

Home Connection

Grade 9 Honors - Unit 5: Journeys of Transformation

Dear Family,

In this unit, students will learn about life-altering journeys, considering how journeys, both external and internal, can teach us about ourselves. Students will read a variety of texts 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 can we learn from a journey?* 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 *What can we learn from a journey?*
- What personal attributes helped Odysseus triumph over all the trials of his journey home? What tests must a person overcome to prove their strength?
- Why do you think stories of epic journeys are so popular in the media and in books and film?
- What is the most interesting aspect of the idea of journeys of transformation that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *When does the journey matter more than the destination?* He or she will write an explanatory essay and may put together a podcast, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

STANDARDS

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

Reading

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 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 informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of Alternate views), clear goals and deadlines, and individual roles as needed.

Thank you for your continuing support!