

Grade 12 Unit 2: Facing the Future, Confronting the Past

Dear Family,

In this unit, students will learn about how the past is still alive, considering how the past shapes us on large as well as personal scales. Students will read a variety of texts and listen to 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 *How do our attitudes toward the past and future shape our actions?* 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 our attitudes toward the past and future shape our actions?*

What do these selections tell us about people's relationships to the past? How can the past inform the future?

Why do you think stories from the past are so popular in the media and in books and film?

What is the most interesting aspect of facing the future, confronting the past that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What is the relationship of human beings to time?* He or she will write an argument in the form of a response to literature and may record a TV commentary, 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 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).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 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 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.

Writing

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- 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

- 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.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Thank you for your continuing support!