

## Grade 12 Honors - Unit 4: Discovering the Self

*Dear Family,*

*In this unit, students will learn about self-awareness. They will consider concepts relating to identity and how one comes to discover who he or she is. 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 the question *How do we define ourselves?* 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 define ourselves?*
- What do these selections say about how people discover their true identities? How can we learn about ourselves from the writings of others?
- Why do you think stories about self-discovery are so popular in the media and in books and film?
- What is the most interesting aspect of the idea of discovering the self that you learned from your reading?

### **PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT**

Your student will need to answer the question *What types of experiences allow us to discover who we really are?* He or she will write a personal narrative and then may perform a brief introduction to the narrative, 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 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.
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### **Writing**

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.

#### **Speaking and Listening**

- Integrate multiple sources of information presented in diverse media or formats (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.
- 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!*