

Contemporary Communications (12)



UNIT 1: Identity and Character

ESSENTIAL QUESTION

BIG IDEAS

How can I create or identify the purpose, cause or belief that drives me?

- Students will examine their motivation and purpose.
- Students will identify, examine and analyze the influences (moral, environmental, community, religious, etc.) in their lives and how these shape their character and perspective.

What factors/influences shape me as an individual?

- Students will reflect on how life experiences have molded them into the young adults they are today, and who they are developing into as adults.

GUIDING QUESTIONS

Content

- What is identity and what factors/influences shape identity? **SL.12.1, W.12.2, W.12.3, RL.12.2, RL.12.10, RL.12.12, RI.12.12, RI.12.13**
- What is character, and how is it distinct from personality? **SL.12.1, RL.12.2, W.12.3**
- What are examples of moral, environmental, community, religious, etc. influences? **SL.12.1**
- How do factors/influences define individuals' perspectives? **SL.12.1**
- How can I convey my true self to various audiences in writing? **W.12.3, W.12.10, W.12.11**

Process

- What markers or events show how I have changed my beliefs over time (in my thinking, morals, perspective, etc.)? **SL.12.1, RL.12.10, RL.12.12, RI.12.12, RI.12.13**
- How do multiple types of influences in nonfiction literature impact an individual's perspectives? **RI.12.13, RI.12.12, W.12.2**
- Where do I see evidence of how a person is shaped by outside factors/influences in reading and in writing? **W.12.2, W.12.3, W.12.10, W.12.11, SL.12.1, RL.12.2, RL.12.10**
- What challenges a person's character, and unique influences, and how do I recognize these challenges? **RL.12.12, RI.12.12**
- How can my understanding of audience and purpose influence my writing choices? **W.12.3, W.12.10, W.12.11, SL.12.1, RL.12.12**

Reflective

- Which of my beliefs have changed or remained consistent over the years? Why?
- What experiences have I had that have shaped me into the person I am today?
- How might these experiences influence my actions, beliefs, perspectives in the future?
- Do I believe that my identity and character is best defined by myself or by others?

FOCUS STANDARDS

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. **W.12.2**
- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences **W. 12.3**
- Demonstrate command of the conventions of standard English grammar and usage when writing. **W. 12.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **W. 12.11**

Reading Literature

- Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text **RL. 12.2**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading **RL. 12.10**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **RL. 12.12**

Reading Informational

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RI. 12.12**
- Read and comprehend grade-level appropriate nonfiction literature **RI. 12.13**

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively **SL.12.1**

