

Highlights of Grade 12 Unit 1: Forging a Hero: Warriors and Leaders

Dear Family,

In this unit, students will investigate what makes a hero. Students will read a variety of texts, listen to a speech, and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, as well as in small groups and independently, students will work to answer this question: *What makes a hero?* Give your student the opportunity to continue the discussion of heroism at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *What makes a hero?*
- Is heroism more about the sacrifices a hero makes, or about what they accomplish?
- Why do you think heroism is such an enduring theme in media and books?
- What is the most interesting aspect of heroism that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

What contributes more to heroism – sacrifice or success?

In order to take a position on this question and write an argument supporting that position, students will draw on what they learned from the selections they studied in this unit as well as from the Performance Tasks they completed. At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment answering this question: *What contributes more to heroism – sacrifice or success?* In response to that question, students will prepare an argument

STANDARDS

Activities and assignments in Unit 1 will help your child meet the following objectives for reading literature and informational texts, writing, as well as speaking and listening.

Here are some key standards students will work toward in this unit:

RL.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11–12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11–12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

W.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11–12.2 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.

W.11–12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11–12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Thank you for your continuing support!