

Grade 10 Honors Unit 2: Outsiders and Outcasts

Dear Family,

In this unit, students will learn about feeling left out. They will consider why some people strongly feel this way, but also whether every individual feels left out in some way. Students will read a variety of texts and watch a video 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 *Do people need to belong?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *Do people need to belong?*
- What do these selections suggest about being different? What can we learn from people who are different from us?
- Why do you think stories about outsiders and outcasts are so popular in the media and in books and film?
- What is the most interesting aspect of the idea of outsiders and outcasts that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *Is the experience of being an outsider universal?* He or she will write an argument and may give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

STANDARDS

Activities and assignments in Unit 2 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

Reading

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 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.

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Thank you for your continuing support!