

EXPERIENCE IT TODAY!



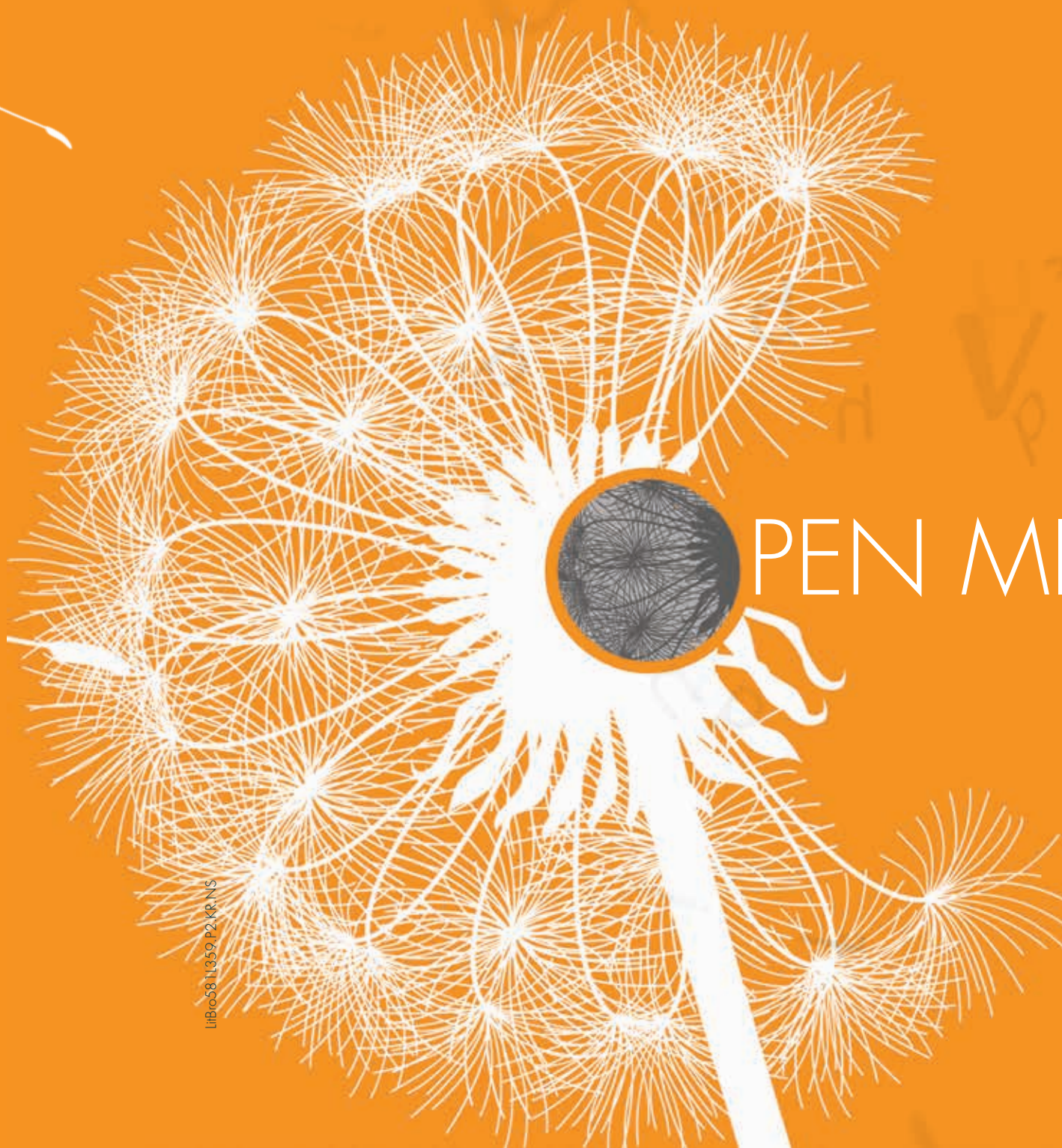
Go to [pearsonschool.com/myPerspectives-demo](https://pearsonschool.com/myPerspectives-demo)



[Pearsonschool.com/myPerspectives](https://pearsonschool.com/myPerspectives)  
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SAM: 9780328902712 ADV: 9780328902729

PROGRAM OVERVIEW



OPEN MINDS

litBro58.11.359.P2.KR.NS



**myPerspectives™**  
ENGLISH LANGUAGE ARTS

# OPEN A WORLD OF IDEAS

## Engage Next-Generation Learners

Culturally, socially, and digitally relevant

## Create Student-Centered Learning

Collaborative, independent, and accessible learning experiences

## Make It Your Own, Make It Meaningful

Instructional support, flexibility, and data

## Prepare Students for College and Career

myPerspectives is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, myPerspectives transforms the classroom of today into a dynamic learning environment that prepares each student for college and career success.

Student-Centered, Teacher Inspired!



Print,  
Blended,  
and 1:1  
Classrooms

pearsonschool.com/myPerspectives

# A NEW PERSPECTIVE

Students need to become self-directed in order to be successful in college and careers. *myPerspectives* engages learners with a student-centered instructional unit structure that promotes ownership of learning.

## ORGANIZED TO ENGAGE

Each unit shifts the focus from teacher responsibility to student responsibility.

Focus on **ONE** Essential Question from **MANY** Perspectives

**UNIT 4**  
**UNIT INTRODUCTION**  
**ESSENTIAL QUESTION:** Do we determine our own destinies?  
**LAUNCH TEXT ARGUMENT MODEL:** Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?  
**WHOLE-CLASS LEARNING:** Historical Context: The Tragedy of Romeo and Juliet  
**SMALL-GROUP LEARNING:** Literary Criticism: Romeo and Juliet is a Terrible Play...  
**INDEPENDENT LEARNING:** Myth: Popocatepetl and Ixtlacochoatl  
**PERFORMANCE TASK:** Write an Argument  
**PERFORMANCE-BASED ASSESSMENT:** Argument: Essay and Multimedia Presentation  
**PROMPT:** Should the opinions of others affect our own choices or destinies?

## Different Reading, Reading Differently

How do you make a 400-year old text relevant? Tie in media, blogs, films, and multimedia. Have debates, explore a graphic novel! *myPerspectives* takes a student-centered perspective on connecting teens with reading and the world.

**Graphic Novels**

**Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That**  
 Alyssa Rosenberg

**Blogs**

A new, interracial production of *Romeo and Juliet* arrives on Broadway this September, starring Orlando Bloom and Conchita Rashad. Director David Leveaux decided to cast the lovers' families in alignment with their races, resulting in a much more diverse production. So why am I not cheering?  
 Because, despite the fact that its latest staging features a 36-year-old actor and a 26-year-old actress, *Romeo and Juliet*—a play about children—is full of terrible, deeply childish ideas about love. And as much as I want to see more interracial couples in pop culture and more diverse casts on stage and screen, I don't want to see them cast in material that is so horribly depressing.

**LITERATURE AND CULTURE**  
**Meet the Author**  
**William Shakespeare (1564-1616)**  
 Shakespeare's plays and poetry are regarded by many as the finest works ever written in English. William Shakespeare is widely revered as one of England's greatest writers. Four centuries after his death, his plays are still read and performed every day. Who was this remarkable author of so many masterpieces? In actual fact, we know very little about him.  
**From Stratford to London**  
 Shakespeare grew up in Stratford-upon-Avon, a busy market town on the Avon River about 75 miles northwest of London. Church and town records indicate that his mother, Mary Arden, was the daughter of a wealthy farmer who owned the land on which Shakespeare's grandfather lived. Shakespeare's father, John, was a prosperous merchant who also served for a time as Stratford's mayor. Shakespeare most likely went to the local grammar school, where he would have studied Latin and Greek as well as English and world history. He would eventually put all those lessons to use in plays about historical figures, such as Julius Caesar and King Henry IV.  
 In 1592, when he was eighteen, Shakespeare married a woman named Anne Hathaway and had three children with her, including a set of twins. The next decade of his life is a mystery, but by 1592 he had moved to London, where he gravitated to the theater. Starting off as an actor, he soon began writing plays as well. By 1596, he had become the principal playwright of the Lord Chamberlain's Men, the Burbages' acting company. Some of the early plays Shakespeare wrote at this time include the romantic comedy *The Taming of the Shrew* and the romantic tragedy *The Tragedy of Romeo and Juliet*.  
 Shakespeare was not just a performer and a playwright, however; he was also part owner of the theater company. This meant that he earned money in three ways—from fees for his plays, from his acting salary, and from his share of the company's profits. Those profits rose substantially after the Lord Chamberlain's Men moved to the Swan Theatre, where as many as 3,000 people might attend a single performance. It was at the Swan that many of Shakespeare's later masterpieces premiered, probably including

Historical Context

“Increasing student engagement increases achievement.”

Ernest Morrell, *myPerspectives* Author

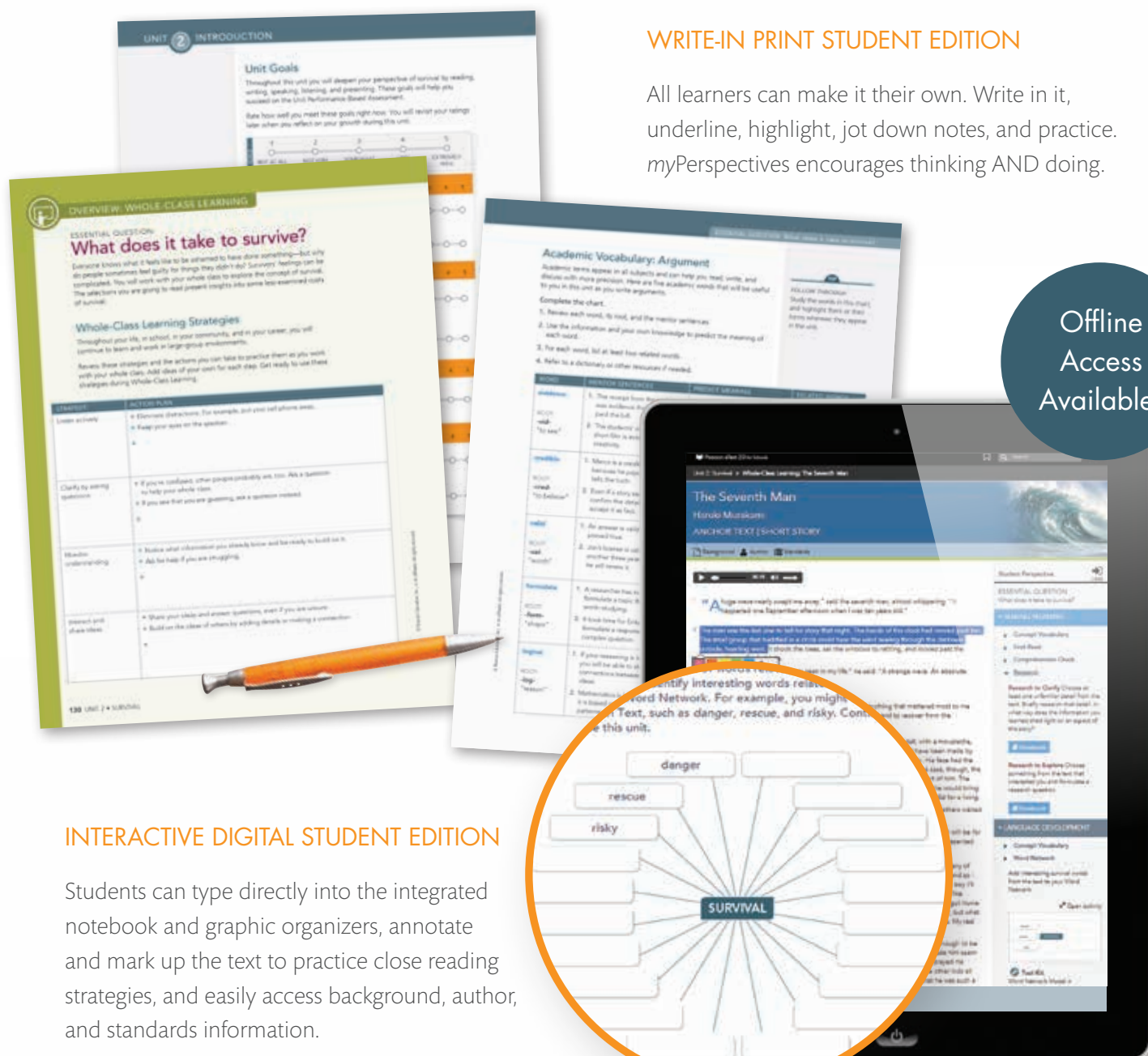
# my STUDENT EDITION



More choices, more interaction, more ownership, more learning! myPerspectives Student Editions make learning a hands-on, personal, and engaging experience.

## WRITE-IN PRINT STUDENT EDITION

All learners can make it their own. Write in it, underline, highlight, jot down notes, and practice. myPerspectives encourages thinking AND doing.



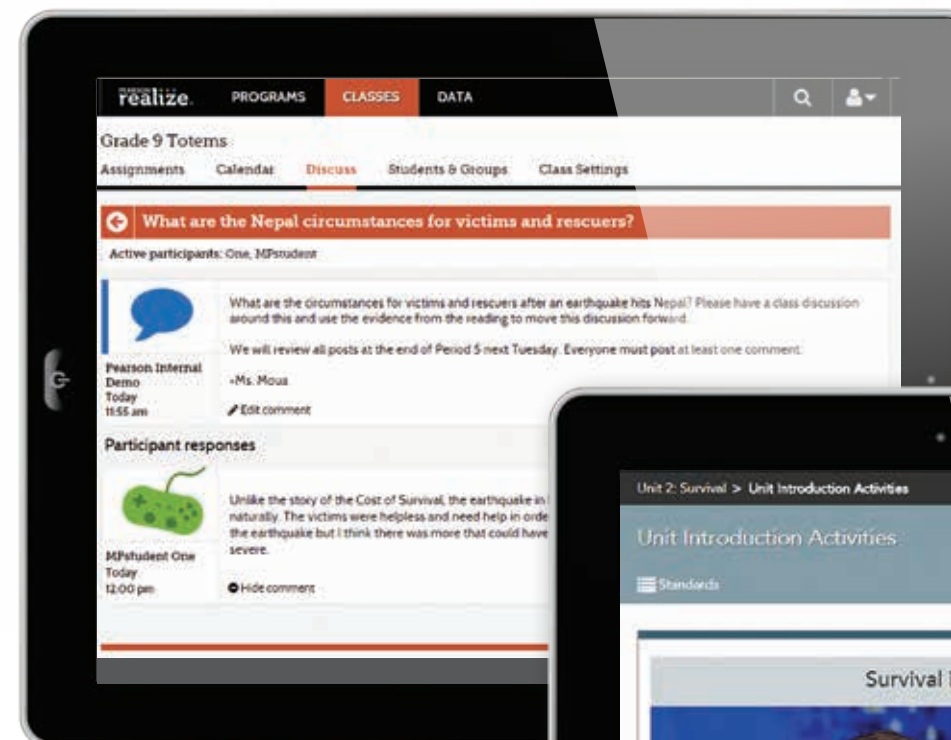
Offline Access Available!

## INTERACTIVE DIGITAL STUDENT EDITION

Students can type directly into the integrated notebook and graphic organizers, annotate and mark up the text to practice close reading strategies, and easily access background, author, and standards information.

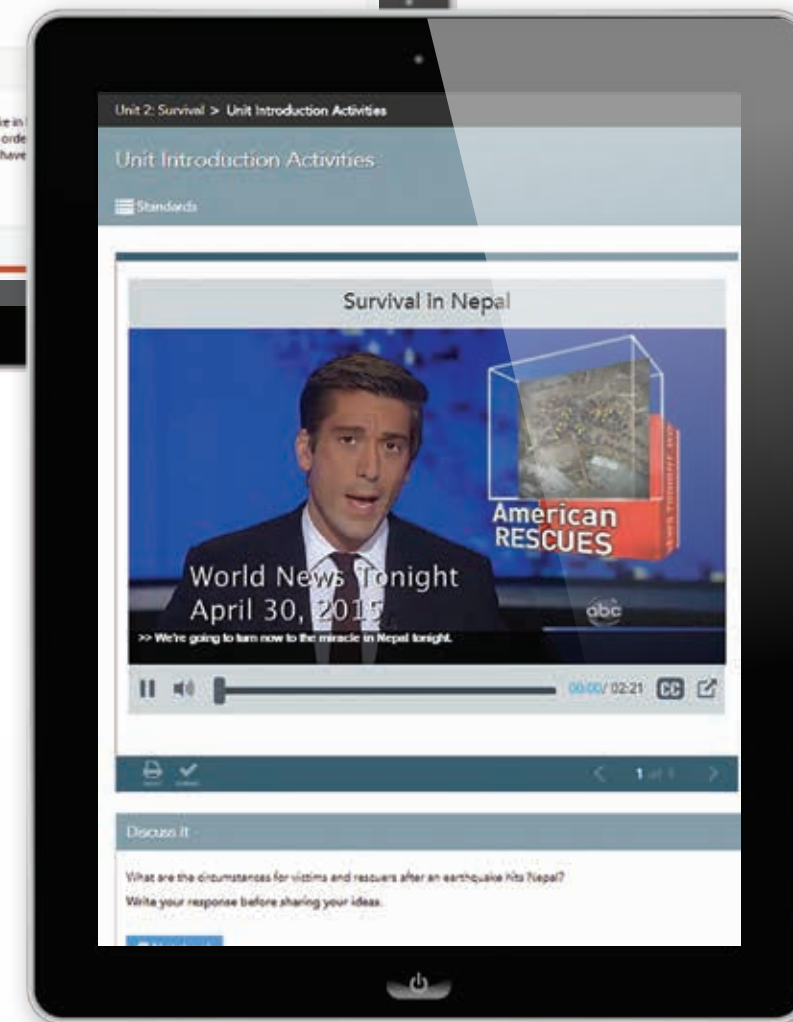
## MULTILINGUAL GLOSSARY

Offers 9 additional languages: Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese.



## DISCUSSION BOARD

Engage students with discussion prompts to encourage collaboration and social learning.



## MULTIMEDIA

Listen to audio, watch videos, and interact with content. Touch it, click it, and do it! This is my learning experience.



## SEAMLESS PRINT TO DIGITAL

Use the BouncePages app to access videos, media, and audio right from the print page.



# TAKE A CLOSER LOOK

How do you get students to read thoughtfully and to critically examine text? myPerspectives establishes a consistent close reading routine with explicit instruction and strategies.

## Support for Close Reading

Most students want to race through a text. Close reading is about slowing readers down, so they approach text in a deliberate, critical, and reflective way. It's the myPerspectives way.

### CLOSE READ MODELING

Give students models that show how to annotate the text, ask questions, and dig deeper into structure, diction, and author's craft.

### FIRST-READ ROUTINE

Students apply strategies for active reading, understanding, and thinking.

### CLOSE READ PRACTICE

Let students take the lead and practice annotating text and looking for textual evidence.

### CLOSER LOOK TEACHING NOTES

Ask students higher-order questions to deeply engage them with the text.

### CLOSE READ SUPPORT

Digital annotation highlights focus on passages in the Interactive Teacher's Edition and can be projected for whole-class learning.



# WRITE MORE, LEARN MORE

The secret to good writing is—writing! *myPerspectives* provides many writing opportunities, both formal and informal. Modeling, conferring, and choices support writing growth.

## WRITING MODES

**Launch Text** introduces the unit’s featured writing mode: Argumentative, Informative/Explanatory, or Narrative. Students have a model for reference.

“The volume of writing is the key ingredient.”

Kelly Gallagher,  
*myPerspectives* Author

## WRITING TO SOURCES

Short, focused projects encourage students to use evidence and do research to support their claims.

## WRITING TO LEARN

Not all writing needs to be assessed. **QuickWrites** and **Evidence Logs** help students jot down ideas and evidence, and capture their thinking.

## MENTOR TEXTS AND MODELS

Writers learn from what they read. Mentor texts and Tool Kit resources model key techniques to support the writing process.

WRITING PROCESS

Explicit step-by-step instruction helps students explore the unit's featured writing mode with a focus on conventions.

**PERFORMANCE TASK: WRITING FOCUS**

**Drafting**  
**Organize Your Essay** Using your topic statement, your main idea, and supporting information you have gathered, choose an organization structure. Choose a structure that helps you organize information so it flows logically to your conclusion. You may want to present a series of examples and connect each one to your main idea. Other structures include:

- Problem-Solution Order:** Present a problem, such as the violation of human rights, and offer information about possible solutions. In your conclusion, identify the solution that most strongly supports your main idea.
- Order of Importance:** Present details about individual efforts to defend human rights in order of increasing or decreasing significance with regard to your main idea.
- Cause-Effect Order:** Present a person's actions as a cause that has the effect of defending human rights, or present defending human rights as a cause that has the effect of inspiring individual actions.
- Steps in a Process:** Present the stages through which an individual progresses in his or her defense of human rights. Link the process to your main idea in the conclusion.

**Notice** how the Launch Text is organized. The first paragraph states, "young people have also realized that in order to be heard, they sometimes have to make some noise." The body paragraphs report causes and effects in chronological order. The concluding paragraph revisits the main idea: "It may have been a small victory, but it was more than the newsies would have received had they not raised their voices."

**PERFORMANCE TASK: WRITING FOCUS**

**Revising**  
**Evaluating Your Draft**  
 Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instruction on this page to guide your revision.

PURPOSE AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<input type="checkbox"/> Clearly states the topic	<input type="checkbox"/> Includes specific reasons, details, facts, and quotations to support the main idea	<input type="checkbox"/> Attends to the norms and conventions of the discipline especially regarding crediting sources properly
<input type="checkbox"/> Includes the essay's main idea in an engaging introduction	<input type="checkbox"/> Develops the main idea with relevant information from multiple credible sources	<input type="checkbox"/> Uses precise language that is appropriate for the audience and purpose
<input type="checkbox"/> Provides a logical text structure and clear transitions among ideas	<input type="checkbox"/> Provides accurate credit to the sources of information	<input type="checkbox"/> Establishes an objective tone
<input type="checkbox"/> Concludes by linking supporting information to the main idea		

**PERFORMANCE TASK: WRITING FOCUS**

**Editing and Proofreading**  
**Edit for Conventions** Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Use a style guide if you need help crediting your sources correctly.  
**Proofread for Accuracy** Read your draft carefully, looking for errors in spelling and punctuation. Double-check that you have used quotation marks correctly and that there is an ending quotation mark for every beginning quotation mark.

WRITING FOR ASSESSMENT

Performance Task: Writing Focus gives students practice and support on the unit's featured writing mode.

**PERFORMANCE TASK: WRITING FOCUS**

**Write an Informative Essay**  
 You've read an essay and two speeches that deal with the relationship between power and freedom. In "Four Freedoms," President Franklin Roosevelt speaks of the need for the United States to protect itself during a time of danger and of universal freedoms that also deserve protection. In his inaugural address, President John F. Kennedy makes the case that Americans must appreciate their own freedom while understanding the country's importance in the world.

**Assignment:** Using the knowledge you have gained from reading "Four Freedoms" and from reading and listening to "Inaugural Address," write about the power of the individual. Write a brief **informative essay** in which you focus on answering this question:  
**What can one person do to defend the human rights of all people?**

**Elements of an Informative Essay**  
 An **informative essay** develops a main idea about a topic through the effective selection, organization, and analysis of content. An effective informative essay includes these elements:

- an engaging introduction to its topic
- the writer's main idea about the topic, supported by facts, definitions, details, examples, quotations, and other information from credible sources
- an organization that helps readers make connections and distinctions among ideas
- clear transitions that clarify relationships
- a conclusion that restates the main idea and follows from the information presented
- correct grammar, a formal style, and an objective tone

**Model Informative Essay** For a model of a well-crafted informative essay, see the Launch Text, "Born Free, Children and the Struggle for Human Rights." Challenge yourself to find all of the elements of effective informative writing in the text. You will have the opportunity to review these elements as you start to write your own informative essay.

**PERFORMANCE BASED ASSESSMENT**

**PART 1 Writing to Sources: Informative**  
 In this unit, you read about various people who struggled to extend freedom's reach. They did so in their country or around the world.

**Assignment**  
 Write an **informative essay** in which you respond to the following question:  
**What does it mean to extend the topic by defining it?**

**PERFORMANCE TASK: WRITING FOCUS**

**Editing and Proofreading**  
**Edit for Conventions** Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Use a style guide if you need help crediting your sources correctly.  
**Proofread for Accuracy** Read your draft carefully, looking for errors in spelling and punctuation. Double-check that you have used quotation marks correctly and that there is an ending quotation mark for every beginning quotation mark.

Help students identify how to properly attribute sources. **SafeAssign** includes detailed originality reports!

Prompts Align to Performance Tasks!

Performance-Based Assessments allow students to pull it all together and use what they know and draw on the work they've done.

PEARSON ESSAYSCORER

How do you grade more writing? **EssayScorer** automatically scores students' essays, provides instant feedback, and saves you time! You can use ours or create your own.

# BUILD LITERACY, BUILD CONFIDENCE



Help students understand texts and apply knowledge so that they become confident learners. Integrated literacy instruction and strategies let students make meaning of texts, develop language skills, express themselves effectively, and build content knowledge.



## MAKING MEANING

Students **Make Meaning** through first- and close-read routines and by analyzing author's craft and structure.

## EFFECTIVE EXPRESSION

**Effective Expression** activities deepen students' understanding with opportunities to share their learning through written and oral projects.

## LANGUAGE DEVELOPMENT

Students grow their understanding of words and syntax with **Language Development** activities in concept vocabulary and conventions practice tasks.

## SPEAKING AND LISTENING

**Speaking and Listening** activities and **Performance Tasks** give students practice with collaborative group work that culminates in the Performance-Based Assessment oral presentations.

## RESEARCH

After every selection, students have an opportunity to do short, targeted research to clarify and explore. Additional long-term research work is gathered in the **Evidence Log** or **Integrated Notebook** for the end-of-unit Performance-Based Assessment.



# ACCESS TO LEARNING

Our job as teachers is to build students' confidence and help them succeed. myPerspectives helps you personalize the learning experience for each student.

## PERSONALIZE FOR LEARNING

Decide and plan your teaching approach by considering Lexile® measures and text complexity rubrics.

Targeted Suggestions for Learner Levels

## 2 LEVELS OF TEXT AVAILABLE FOR EACH READING

Accessible Leveled Texts help students access on-level readings.

## POINT-OF-USE SUGGESTIONS

Personalize learning with relevant strategies to improve students' skills and confidence.

## A BIG Plus: myPerspectives+

myPerspectives+ provides hundreds of additional resources to help extend and support learning for ALL students. Differentiate instruction, add lessons, fill skills gaps, and provide additional practice for writing, research, speaking and listening, and more!

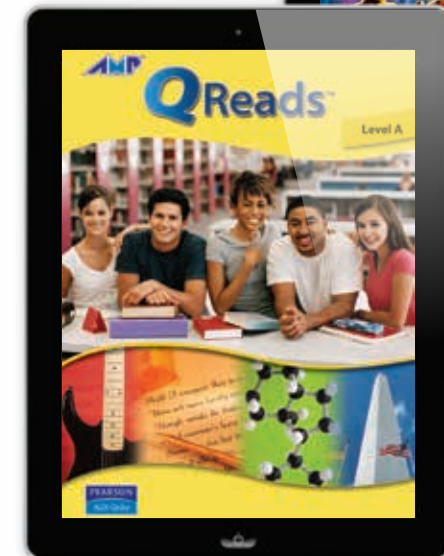
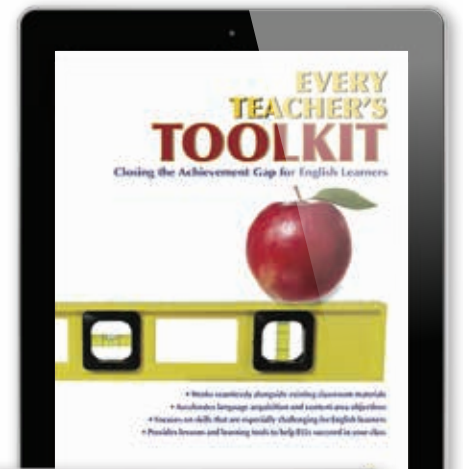
## Support, Engage, and Extend Learning

- Digital Library with 140+ eBooks
- 200+ Trade Book Lesson Plans
- Graphic Organizers
- 70+ EssayScorer Writing Prompts
- Writing Rubrics
- Interactive Writing and Research Lessons
- Interactive Whiteboard Lessons
- Interactive Speaking and Listening Lessons
- Writing and Research PowerPoint® Presentations
- Reading Skills and Literacy Analysis Worksheets
- Academic Vocabulary Interactive Lessons
- Word Study Worksheets
- Spanish Writing Worksheets
- 240+ Grammar activities, practice lessons, and tutorials
- Grammar Worksheets in English and Spanish
- Common Core Companion Standards Practice



## ACCESS ONLINE

No need to look everywhere. Everything you need for instruction and support is online—in one place! [PearsonRealize.com](https://www.pearsonrealize.com)

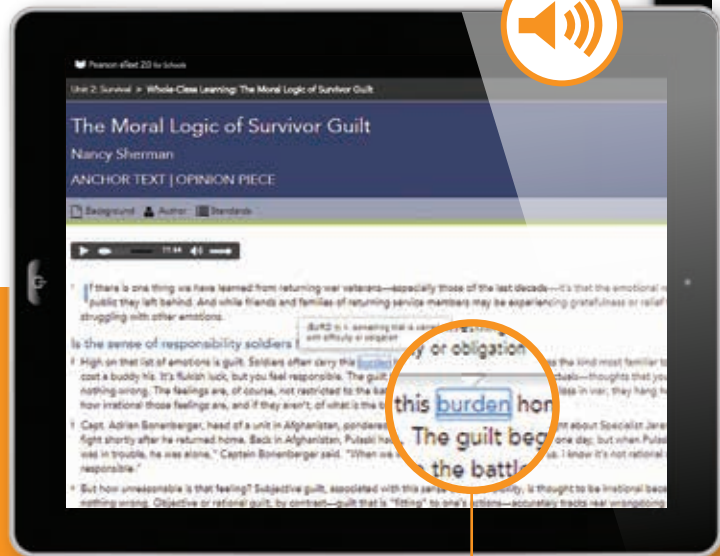


# EXTEND SUPPORT TO ENGLISH LANGUAGE LEARNERS

Create positive and affirming experiences for each student. myPerspectives helps you make the necessary accommodations for varying levels of English proficiency.

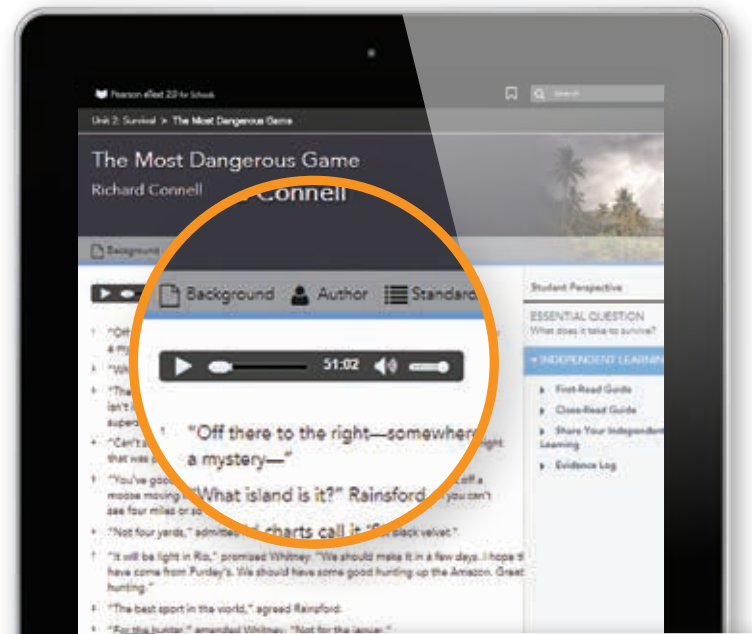
## SELECTION AUDIO

English Language Learners can access selection audio in the Interactive Student Edition and via BouncePages in the Write-in Print Student Edition.

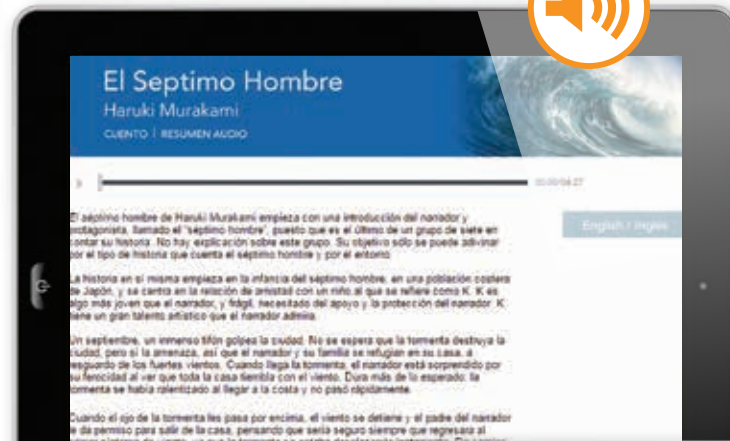


## GLOSSARY TERMS

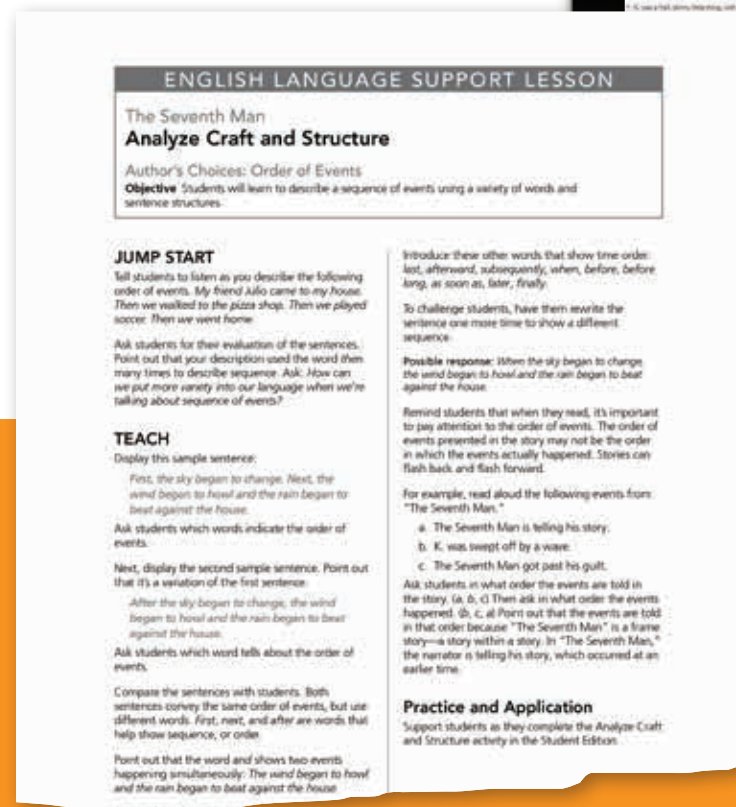
Defined at point of use in English and Spanish audio



Concept and Academic **VOCABULARY** defined in Spanish



Highlighted and annotated **TEACHABLE MOMENTS** for English Learners



English Language **SUPPORT LESSONS** for additional instructional opportunities

Assignable audio **SELECTION SUMMARIES** in English and Spanish



## ASK ABOUT ELD COMPANION

This additional resource helps students get to grade level with English Language Development support.

- Combines independent, self-paced, and teacher-led instruction
- 9 Levels of Interactive Readers to accelerate reading performance
- 3000+ texts in the digital library for independent reading
- Library books available in over 46 languages

# PLAN EASILY, TEACH EFFECTIVELY

Every classroom is different and diverse. myPerspectives helps you manage varying needs, learning styles, and language levels. Be an instructor, facilitator, and advisor.

## Flexible and Purposeful Planning

### PLANNING

Capsulized information helps you introduce the concept and connect to the Performance Tasks.

**PLANNING** WHOLE-CLASS LEARNING • THE SEVENTH MAN

### The Seventh Man

**AUDIO SUMMARIES:** Audio summaries of "The Seventh Man" are available online in both English and Spanish and can be assigned to students in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

**Summary**  
In Haruki Murakami's "The Seventh Man," seven people tell stories on a stormy night. The seventh man tells the story of a great wave that devastated his life. He explains that as a child he lived by the ocean in Japan. When he was ten years old a typhoon hit his town. People stayed safely inside, but during the calm at the center of the storm he and his best friend K. walked to the beach. As they looked around, he saw a great wave approaching. He called to K., but K. didn't hear. The seventh man ran for safety. K. was drowned. He could have reached K.—but could he have saved him, or would they both have died? For forty years the seventh man is haunted by guilt and uncertainty—but then something makes him reconsider what he did, or failed to do, that day.

**Insight**  
The choices survivors make are not always easy or clear. Reading "The Seventh Man" will help students begin their reflections on how complicated survival can be. Although a survivor may have escaped with his or her life, that life may never be the same. Some students may find "The Seventh Man" disturbing. The realization that a childhood decision might color someone's whole life is sobering and may require support.

**ESSENTIAL QUESTION:** What does it take to survive?  
"The Seventh Man" provides an unusual perspective on the Essential Question, "What does it take to survive?" The main character physically survives a giant wave by reacting almost instinctively: fear causes him to run away from the beach. However, the guilt that he feels about having left his best friend behind persists for years. The seventh man only truly begins to survive emotionally when he faces and overcomes his guilt.

**WHOLE-CLASS LEARNING PERFORMANCE TASK:** Should the seventh man forgive himself for his failure to save K.?

**UNIT PERFORMANCE-BASED ASSESSMENT:** Should people in life-or-death situations be held accountable for their actions?

**Connection to Essential Question**  
"The Seventh Man" provides an unusual perspective on the Essential Question, "What does it take to survive?" The main character physically survives a giant wave by reacting almost instinctively: fear causes him to run away from the beach. However, the guilt that he feels about having left his best friend behind persists for years. The seventh man only truly begins to survive emotionally when he faces and overcomes his guilt.

**Connection to Performance Tasks**  
**Whole-Class Learning Performance Task** In this Performance Task, students will consider the concept of survivor's guilt. "The Seventh Man" provides a literary perspective on the price survivors pay. Students will be combining this perspective with facts about survivor's guilt that they glean from further reading.  
**Unit Performance-Based Assessment** This selection provides an interesting insight into the question students will respond to on the Performance-Based Assessment. Students should consider whether the seventh man should be held accountable for his actions.

### LESSON RESOURCES

A quick and easy-to-use roadmap identifies all instructional resources and standards.

**DIGITAL PERSPECTIVES** Audio Video Document Annotation Highlights Highlights Online Assessment

**LESSON RESOURCES**

Lesson	Making Meaning	Language Development	Effective Expression
First Read	First Read	Concept Vocabulary	Writing to Sources
Close Read	Close Read	Word Study	Speaking and Listening
Analyze the Text	Analyze the Text	Conventions	
Analyze Craft and Structure	Analyze Craft and Structure		
Selection Audio			
First-Read Guide: Fiction			
Close-Read Guide: Fiction			
Assessment			
My Resources*			

\* These resources are suggested at point of use in the lesson.

### Standards Support Through Teaching and Learning Cycle

**IDENTIFY NEEDS**  
Analyze results of the Beginning-of-Year Assessment, focusing on the items relating to Unit 2. Also take into consideration student performance to this point and your observations of where particular students struggle.

**ANALYZE AND REVISE**  
Analyze student work for evidence of student learning.  
Identify whether or not students have met the expectations in the standards.  
Identify implications for future instruction.

**TEACH**  
Implement the planned lesson, and gather evidence of student learning.

**DECIDE AND PLAN**  
If students have performed poorly on items matching these standards, then provide selection scaffolds before assigning them the on-level lesson provided in the Student Edition.  
If students have done well on the Beginning-of-Year Assessment, then challenge them to keep progressing and learning by giving them opportunities to practice the skills in depth.  
Use the Selection Resources listed on the Planning pages for "The Seventh Man" to help students continually improve their ability to master the standards.

**Instructional Standards: The Seventh Man**

Standard	Catching Up	This Year	Master the Standard
Reading	You may wish to administer the <b>Analyze Craft and Structure: Order of Events (RP)</b> worksheet to help students understand the basic sequence of a narrative.	<b>RL.5</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Have students begin framing the frame's impact on the whole.
Writing	You may wish to administer the <b>Writing to Sources: Write a Critical Review (RP)</b> worksheet to help students understand how to evaluate or critique a literary work.	<b>W.1</b> Write arguments to support claims in an analysis of substantive texts, using relevant evidence.	You may wish to have students analyze the subtleties and nuances of various word choices in different contexts.
Speaking and Listening	You may wish to administer the <b>Speaking and Listening: Retelling (RP)</b> worksheet to help students understand how to plan and retell a story.	<b>SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; the organization, development, substance, and style are appropriate to purpose, audience, and task.	
Language	You may wish to administer the <b>Conventions: Infinitives and Infinitive Phrases (RP)</b> worksheet to help students understand the function of infinitives and infinitive phrases. Review context clues with students to ensure they understand that words can have different meanings in different contexts.	<b>L.1b</b> Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. <b>L.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	

### STANDARDS SUPPORT

Standards-based teaching and learning build student mastery.

Editable Lesson Plans and Curriculum Maps Available!

### PERSONALIZE FOR LEARNING

Text Complexity Rubrics help you personalize reading support.



**PERSONALIZE FOR LEARNING** WHOLE-CLASS LEARNING • THE SEVENTH MAN

### Reading Support

**Text Complexity Rubric: The Seventh Man**

**Quantitative Measures**  
Lexile: 910 Text Length: 5,862 words

**Qualitative Measures**

Measure	Level	Description
Knowledge Demands	3	The situations may be unfamiliar to some readers (experiencing a typhoon, tragedy of losing someone in a natural disaster), but the situations and emotions are clearly expressed.
Structure	2	Use of flashback, flash-forward (transitions from narration in third person and first person)
Language Conventality and Clarity	2	Figurative language; complex descriptions
Levels of Meaning/Purpose	2	Multiple levels of meaning (events are described that also signify emotions of guilt or self-forgiveness); concepts and meanings are mostly explained and easy to grasp.

**DECIDE AND PLAN**

- English Language Support**  
Provide English Learners with support for structure and language as they read the selection. **FL.12**  
**Structure** If students have difficulty following the narration, draw their attention to the use of first person when the seventh man is speaking. This would be a good opportunity to review pronouns in first person (I, me, my, mine) and third person (he/she, him/her, his/her, hers/his).  
**Language** If students have difficulty with
- Strategic Support**  
Provide students with strategic support to ensure that they can successfully read the text.  
**Knowledge Demands** Use the background information to discuss typhoons. Determine students' prior knowledge and experience with natural disasters. Provide additional background if needed.  
**Structure** Discuss what it means to flash-back or flash-forward in a text. Point out
- Challenge**  
Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.  
**Text Analysis** Ask students to identify the use of first person when the seventh man is speaking, and descriptors in third person when the story moves to the present. Ask students to consider how the story would change if the author had told the man's story as a narrative in the third person. Would it be as effective? How does using first person affect your understanding?

# MORE WAYS TO CONNECT

## The Art of Teaching with Trade Books

myPerspectives helps you build a high-quality trade book library. Select favorite authors, titles, print books, and eBooks.

- 2-3 trade book suggestions per unit
- Trade book lesson plans for 130+ titles
- Lexile® levels 520L to 1490L
- 140+ full-length eBooks
- Use your own trade books with agnostic resources and customize using Pearson Realize™—upload, assign, and create!



## Current Events

Bring relevance and excitement to the classroom with the latest news, authentic voices, and engaging real-world stories. Listen Current public radio stories provide:

- Compelling nonfiction media that connects teaching and learning to current events
- Daily news, relevant topics, and lesson resources for ELA, Social Studies, and Science
- Multimodal learning where students practice and develop critical listening skills

Aligned to Topics in Every Unit

Engaging Tutorials, Interactive Lessons, and More

## myPerspectives+

Hundreds of program-agnostic resources in one place save you time and let you customize lessons to meet the needs of each learner.

## Content-Area Literacy Connections

Selections, topics, and Essential Questions provide real-world connections to social studies, math, science, and the arts.

### CROSS-CURRICULAR PERSPECTIVES

notes in the Teacher's Edition make connections to different content areas.

UNIT 2: SURVIVAL

ESSENTIAL QUESTION: What does it take to survive?

WHOLE-CLASS LEARNING: The Seventh Man (Haruki Murakami)

SMALL-GROUP LEARNING: The Voyage of the James Caird (Caroline Alexander)

INDEPENDENT LEARNING: To Build a Fire (Jack London)

ANCHOR TEXT: EDITORIAL: The Moral Logic of Survivor Guilt (Nancy Sherman)

ANCHOR TEXT: SHORT STORY: The Most Dangerous Game (Richard Connell)

ANCHOR TEXT: RADIO BROADCAST: The Key to Disaster Survival? Friends and Neighbors (Shankar Vedantam)

MODEL EXCERPT: The Life of Pi (Yann Martel)

POETRY: I Am Offering This Poem (Jimmy Santiago Baca)

PERFORMANCE TASK: Write an Argument

PERFORMANCE TASK: Prepare an Argument

PERFORMANCE-BASED ASSESSMENT: Argument: Essay and Oral Presentation

PROMPT: Should people in life-or-death situations be held accountable for their actions?

### CROSS-CURRICULAR PERSPECTIVES

**Math** Challenge students to write math questions based on the numerical information in "The Cost of Survival." Possible questions might include:  
 What percentage of the national park rescues in 2012 were caused by risky decisions?

What was the average cost per mile for the rescue of the family in the sailboat?  
 Tell students that they must know how to answer any questions they write. Once students have vetted their own questions, have them exchange questions with a partner and challenge their partner to answer the questions correctly.

### CROSS-CURRICULAR PERSPECTIVES

**Science** The seventh man mentions in paragraphs 42 and 43 that after K. was swept away by the wave, he had recurring nightmares about the event that involved K. dragging him into the wave or pulling him underwater. Nightmares can be common after an event that causes anxiety and trauma. Have students conduct research about recurring nightmares and create a bulleted list addressing the following questions:

- What is the difference between nightmares and recurring nightmares?
  - What causes recurring nightmares?
  - What treatment exists for recurring nightmares?
  - What might the seventh man have been able to do to resolve his nightmares?
- Have volunteers share their responses with the class.

### CROSS-CURRICULAR PERSPECTIVES

**Social Studies** Other British polar explorers include Robert Falcon Scott, Brian Blessed, Ann Daniels, Martin Frobisher, Jonas Poole, Hugh Willoughby, and Edward Adrian Wilson. Have students select one of these explorers and learn

more about their life and exploits. As a class, have students debate how the achievements of the explorer they researched compare to those of Shackleton.

## Home-Connection Letter

Foster support for learners outside of the classroom. A Home-Connection Letter for each myPerspectives unit provides information on what students are working on and a summary of the following:

- Unit Topic and Essential Question with suggested talking points
- Selection titles, author, and genre that will be read
- Performance Tasks and Performance-Based Assessment
- The standards covered in the unit



Perspectives™ Home Connection Highlights of Unit 2: Survival

Dear Family,

In this unit, students will investigate what it takes to survive. They will consider the physical and emotional costs of survival. Students will read a variety of texts, listen to a podcast, and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION: As a class, in small groups, and independently, students will work to answer the question What does it take to survive? Give your student the opportunity to continue the discussion of survival at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question What does it take to survive?
- Is luck most important in all survival situations? In which situations might it be more important to be smart or strong?
- Why do you think survivor stories are so popular in the media and in books and film?

UNIT 2 SELECTION TITLES, AUTHORS, GENRES

WHOLE-CLASS LEARNING		
"The Seventh Man"	Haruki Murakami	Short Story
"Moral Logic of Survivor Guilt"	Nancy Sherman	Opinion Piece
"The Key to Disaster Survival? Friends and Neighbors"	Shankar Vedantam	Podcast
LEARNING		
"The Voyage of the James Caird"	Caroline Alexander	Narrative Nonfiction
"The Most Dangerous Game"	Frank Hurley	Photo Gallery
"The Key to Disaster Survival? Friends and Neighbors"	Yann Martel	Argument

Perspectives™ Conexión con el hogar Lo más destacado de la Unidad 2: Supervivencia

Queridas familias:

En esta unidad, los estudiantes investigarán qué hace falta para sobrevivir. Pensarán acerca de los costos físicos y emocionales de la supervivencia. Los estudiantes leerán varios textos, escucharán un podcast y verán un video. Con todo ello amatarán la Pregunta Esencial de la Unidad.

PREGUNTA ESENCIAL: Los estudiantes trabajarán con todo el grupo de clase, en pequeños grupos y de forma independiente para contestar la pregunta ¿Qué hace falta para sobrevivir? Dé a su estudiante la oportunidad de seguir hablando sobre la supervivencia en casa.

HÁBLELO CON SU ESTUDIANTE

- ¿De qué formas podría contestar la pregunta ¿Qué hace falta para sobrevivir?
- ¿Juega la suerte el papel más importante en todas las situaciones de supervivencia? ¿En qué situaciones podría ser más importante ser listo o fuerte?
- ¿Por qué crees que las historias de supervivencia son tan populares en los medios, los libros y las películas?

TÍTULOS, AUTORES Y GÉNEROS DE LAS SELECCIONES DE LA UNIDAD 2

APRENDIZAJE CON TODA LA CLASE		
"El séptimo hombre"	Haruki Murakami	Cuento
"La lógica moral de la culpa del superviviente"	Nancy Sherman	Artículo de opinión
"¿La clave de la supervivencia en las catástrofes? Amigos y familia"	Shankar Vedantam	Podcast
APRENDIZAJE EN GRUPOS PEQUEÑOS		
"El viaje del James Caird" fragmento de El Endurance	Caroline Alexander	Narración no ficción

Available in English and Spanish



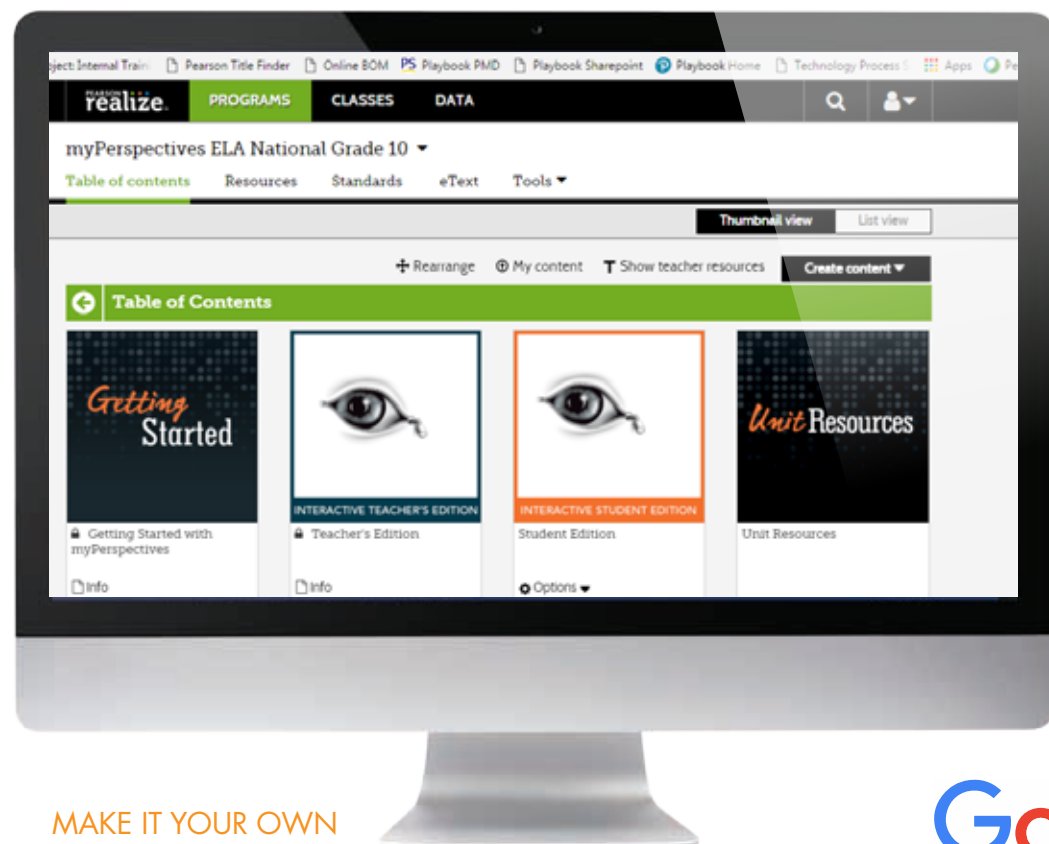
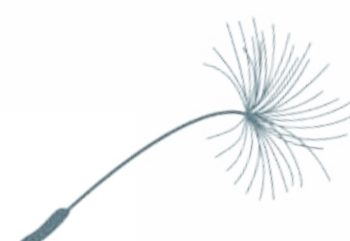
# DIGITAL AND MANAGEABLE

We live in a digital age. How do we use technology effectively to meet clear teaching goals? *myPerspectives* simplifies using digital resources, assessments, and data.

## Realize the Potential

[PEARSONREALIZE.COM](http://PEARSONREALIZE.COM)

This powerful online management system offers flexibility in planning, teaching, learning, progress monitoring, and assessing.



### MAKE IT YOUR OWN

Manage and customize the *myPerspectives* curriculum on [PearsonRealize.com](http://PearsonRealize.com).

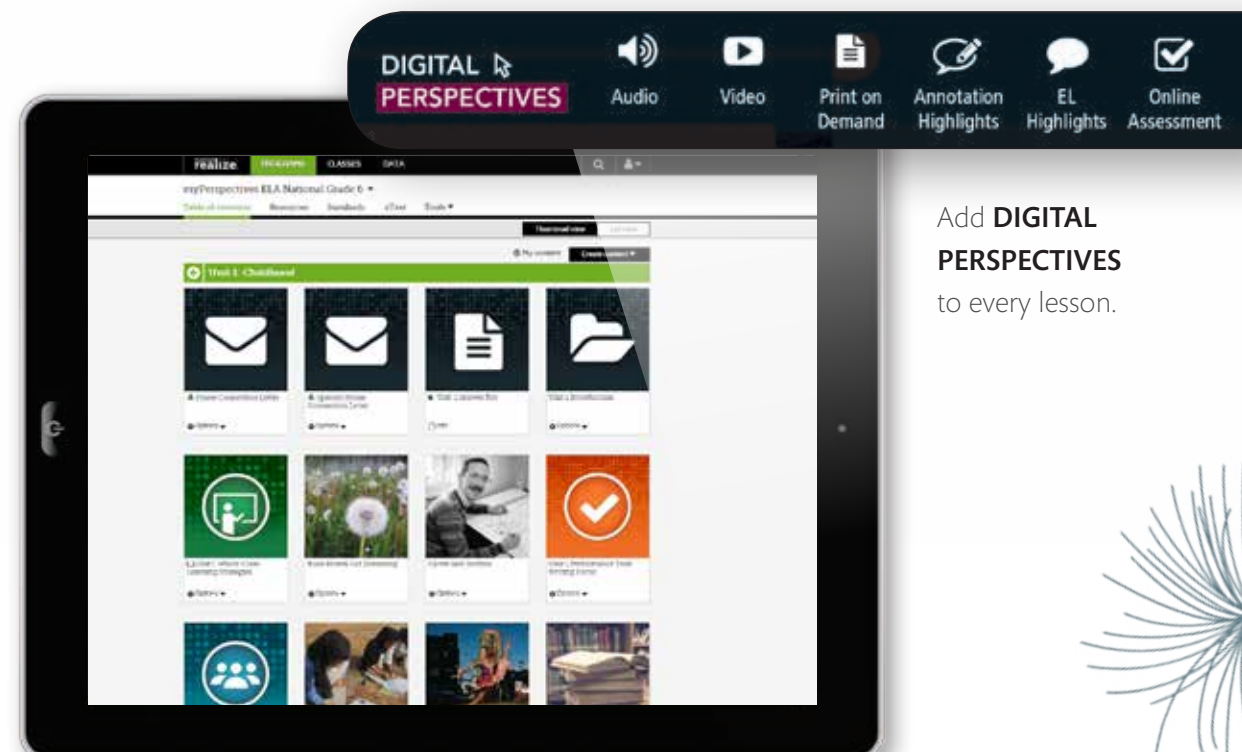
- Rearrange content
- Add links to online media
- Upload your own content
- Edit resources and assessments



### GOOGLE GLASSROOM AND DRIVE INTEGRATION

Share supported content from Realize with your classes. Add links from your Google Drive directly into your lessons.

Find Instructions, Resources, and Assessments at point of use.



Add **DIGITAL PERSPECTIVES** to every lesson.



Meaningful Data!

### TRACK STANDARDS MASTERY

Instant access to student and class data shows standards mastery on assessments, online activity, and progress.



# ASSESSMENTS BRING PERSPECTIVE



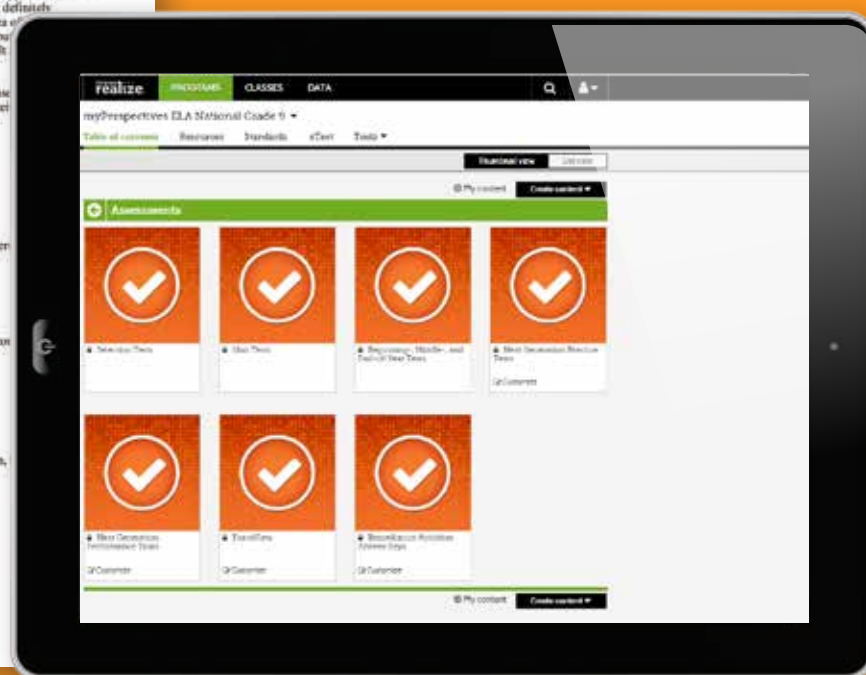
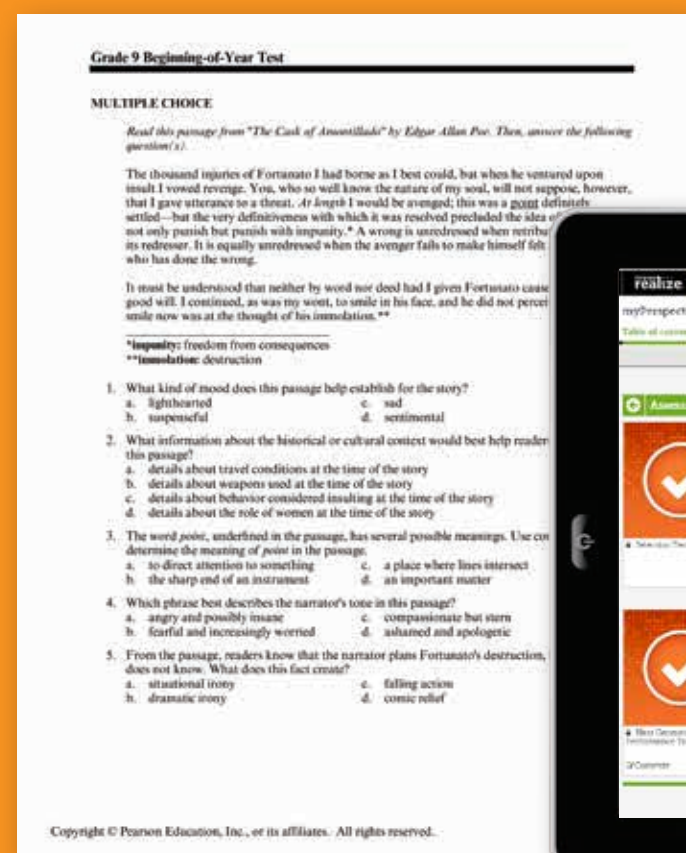
myPerspectives helps you establish a balanced assessment system. Know where students are and see where gaps occur, so you can help them achieve more.

## BEGINNING-OF-YEAR TEST

- Diagnose students' familiarity with skills and standards
- Includes multi-part response questions

## MID-YEAR AND END-OF-YEAR TEST

- Assess students' mastery of skills and standards at the halfway point and at the end of the year.
- Mid-Year Test allows for remediation. If taken online, remediation is automatically assigned.



## SELECTION TEST

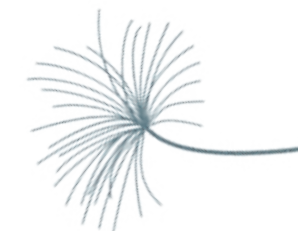
- Monitor mastery of the skills and standards taught in each selection
- Includes questions in selected-response format

## UNIT TEST

- Assess all skills and standards taught within the unit
- Provide remediation—if taken online, remediation is automatically assigned
- Includes two parts: Selected Response and Performance Task
- Includes questions that mimic next-generation assessments

## EXAMVIEW® TEST GENERATOR

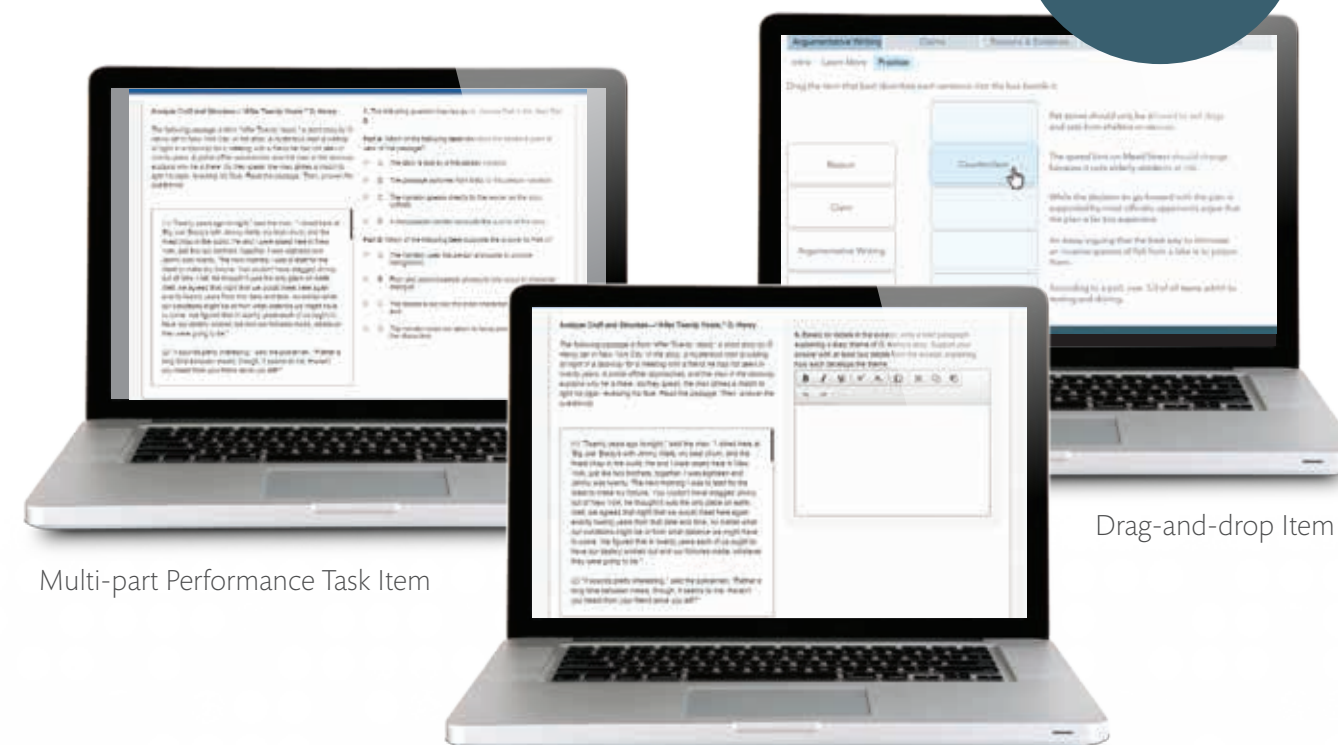
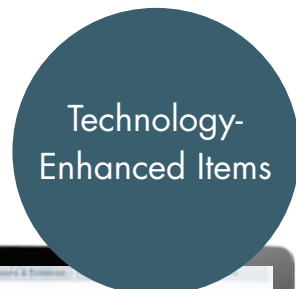
- Access all program test banks
- Customize assessments quickly and easily



## NEXT-GENERATION TEST PRACTICE

Program-agnostic tests give students practice with technology-enhanced and enabled items. Let students experience the features and functionalities of next-generation assessments.

- Two distinct, multi-part Performance Tasks
- Four authentic passages that are leveled
- Drag-and-drop, selected-response, and constructed response items
- Multiple-answer selected response with Part A and Part B questions where students give their answers and then cite text evidence
- Real-world Performance Tasks that cover a range of standards and reflect the rigor and expectation for complex thinking



Multi-part Performance Task Item

Drag-and-drop Item

Constructed Response Sample Item

# INSTRUCTIONAL RESOURCES

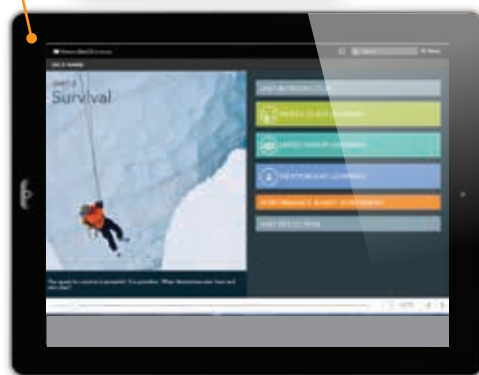
## WRITE-IN PRINT STUDENT EDITION

- Allows students to write directly in their text
- Perforated and three-hole punched pages make it easy to place into binders or hand work in
- BouncePages app connects directly to multimedia
- Standards are identified
- Selection pages allow students to access unit opener videos, audio, and media selections using the Pearson BouncePages app
- Independent Learning selections are referenced in print and available online



## INTERACTIVE STUDENT EDITION

- Next-generation interactive eText makes learning come alive
- Point-of-use interactive graphic organizers, selection audio, student modeling videos, multilingual glossary, footnotes, annotation tool, multimedia selections, and an inline notebook
- Includes all selections in the Write-in Print Student Edition as well as the Independent Learning Selections



## PRINT TEACHER'S EDITION

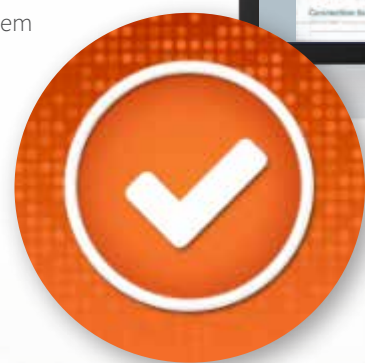
- Hardcover, single volume for all grades
- Standards are at point of use
- Includes Student Edition pages with reference to digital assets at point of use and Personalize for Learning notes for differentiation
- Lesson Resources planning page, Text Complexity Rubrics, and Teaching and Learning Cycle loop

## INTERACTIVE TEACHER'S EDITION

- Next-generation Teacher's Edition includes all features of the Interactive Student Edition
- Standards are at point of use
- Lesson Resources planning page, Text Complexity Rubrics, and Teaching and Learning Cycle loop
- Teacher modeling videos
- Author notes with professional development
- English Language support lessons and teaching notes
- Downloadable resources when you need them
- Accessible Leveled Texts for each selection

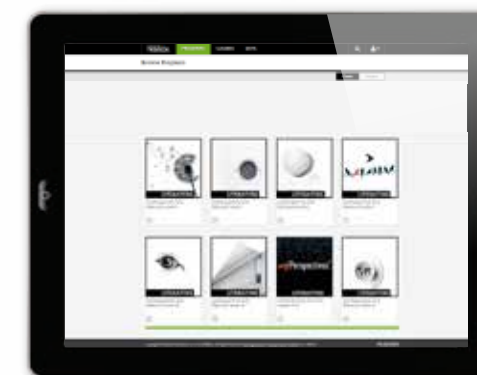


Comprehensive Assessments and In-Depth Data to Drive Instruction



## PEARSONREALIZE.COM

- Single sign-on online management system
- All digital resources, instruction, and assessments
- Standards support and resources
- Flexible class management tools



## UNIT & SELECTION RESOURCES

### TRADE BOOKS

- Unit-Aligned trade books, 2-3 suggested titles per unit
- Digital Library with 140+ titles
- Trade Book lesson plans for 130+ titles

### myPERSPECTIVES+

- Comprehensive teacher resource center
- Program-agnostic content, lessons, worksheets, tutorials, practice, and activities

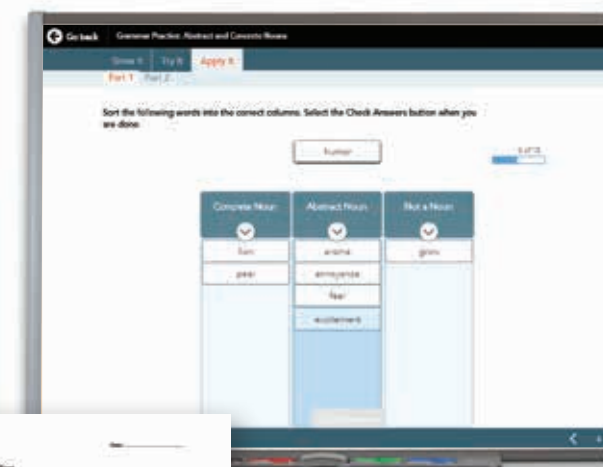


### AUDIO SUMMARIES

- Assignable resource includes English and Spanish text and an audio summary of each selection.
- Available at point of use in the Interactive Teacher's Edition eText

### SELECTION RESOURCES

- On-level and reteach/practice versions for all learner levels
- Referenced in the Teacher's Edition
- Assignable/printable/downloadable from Pearson Realize™
- Embedded at point of use in the Interactive Teacher's Edition



### UNIT LEVEL ANSWER KEY

Includes answers for:

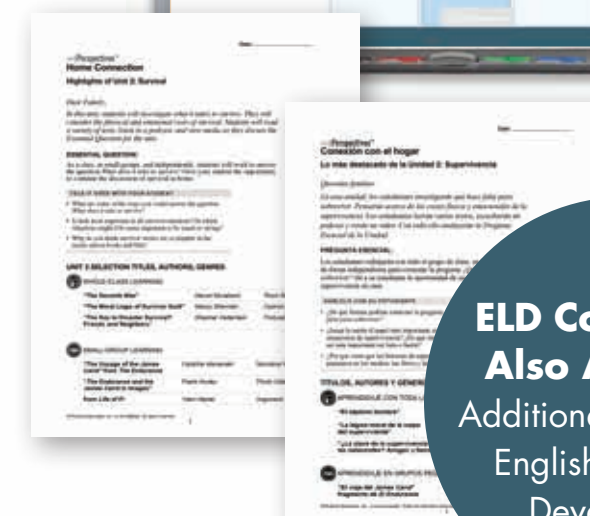
- Selection Worksheets
- Analyze the Text Questions
- Comprehension Check Questions

### ENGLISH LANGUAGE SUPPORT LESSONS

- Additional instruction for every selection
- Digital lessons referenced in the Teacher's Edition
- Embedded and downloadable lessons in the Interactive Teacher's Edition

### HOME CONNECTION LETTERS

- English and Spanish
- One letter per unit



**ELD Companion Also Available**  
Additional Support for English Language Development