

## Grade 12 Unit 3: Seeing Things New

Dear Family,

*In this unit, students will learn about vision and disillusion, considering different perspectives of how to look at things. 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 *Why are both vision and disillusion necessary?* 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 *Why are both vision and disillusion necessary?*
- What do these selections say about how people may see the world differently? How can we learn from other people's perspectives?
- Why do you think stories about disillusion are so popular in the media and in books and film?
- What is the most interesting aspect of seeing things new that you learned from your reading?

### PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *When can the way we look at things lead to growth—and when can it hold us back?* He or she will write a reflective narrative and then may prepare a dramatic reading, 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.
- 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 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).
- 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

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### Speaking and Listening

- Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

*Thank you for your continuing support!*