



Unit Planner: Coming-of-Age by Challenging Truths

English 2

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High School > 2018-2019 > Grade 9 > English Language Arts > English 2 (C) > Week 33 - Week 39

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Coming-of-Age by Challenging Truths

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Big Ideas / Enduring Understandings

Enduring Understanding:

1. To “come of age” refers to the transition individuals experience when they mature from childhood to adulthood.
2. As we “come of age,” we begin to challenge our beliefs and realize that our world is complex.
3. Protagonists in “coming of age” texts experience a turning point where they lose their innocence of childhood and are forever changed.

Essential Questions

What does it mean to “come of age?” Thematic

What are some changes that individuals might experience when they traverse the line between childhood and adulthood? Thematic

In literature, what are common characteristics of the genre of “coming of age?” Literary

How can I create topic sentences (thesis statements) on my own? Writing

What is the proper way to use evidence in my writing? Writing

How can I identify if a source is credible or not? College Readiness

How do I disprove a claim that I know to be incomplete or unfactual? College Readiness

Common Core Standards and Indicators

NYS: CCLS: English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7a. Explore topics dealing with different cultures and world viewpoints.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Rationale for Unit:

The activities in Unit 5 bridge the gap between literature and reality. Students will experience what it means to grow up twofold. As they follow their coming-of-age protagonist through his/her quest, students will examine their own realities by assessing the "facts" that are presented to them on a daily basis in news sources. Unit 5 culminates in

Skills / Strategies

1. Students will be able to compile evidence that accurately shows the characterization of a central character to a text.
2. Students will be able evaluate the effectiveness of a student-led discussion by attesting to each individual’s contribution to the discussion and by identifying three “deeper understandings” that he/she came to regarding the Essential Questions over the course of the discussion.

<p>a the Disproving Fake News/ Writing from Sources essay and the Character Roundtable.</p> <p>Exploring the Theme:</p> <ul style="list-style-type: none"> • Characteristics of Coming-of-Age Literature • Assessing the Source: Challenging “Truths” <p>Changes made and revised using ENGAGE NY-</p> <p>In this unit, students continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units. This may be students’ first exposure to Shakespeare and the format of a play, so instruction will include a focus on Shakespeare’s use of language and word choice. Students will study the structure of his language and speeches for craft and impact on character development.</p>	<ol style="list-style-type: none"> 3. Students will be able to justify their portrayal of a character through a written reflection explaining why they included specific evidence and how it is important to the character’s development. 4. Students will be able to annotate a fake news article and pinpoint where in the article there is an inclusion of false news. 5. Students will be able to use evidence to prove that evidence in the fake news article is false. 6. Students will be able to compose an argumentative essay that takes a position on an issue and synthesizes evidence from sources in order to support their position.
<p>Key Terms / Vocabulary</p> <p>Unit Vocabulary</p> <ul style="list-style-type: none"> • Literary Forms- prose, drama, poetry • Genre • Fake News • Coming-of-Age Fiction • Credibility • Rhetorical Analysis 	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Students are reading the play <i>Romeo and Juliet</i> to promote Theatre Arts within ELA courses.</p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p>
<p>Resources</p>	

