

Grade 11 Unit 3: Facing Our Fears

Dear Family,

In this unit, students will learn about fear, considering the impact fear can have on individuals as well as large groups of people. Students will read a variety of texts and listen to 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 *How do we respond when challenged by fear?* 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 *How do we respond when challenged by fear?*

What do these selections suggest about what we fear? How can fear cause people to act irrationally?

Why do you think stories about facing fear are so popular in the media and in books and film?

What is the most interesting aspect of the idea of facing our fears that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *Is fear always a harmful emotion?* He or she will write an argumentative essay and may give a speech, 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

- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 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.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- 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.

Thank you for your continuing support!