

Date: _____

Perspectives[™] Home Connection

Highlights of Unit 3: Crazy, Stupid Love

Dear Family,

In this unit, students will learn about tragic romances, considering the concepts of fate and personal choices. 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 *What is true love?* 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 *What is true love?*
- How did Romeo and Juliet's actions bring about their dire fates? Should we always listen to others when making important choices?
- Why do you think stories of ill-fated romances are so popular in the media and in books and film?

UNIT 3 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

<i>The Tragedy of Romeo and Juliet</i>	<i>William Shakespeare</i>	drama
"Pyramus and Thisbe"	<i>Ovid, retold by Edith Hamilton</i>	short story



PEER-GROUP LEARNING

“Romeo and Juliet Is a Terrible Play...”	<i>Alyssa Rosenberg</i>	literary criticism
“In Defense of Romeo and Juliet: It’s Not Childish, It’s *About* Childishness”	<i>Noah Berlatsky</i>	literary criticism
“American History”	<i>Judith Ortiz Cofer</i>	short story
“Futility”	<i>Claude McKay</i>	poetry
“How Do I Love Thee?” (Sonnet 43)	<i>Elizabeth Barrett Browning</i>	poetry
“Sonnet XVII”	<i>Pablo Neruda</i>	poetry



INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well, so that you can discuss it together.

“What’s the Rush?: Young Brains Cause Doomed Love”	<i>Lexi Tucker</i>	nonfiction
“The Voice of the Enemy”	<i>Juan Villoro</i>	short story
“If Romeo and Juliet Had Cell Phones”	<i>Misty Harris</i>	news article
“Music”	<i>Elizabeth Acevedo</i>	poetry
“An Extraordinary Woman”	<i>Jez Burrows</i>	poetry
“Annabel Lee”	<i>Edgar Allan Poe</i>	poetry

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of the idea of star-crossed romances that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, your student will learn how to put together an argument. He or she will then write a literary analysis essay in the form of an argument about a literary work recently read.



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to develop an advertisement and present it to the class.



End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment addressing the question *What is true love?* In response to that question, he or she will write an argumentative essay and respond to multiple-choice questions about revising and editing.

STANDARDS

Activities and assignments in Unit 3 will help your student meet the following Texas Essential Knowledge and Skills. Here are some key standards students will work toward mastering in this unit.

Comprehension / Response

- **4.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **4.E** Make connections to personal experiences, ideas in other texts, and society.
- **5.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Vocabulary / Word Study

- **2.C** Determine the meaning of foreign words or phrases used frequently in English such as *bona fide*, *caveat*, *carte blanche*, *tête-à-tête*, *bon appétit*, and *quid pro quo*.

Analysis

- **6.A** Analyze how themes are developed through characterization and plot in a variety of literary texts.
- **7.C** Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.

Composition

- **9.D.i** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
- **10.D** Compose correspondence in a professional or friendly structure.

Thank you for your continuing support!