

myPerspectives Florida Grades 6–12 © 2022 Flexible Instructional Model

Get Started!



Flexible Instructional Model Grades 6-12

UNIT INTRODUCTION
WHOLE-CLASS LEARNING
PEER-GROUP LEARNING
INDEPENDENT LEARNING
PERFORMANCE-BASED ASSESSMENT
UNIT REFLECTION

my Perspectives
ENGLISH LANGUAGE ARTS

Hi, teachers!

Today I'm excited to dive into the flexible instructional model in *myPerspectives* Florida with you. Let's get started.

How Are Units Organized?

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myPerspectives Florida engages learners with a student-centered, gradual release instructional model that promotes self-directed learning and builds content knowledge.

Did you know, and I quote:

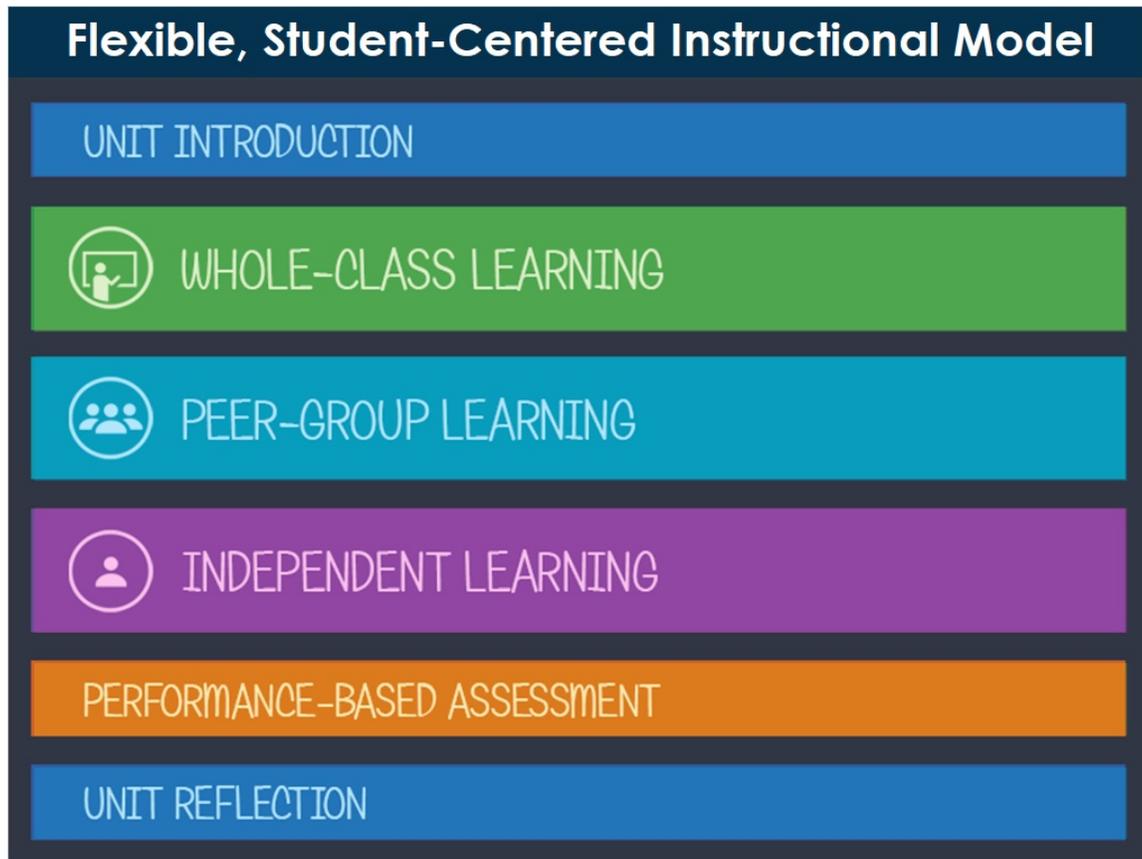
"When student centered learning opportunities are implemented properly, students experience a multitude of positive outcomes including increased motivation, deeper retention of knowledge, greater understanding, and improved attitudes towards the subject being taught." - Collins and O'Brien 2003 (quoted in Pearson Edition, Inc., n.d., 4)

I'll give you a moment to let that sink in . . . pretty profound, right?

The units are thematic and designed to provide an organizational framework for integrating new information. Each unit starts with an open-ended Essential Question, followed by meaningful, thought-provoking texts, interactive and engaging activities, and collaborative experiences; all designed to help students build content knowledge, develop communication skills, and prepare for the final Performance-Based Assessment.

As your class moves through the unit, your role will shift from teaching to facilitating to advising to assessing.

Flexible Instructional Model

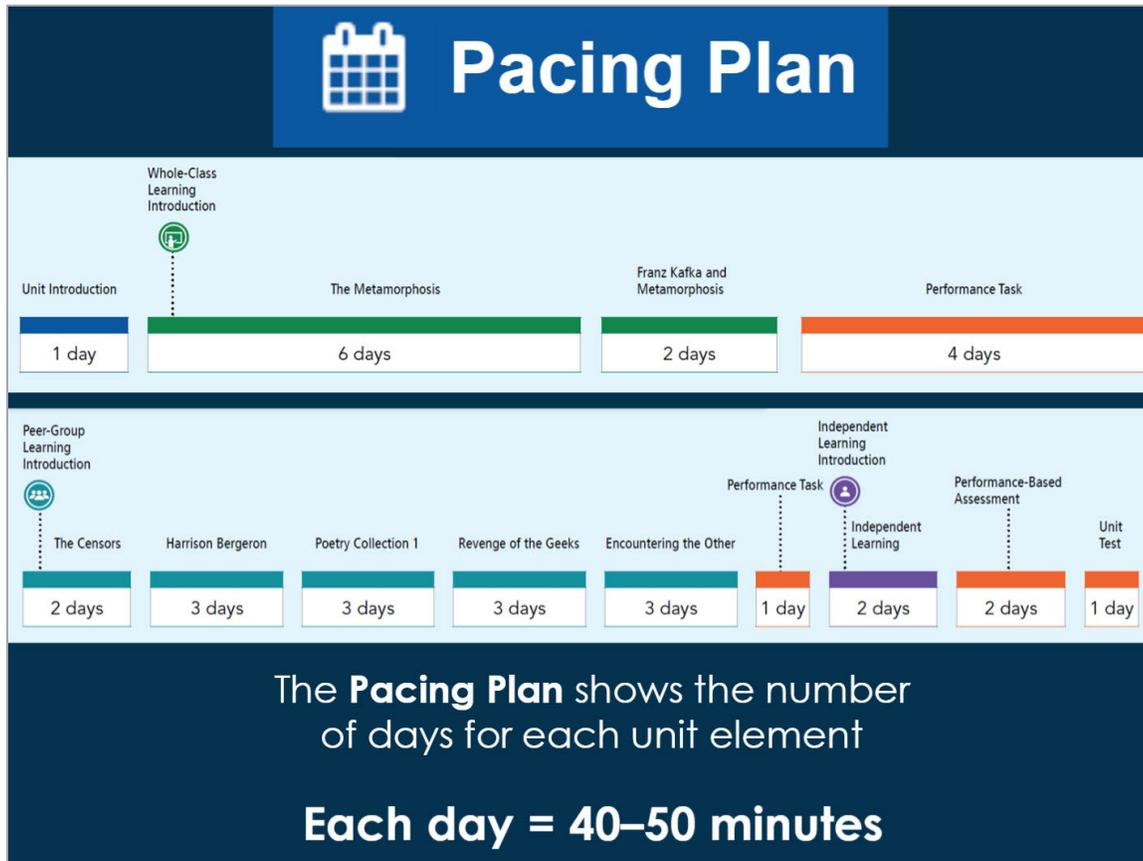


Okay, let's break down the flexible, student-centered instructional model now.

It's actually pretty simple.

A unit consists of six parts—Introduction, Whole-Class Learning, Peer-Group Learning, Independent Learning, Performance-Based Assessment, and Unit Reflection.

How Do I Pace a Unit?



The Pacing Plan tells you how long a unit should take and how many days each part should take. Each day is based on a forty- to fifty-minute class period with suggestions for alternate pacing that you can customize to meet your district’s needs.

Before we get into each part in a unit, I want to show you some planning resources: **Unit at a Glance**, **Lesson Planning**, **Unit-by-Unit Correlation**, **Correlation at a Glance**, and **Spotlight and Supporting Benchmarks**.

In addition, each unit has handy resources to help you plan your instruction.

Okay, now let's take a closer look at each part within a unit.

Unit Introduction

The screenshot displays the Unit Introduction page for Unit 2, "Outsiders and Outcasts." The main visual is a video player showing several budgies on a branch. Below the video, a discussion prompt asks, "What can happen to great thinkers when their ideas are critical of others?" and encourages students to write their response before sharing. The right side of the page is a grid of learning activities categorized into Whole-Class Learning, Peer-Group Learning, and Independent Learning. At the bottom, there are sections for Performance-Based Assessment and Unit Reflection.

myPerspectives Florida embeds many motivational strategies directly within the program to encourage students to take ownership of their learning.

You'll begin each unit with an engaging video that introduces students to the unit theme. Next, you'll pose an open-ended Essential Question (EQ for short) to stimulate thoughtful student inquiry as they explore the unit's theme and develop deeper understanding.

Then, you'll introduce specific Unit Goals and Academic Vocabulary words, and students will read a Mentor Text and complete a Word Network. This text models the way students will write for the Performance-Based Assessment. I love that all roads lead to the Performance-Based Assessment!

At the end of the Unit Introduction, students will write a summary of the mentor text and complete an Icebreaker activity and a QuickWrite based on the content they read and viewed. They will also revisit the EQ for the unit.

Whole-Class Learning

WHOLE-CLASS LEARNING

OVERVIEW

ESSENTIAL QUESTION
Do people need to belong?
Many people feel as if they are different, or weird. Often, this leads to feeling like an outsider or an outcast from society. During Whole-Class Learning, students will read and review selections about those who feel that they don't identify with social norms.

Whole-Class Learning Strategies

SET SOCIAL EMOTIONAL LEARNING
Review the Learning Strategies with students and explain that as they work through Whole-Class Learning, they will develop strategies to work in large-group environments. Have students watch the video on Whole-Class Learning Strategies.

You may wish to discuss some action items to add to the chart at a class before students complete it on their own. For example, for "Listen actively," you might elicit the following actions from students:

- Take thorough notes to ensure that you understand the points being made.
- Ask questions afterwards if you need clarification.

WHOLE-CLASS LEARNING

ESSENTIAL QUESTION
Do people need to belong?
All societies have uses of outsiders and outcasts. Some may mean that the experience of being an outsider is unwanted! Do we all feel like outsiders at some point in our lives? The selections you will read and watch in this section focus on one of the strongest and most powerful outsider stories in literature. You will work with your whole class to explore these texts and to consider what they reveal about the outside experience.

Whole-Class Learning Strategies

Throughout your life—school, in your community, and in your career—you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none"> Eliminate distractions; for example, put your phone away. Consider the speaker's full message before giving your own perspective.
Clarify by asking questions	<ul style="list-style-type: none"> If you're confused, other people probably are, too. Ask a question to help your whole class. If you find that you are guessing, ask a question instead.
Monitor understanding	<ul style="list-style-type: none"> Recognize the information you already know. Be ready to build on it. Ask to help if you are struggling.
Interact and share ideas	<ul style="list-style-type: none"> Show your ideas and answer questions, even if you're not completely sure. Build on the ideas of others by adding details or making a connection.

CONTENTS

TEXT SELECTION
The Metamorphosis
Franz Kafka, translated by Ian Johnston
A man wakes up one morning to discover he has changed into a giant "verminous bug."
Is a nightmare? Is it real? Will it end?

MEDIA VIDEO
Franz Kafka and Metamorphosis
ABC
Franz Kafka's classic story of terrifying transformation may capture a fear of change that is simply part of being human.

PERFORMANCE TASK: WRITING AN ARGUMENTATIVE ESSAY
Write an Argumentative Essay
After reading Kafka's "The Metamorphosis" and watching the video, you will write an argumentative essay in which you consider whether being an outsider is a universal experience.

Write an Argumentative Essay
Build your time-writing skills.

Pacing Plan

138 UNIT 2 • OUTSIDERS AND OUTCASTS

Whole-Class Learning 139

Unit Introduction (1 day)
The Metamorphosis (6 days)
Franz Kafka and Metamorphosis (2 days)
Performance Task (4 days)
The Centaur (2 days)
Harrison Bergeron (3 days)
Poetry Collection 1 (3 days)
Revenge of the Geeks (3 days)
Encountering the Other (3 days)
Performance Task (1 day)
Independent Learning (2 days)
Performance-Based Assessment (2 days)
Unit Test (1 day)

Let's talk about Whole-Class Learning now.

You'll begin this section by discussing Whole-Class Learning Strategies with your students to help set expectations for learning. Then, you'll introduce them to the genres and Concept Vocabulary and Comprehension Strategy.

myPerspectives Florida offers thematic, multi-genre texts and gives students opportunities to compare texts within and across genres.

For every selection, students will read the text a first time to get an overall understanding of it. Then, they'll read it again to revisit parts that are particularly important or complex.

Afterward, students will complete activities such as Build Insight, Analyze and Interpret, Study Language and Craft, and Share Ideas to develop critical reading and analysis skills.

Peer-Group Learning



You will encourage **collaboration** as your students work in groups, sharing their own ideas and perspectives and applying what they've learned.

The screenshot displays the 'Peer-Group Learning' section of the myPerspectives Digital platform. It is divided into three main panels:

- OVERVIEW:** Contains a 'RELEVANT QUESTION' titled 'What is the allure of fear?' and a 'SOCIAL EMOTIONAL LEARNING' section titled 'Peer-Group Learning Strategies'. It includes a 'Pacing Plan' at the bottom.
- CONTENT OVERVIEW:** Features a 'What is the allure of fear?' section with a video thumbnail and a 'Peer-Group Learning Strategies' section with a table of strategies. The table includes sections for 'Participate', 'Participate help', 'Support others', and 'Clarify'.
- CONTENTS:** Lists various digital resources such as 'Where is Here?', 'Rains The Dream Collector', 'Why Do Some Brains Enjoy Fear?', 'Bats!', 'The Raven', 'Wings', and 'The Wind'. It also includes a 'Performance Task' section.

Once the Whole-Class Learning part of the unit ends, your role shifts from teaching to facilitating, and even more amazing things start to happen.

You will encourage collaboration as your students work in groups, sharing their own ideas and perspectives and applying what they've learned. Peer-Group Learning is so important to developing college and career ready students who are knowledgeable, confident, respectful, and able to collaborate with others. Students are learning from each other, and we know from research that student engagement and achievement increase when this collaboration happens.

You will begin this part by discussing Peer-Group Learning Strategies and the genre options. Next, students will learn about the genre before preparing to read.

Then, you'll introduce them to the Concept Vocabulary and Comprehension Strategy before facilitating the peer groups as they read the selections.

Just like in Whole-Class Learning, students will complete routines to develop critical reading and analysis skills.

Peer-Group Learning ends with a Performance Task. This task is designed to help students prepare for the unit Performance-Based Assessment.

Independent Learning

After students complete the Peer-Group Learning part of the unit, your role shifts from facilitating to advising.

During this Independent Learning part, your students will use Independent Learning Strategies, select an online digital text to read on their own, based on interest and complexity level, and then start to formulate their own unique perspectives about the content. How powerful is that?

Students will use the Close-Read Guide to help work through their independent selections and then share their independent learning with their classmates.

Performance-Based Assessment

PERFORMANCE-BASED ASSESSMENT

PERFORMANCE-BASED ASSESSMENT

Sources

- WHOLE-CLASS SELECTIONS
- PEER-GROUP SELECTIONS
- INDEPENDENT-LEARNING SELECTION
- Your own experiences and observations

Personal Narrative INTERACTIVITY

ASSIGNMENT

In this unit, you read about fear in art and literature. You also practiced writing personal narratives. Now, apply what you have learned.

Write a **personal narrative** in which you synthesize information you learned in this unit with your own ideas to respond to the Essential Question:

What is the allure of fear?

Review and Evaluate Evidence

Review your Essential Question Notes and your QuickWrite from the beginning of the unit. Have your ideas changed?

YES	NO
Identify at least details that made you think differently about fear in art and literature.	Identify at least three examples or other details that reinforced your ideas about fear in art and literature.
1.	1.
2.	2.
3.	3.

State your ideas now:

How might you reflect your thinking about fear in art and literature in a personal narrative?

ESSENTIAL QUESTION | What is the allure of fear?

Share Your Perspective

Keep the Elements of Personal Narratives in mind as you work on the assignment.

PLAN Before you write, read the list of personal narrative elements, and make sure you understand all of the items.

DRAFT As you write, pause occasionally to make sure you're meeting the requirements.

Use New Vocabulary Refer to your Word Network to vary your word choice. Also, consider using one or more of the Academic Vocabulary terms you learned at the beginning of the unit: *motivate, dimension, manipulate, psychological, perspective*.

REVIEW AND EDIT After you have written a first draft, review it against the list. Make any changes needed to strengthen your message structure, use of narrative techniques, and style. Then, reread your narrative and fix any grammatical or spelling errors you find.

ELEMENTS OF PERSONAL NARRATIVES

PURPOSE

- » to tell a true story that conveys an insight or message

CHARACTERISTICS

- » a clearly established point of view
- » a well-developed message or insight
- » vivid and specific descriptions of people, places, and events
- » details, examples, and anecdotes from personal experience as well as related ideas from literature or other sources
- » narrative techniques, such as the use of dialogue and description
- » command of grammar, including the use of appropriate transitions

STRUCTURE

- » a well-organized structure that includes
 - an engaging beginning that introduces the characters, setting, and situation
 - a logical sequence of events
 - an ending that conveys an insight

EQ NOTES

Make sure you have synthesized information from your Essential Question Notes to support your thesis.

Now we get to my favorite part—the Performance-Based Assessment!

Students will demonstrate their learning using their EQ Notes, Word Network, and information learned to complete a culminating unit writing assignment.

Unit Reflection

UNIT REFLECTION

UNIT **1** REFLECTION

VIDEO NOTEBOOK INTERACTIVITY DISCUSSION BOARD DOWNLOAD ASSESSMENT

Reflect On the Unit

Reflect On the Unit Goals

■ **REVISIT** Review your Unit Goals chart from the beginning of the unit. Then, complete the activity and answer the question.

- In the Unit Goals chart, rate how well you meet each goal now.
- In which goals were you most and least successful?

Reflect On the Texts

■ **INVITE** Imagine that you could invite two people from this unit—characters, authors, or subjects—to speak at your school. Whom would you invite? Use a chart like the one shown to list one speaker from each text. Then, write your two top choices and your reasons.

SELECTION CHOICES	CHARACTER OR AUTHOR
The Fall of the House of Usher	
House Taken Over	
from How To Tell You're Reading a Gothic Novel	
Where Is Here?	
from The Dream Collector	
Why Do Some Brains Enjoy Fear?	
beware: do not read this poem	
The Raven	
Windigo	
Your Independent-Learning Selection:	
I would invite these two speakers because:	

Reflect On the ESSENTIAL QUESTION

■ **CREATE** Create a poster that summarizes your most memorable or insightful response to the Essential Question:

What is the allure of fear?

- Review unit selections to recall your answers and insights.
- Brainstorm for key words and phrases that relate to the Essential Question.
- Write a short statement that will be effective when paired with an image on a poster.

Combine words and graphics to create a poster that communicates your ideas. Choose a single unifying image that has a powerful impact.

B. E. S. T.
3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Reflect On the Unit

Have students watch the video on Reflecting on Your Learning.

Reflect On the Unit Goals

■ **REVISIT**

Students should reevaluate how well they meet the unit goals now that they have completed the unit. They should also indicate the goals in which they were most and least successful. You might ask them to justify their responses.

Reflect On the Texts

■ **INVITE**

Lead a class discussion about the speakers students would choose to invite. Alternatively, if you want to make this a digital activity, go online and navigate to the **Unit 1 Reflection: Discussion Board Activity**.

Reflect On the ESSENTIAL QUESTION

■ **CREATE**

Make sure students understand that the poster will summarize a personal insight or response—not key details from the unit selections, although these may be included as evidence to support the response. Encourage students to be as creative as they'd like when making posters.

ASSESSMENT

After students have completed the Performance-Based Assessment, administer the **Unit 1 Test**.

REMEDIATION Based on students' performance on the test, assign the

Lastly, in the Unit Reflection, students get a chance to reflect on the Unit Goals, the texts, and the Essential Question.

Reflecting on learning helps students understand themselves and make connections between what they've learned and what they want to learn. The Unit Reflection also provides an important stopping point to see their own growth as a thinker, reader, writer, and learner.

Instructional Flexibility

UNIT INTRODUCTION

WHOLE-CLASS LEARNING

PEER-GROUP LEARNING

INDEPENDENT LEARNING

PERFORMANCE-BASED ASSESSMENT

UNIT REFLECTION

Instructional model is streamlined to flow seamlessly into different learning environments:

- Mix texts
- Create your own lessons
- Rearrange lessons

We know that you want flexibility when teaching your students. So in order to meet them where they are, we've given you resources, tools, and additional content. Go ahead-teach your way!

With *myPerspectives* Florida, the instructional model is streamlined to flow seamlessly into different learning environments. You can mix texts, create your own lessons, and rearrange lessons.

On Savvas Realize, you'll find helpful and easy-to-use customization features. Create your own playlists using our content or pull in your own texts, resources, and activities to create a custom lesson plan. Other features like Build a Test and My Library provide even more flexibility. Rearrange units, create tests, and upload your own resources. You can also pull in Book Club or myPerspectives Plus resources.

Hook and Inspire features at Grades 9-12 allow you to go beyond the text and explore more with your students. Use the suggested hooks to launch students Into, sustain their interest Through, and take them Beyond the texts. Pull in videos, art, infographics, music, and more to make learning relevant for your students.

Closing



Flexible Instructional Model Grades 6-12

Thank you!

- UNIT INTRODUCTION
- WHOLE-CLASS LEARNING
- PEER-GROUP LEARNING
- INDEPENDENT LEARNING
- PERFORMANCE-BASED ASSESSMENT
- UNIT REFLECTION

my Perspectives ENGLISH LANGUAGE ARTS

my SAVVAS Training

Thank you for going through the **myPerspectives Florida** flexible instructional model with me.

To learn more, visit My Savvas Training.