

GRASPS

UNIT: EXPLORING IDENTITY

SUBJECT: English Language Arts – Grade 10

PERSONAL PROFILE TASK: IDENTITY

ESSENTIAL QUESTION(s):

- Who am I? How do I define myself? How does my identity change and evolve?
- How does making connections between text and self deepen my understanding of my own identity?
- How does understanding my own identity help me to connect and empathize with others?

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Goal	Goal: Students are applying to an elite university/trade school/gap year experience or job and need to create a personal profile to support their application. They will find three examples of texts that support their identity and help them tell the story of their identity, in an effort to persuade a selection committee as to why they are the best fit for the opportunity.
Role	Role: Students as their future grade 12 self, applying to post-secondary institutions, trade schools, overseas volunteering opportunities or the workplace.
Audience	Audience:

The selection committee of the desired educational institution, work place or other experience.

Situation	Situation: Applying to a desired educational, recreational or job experience in a highly competitive market.
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Performance or Product	Performance or Product: An online personal profile to be sent to the selection committee.
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Standards	Standards: See attached rubric.
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Differentiation	Differentiation: Requirements of the performance task product can be differentiated based on learning styles and needs: see differentiation and adaptations on the left sidebar.
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