small-Group Performance Task, Unit 1: 114, Unit 2: 247, Unit 3: 351; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>

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<p>(9-10SL1c) Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645 myPerspectives Plus: Common Core Companion, 280–281; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Launch Activity features, which appear in the Unit Introductions and in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>
<p>(9-10SL1d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 280–281; Conversations and Discussions — High School</p> <p><i>Students will apply 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 in Group Discussion Tips, which appear throughout the program.</i></p>
<p>(9-10SL2) Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351; “Revenge of the Geeks,” 231; “View From the Empire State Building,” 745</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 360; myPerspectives Plus: Common Core Companion, 282–283; Giving a Presentation — High School</p>

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<p>(9-10SL3) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SE/TE: “The Metamorphosis,” 184; The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy (video), 296; <i>The Tempest</i>, 602; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 286–287, 290; Evaluating Presentations — High School</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>(9-10SL4) Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 57; “Franz Kafka and Metamorphosis,” 189; “Revenge of the Geeks,” 231; “The Necklace,” 386; “Civil Peace,” 401; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: “Sonnet, With Bird” / “Elliptical” / “Fences,” 223; “Freedom of the Press Report 2015,” 349; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; <i>The Tempest</i>, 571; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757; “The Neglected Senses,” 801; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351, Unit 4: 480–481, Unit 5: 644, Unit 6: 802; Performance-Based Assessment, Unit 1: 124, Unit 2: 257, Unit 3: 360, Unit 4: 490, Unit 5: 654; myPerspectives Plus: Common Core Companion, 293–294, 297</p>

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<p>(9-10SL5) 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.</p>	<p>SE/TE: "How to Tell You're Reading a Graphic Novel—In Pictures," 57; "The Dream Collector," 89; "Revenge of the Geeks," 231; "Freedom of the Press Report 2015," 349; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: "Why Do Some Brains Enjoy Fear?" 99; "Fit for a King: Treasures of Tutankhamun," 407; Small-Group Performance Task, 114–115, 350–351, 481, 803; Performance- Based Assessment, Unit 3: 360, Unit 6: 812; myPerspectives Plus: Common Core Companion, 300–301</p>
<p>(9-10SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SE/TE: "The Dream Collector," 89; "beware: do not read this poem" / "The Raven" / "Windigo," 113; Small-Group Performance Task, Unit 1: 115, Unit 3: 350; "The Metamorphosis," 184; "Inaugural Address," John F. Kennedy (video), 296; "The Necklace," 386; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: <i>The Tempest</i>, 571, 602; Performance-Based Assessment, Unit 3: 360, Unit 6: 812; myPerspectives Plus: Common Core Companion, 302–303, 306</p>

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(9-10L) Language	
Conventions of Academic English	
(9-10L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<p>SE/TE: "The Fall of the House of Usher" / "House Taken Over," 47; "The Metamorphosis," 182; "Encountering the Other," 244; The "Four Freedoms" Speech, 281; "The Golden Touch," 459; myPerspectives Plus: Find It, Fix It</p> <p><i>Additional Coverage</i> SE/TE: "Let South Africa Show the World How to Forgive," 642; "View From the Empire State Building," 744; "The Neglected Senses," 800; Whole-Class Performance Task, Unit 3: 303; myPerspectives Plus: Common Core Companion, 310–312</p>
(9-10L1a) Use parallel structure	<p>SE/TE: "Revenge of the Geeks," 230; The "Four Freedoms" Speech, 272; "Inaugural Address," John F. Kennedy, 283, 291; Speech at the United Nations, 311; <i>Oedipus the King</i>, 724</p> <p><i>Additional Coverage</i> myPerspectives Plus: Common Core Companion, 310</p>
(9-10L1b) Use various types of phrases and clauses to add variety and interest to writing or presentations.	<p>SE/TE: "House Taken Over," 47; "The Metamorphosis," 183; The "Four Freedoms" Speech, 281; "Speech at the United Nations," 317; "The Golden Touch," 459</p> <p><i>Additional Coverage</i> SE/TE: "The Fall of the House of Usher," 35; "Let South Africa Show the World How to Forgive," 642; "View From the Empire State Building," 744; "The Neglected Senses," 800; Whole-Class Performance Task, Unit 6: 731; myPerspectives Plus: Common Core Companion, 312</p>

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(9-10L1c) Understand that usage is a matter of convention that can change over time.	<p>SE/TE: "Revenge of the Geeks," 230; "Inaugural Address," John F. Kennedy, 291; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 334; "Civil Peace," 399</p> <p><i>Additional Resources</i> SE/TE: <i>Grammar Handbook, R60-R66</i></p>
(9-10L1d) Resolve issues of complex or contested usage, consulting references as needed.	<p>SE/TE: "Inaugural Address," John F. Kennedy, 290; "The Golden Touch," 457; <i>The Tempest</i>, 551, 583, 600; <i>Oedipus the King</i>, 699, 724; "The Country of the Blind," 758</p>
(9-10L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<p>SE/TE: Whole-Class Performance Task, Unit 3: 303, Unit 4: 411, Unit 6: 731; "The Necklace," 385; "Civil Peace," 399</p> <p>myPerspectives Plus: Common Core Companion, 314–318; Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
(9-10L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<p>SE/TE: Whole-Class Performance Task, Unit 4: 413, Unit 5: 619</p> <p>TE Only: Personalize for Learning: English Language Support, Compound-Complex Sentences, 16; Author's Perspective: Purposeful Editing, 408</p> <p><i>Additional Resources</i> SE/TE: <i>Grammar Handbook, R64-R65</i></p>
(9-10L2b) Use a semicolon to link two or more closely related independent clauses.	<p>SE/TE: "The Fall of the House of Usher," 35; "The Necklace," 384–385; Whole-Class Performance Task, Unit 4: 411, Unit 6: 731; Literature and Culture, 508–509; myPerspectives Plus: Common Core Companion, 314–315; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Semicolons Grammar Grab Tutorial</p>

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(9-10L2c) Use a colon to introduce a list or quotation.	SE/TE: Whole-Class Performance Task, Unit 5: 614, 617; myPerspectives Plus: Common Core Companion, 316–317; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Colons Grammar Grab Common Core Companion, 316
Knowledge of Language	
(9-10L3) 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: “Revenge of the Geeks,” 230; “Inaugural Address,” John F. Kennedy, 291; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; “Civil Peace,” 399; myPerspectives Plus: Common Core Companion, 320
(9-10L3a) Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	SE/TE: Whole-Class Performance Task, Unit 2: 191, 195; Research, R30–33; myPerspectives Plus: Common Core Companion, 320–321
Vocabulary Acquisition and Use	
(9-10L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	<p><i>Students address this standard with in Concept Vocabulary features throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “Where Is Here?” 68; “Why Do Some Brains Enjoy Fear?” 90; “Encountering the Other,” 232; <i>The Tempest</i>, 583; “The Neglected Senses,” 786</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “beware: do not read this poem” / “The Raven” / “Windigo,” 100; “Revenge of the Geeks,” 228; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 324; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418; “Avarice” / “The Good Life” / “Money,” 430; “The Golden Touch,” 442; “The Thrill of the Chase,” 470; “View From the Empire State Building,” 738, 742; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746, 754; “The Country of the Blind,” 758;</p> <p>myPerspectives Plus: Common Core Companion, 322, 324, 326, 328; Find It, Fix It</p>

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<p>(9-10L4a) 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>	<p>SE/TE: “Where Is Here?” 68; “Revenge of the Geeks,” 228; “Avarice” / “The Good Life” / “Money,” 430; “King Midas,” 460; “The Neglected Senses,” 786</p> <p><u>Additional Coverage</u> SE/TE: “The Doll’s House,” 200; “Sonnet, With Bird” / “Elliptical” / “Fences,” 212; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 324; “The Censors,” 336; “The Golden Touch,” 442; “The Thrill of the Chase,” 470; “They are hostile nations” / “Under a Certain Little Star,” 624; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746; myPerspectives Plus: Common Core Companion, 322</p>
<p>(9-10L4b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>SE/TE: “House Taken Over,” 46; “Sonnet, With Bird” / “Elliptical” / “Fences,” 212, 220; “Speech at the United Nations,” 308, 315; <i>Oedipus the King</i>, 699; “The Country of the Blind,” 758, 782</p> <p><u>Additional Coverage</u> SE/TE: “Where Is Here? 78”; “Why Do Some Brains Enjoy Fear?” 90, 96; “beware: do not read this poem” / “The Raven” / “Windigo,” 100,110; “The Doll’s House,” 208; “Encountering the Other,” 232, 242; The “Four Freedoms” Speech, 280; “Inaugural Address,” John F. Kennedy, 290; “The Censors,” 340; “The Necklace,” 384; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418, 426; “The Golden Touch,” 457; “King Midas,” 465; “The Thrill of the Chase,” 476; <i>The Tempest</i>, 531, 551, 569, 600; “Let South Africa Show the World How to Forgive,” 634, 640; “View From the Empire State Building,” 738, 742; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 754; “The Neglected Senses,” 798; myPerspectives Plus: Common Core Companion, 324</p>

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(9-10L4c) 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, or its etymology.	<p>SE/TE: "Inaugural Address," John F. Kennedy, 290; "The Golden Touch," 457; <i>The Tempest</i>, 551, 583, 600; <i>Oedipus the King</i>, 699, 724; "The Country of the Blind," 758</p> <p><u>Additional Coverage</u> SE/TE: "Sonnet, With Bird" / "Elliptical" / "Fences," 220; "The Necklace," 384; "Let South Africa Show the World How to Forgive," 640; Whole-Class Performance Task, Unit 6: 732; myPerspectives Plus: Common Core Companion, 326</p>
(9-10L4d) 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).	<p>SE/TE: SE/TE: "The Doll's House," 200; The "Four Freedoms" Speech, 280; "The Censors," 336, 340; "Avarice" / "The Good Life" / "Money," 430; <i>The Tempest</i>, 531</p> <p><u>Additional Coverage</u> SE/TE: "beware: do not read this poem" / "The Raven" / "Windigo," 110; "Revenge of the Geeks," 224; "The Country of the Blind," 758; myPerspectives Plus: Common Core Companion, 328</p>
(9-10L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>SE/TE: "The Fall of the House of Usher," 34; "The Metamorphosis," 182; "The Thrill of the Chase," 476; "<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection" / "Caliban," 611; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> SE/TE: "House Taken Over," 46; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 438; "View From the Empire State Building," 743; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 755–756; myPerspectives Plus: Common Core Companion, 330, 332</p>

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(9-10L5a) Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.	SE/TE: "The Censors," 342; <i>The Tempest</i> , 519; "View From the Empire State Building," 743; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 755–756; myPerspectives Plus: Common Core Companion, 330
(9-10L5b) Analyze nuances in the meaning of words with similar denotations.	SE/TE: SE/TE: "The Fall of the House of Usher," 34; "The Metamorphosis," 182; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 438; <i>Oedipus the King</i> , 724 <u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 332
(9-10L6) Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: "Why Do Some Brains Enjoy Fear?" 96, 98; "Franz Kafka and Metamorphosis," 186; "Inaugural Address," John F. Kennedy (video), 294; "Diane Sawyer Interviews Malala Yousafzai," 318, 321; "Freedom of the Press Report 2015," 344, 348 <u>Additional Coverage</u> SE/TE: "The Dream Collector," 82, 88; "Fit for a King: Treasures of Tutankhamun," 406; "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 611; "They are hostile nations" / "Under a Certain Little Star," 630; Unit Goals: 4, 128, 260, 364, 494, 658; myPerspectives Plus: Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary