Approaching Adulthood

Collaboration

Stage 1: Desired Results

Standards & Benchmarks

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Enduring Understandings

Sample Enduring Understandings

How life's lessons mold us into who we become.
Changes occur that determine your adulthood.

Essential Questions

Samples

- **How did we become the people that we are?**
- **What type of events help mold us and how do they do so?**
- **Is there a specific age or event in which a child is officially an adult?**
- **What are some of the hardest life lessons a person has to learn? (What themes do you see in everyday life?)**

Content

Students will know

Reading:Literature

- Text evidence to support answers
- Inference (Implicit/explicit)
- Theme/central idea/supporting details
- Story elements (plot)
- Characterization (direct/indirect)
- Summarizing (objective)
- Dialogue and incidents develop plot
- Figurative and connotative meanings of word and phrases
- Word choice on meaning and tone
- Analogies/allusions

Reading:Informational Text

- Textual evidence to support answers
- Theme/central idea/supporting details
- Summarizing (objective)
- Figurative and connotative meanings of word and phrases
- Word choice on meaning and tone
- Analogies/allusions
- Text structure/features
- Author's point of view or purpose in text
- Arguments (claims, counter-claims)
- Evaluate arguments and claims, relevant, and sufficient evidence
- Persuasive techniques
- Analyze information from multiple sources (compare/contrast, fact vs. opinion)

Skills & Learning Targets

Bloom's Taxonomy
Students will be able to

Reading:Literature

- Cite textual evidence
- Draw inferences from the text
- Define theme
- Determine theme of a text and it's relationship to characters, setting and plot
- Create an objective summary of the text
- Analyze how particular lines of dialogue or incidents develop and stimulate the plot
- Identify and analyze by diagramming character motivation
- Identify how word choice effects meaning and tone

Reading: Informational Text

- Cite textual evidence
- Draw inferences from the text
- Define central idea
- Determine central idea of a text and it's relationships to the supporting ideas
- Create an objective summary of the text
- Analyze by tracking how an idea is introduced and elaborated throughout a text
- Define and identify text structure and features
- Identify persuasive techniques and how they impact the author's argument
- Determine author's point of view and purpose for writing the text

Language

- Verbals (gerunds, participles, infinitives)
- Verbs in active and passive voice
- Spelling
- Word Meanings (context, figurative vs. literal)

Writing

- Responding to text (Argumentative writing)
- Support claims with evidence (relevant, credible sources)
- Distinguish claims from counterclaims
- Concluding statements
- Narratives (real or imagined experiences)
- Relevant details
- Establish point of view, include narrator, characters, dialogue, transition words, descriptive details)
- Debate (claim, counterclaim, rebuttal) Use multiple, credible source

Speaking and Listening

- Diverse media and formats
- Motives behind presentation
- Speaker's point of view, reasoning and evidence
- Present information, findings, and supporting evidence
- Multimedia presentations

- Identify conflicting viewpoints
- Evaluate an argument; identify relevant and sufficient claims and evidence, as well as irrelevant claims and evidence
- Compare and contrast texts
- Analyze information from multiple source, compare and contrast arguments
- Delineate between fact and opinion

Language

- Define the function of verbals (gerunds, participles, and infinitives)
- Form and use verbs in the active and passive voice

Writing

- Write arguments and support claims with relevant and credible evidence from the text
- Distinguish claims from counterclaims
- Create a narrative, including characters, dialogue, and plot.
- Establish point of view, include narrator, characters, dialogue, transition words, descriptive details)
- Create an argument for a debate including claim, counterclaim, rebuttal
- Utilize multiple, credible sources in debate

Speaking and Listening

- Analyze the purpose of information presented in diverse media formats
- Evaluate speaker's motives
- Delineate a speaker's argument and claims (relevance, reasoning, reliability)
- Present claims and findings (reasoning, relevance and reliability)
- Integrate multimedia and visual displays in presentations
- Adapt speech to a variety of tasks and audiences

Academic Vocabulary

Academic Vocabulary: debate, deduce, license, sufficient, trend,
Content Vocabulary:
central idea/supporting details
characterization: antagonist, character foil, direct and indirect characterization, dynamic, flat, major, minor, protagonist, round, static,
conflict:man vs paranormal, man vs society, external, internal, man vs. man, man vs. nature, man vs. self, man vs. technology
inference: explicit, implicit
persuasive techniques:bandwagon, data/statistics, ethos, logos, pathos, power of three, propaganda, repetition, rhetorical question
plot: climax resolution. conflict, exposition, rising action
theme
summary (objective)

Social Studies: citizenship, electoral process, legalization

Resources

Article "Arguments for Room for Debate" from the New York Times (info. text, trace and evaluate argument/counterarguments)
Article "Fatal Car Crashes Drop for 16 year-olds, Rise for Older Teens" Allison Aubrey (info. text, trace and evaluate argument/counterarguments, determine central ideas/details)
Article "Is 16 Too Young to Drive a car?" (info. text, trace and evaluate argument/counterarguments, determine central ideas/details)
Article "When do Kids become adults" (info. text, trace and evaluate argument/counterarguments)

Multimedia PSA: "Your Phone Can Wait" (persuasive techniques)
Multimedia: "Driving Distracted" (persuasive techniques)
Poem "Hanging Fire" by Audre Lorde and "Teenagers" by Pat Mora (Inferences)
Poem "Oranges" Gary Soto (inference/theme)
Short Story "Blues A'int No Mockin Bird" Toni Cade Bambara (inference, plot)
Short Story "Charles" Shirley Jackson (plot, point of view, foreshadowing, inference)
Short Story "Eleven" Sandra Cisneros (theme, text structure)
Short Story "Flowers of Algernon" by Daniel Keyes (plot, point of view, foreshadowing, inference)
Short Story "Marigolds" by Eugenia Collier (character/theme)
Short Story "On Woman's Right to Suffrage" by Susan B. Anthony (Reading Skill: Fact and Opinion and Literary Analysis: Persuasive Techniques)
Short Story "Raymond's Run" by Toni Cade Bambara "A Retrieved Reformation" by O. Henry (plot, characterization)
Short Story "Tears of Autumn" by Yoshiko Uchida (Reading Skill: Compare and Contrast Literary Analysis: Setting Using the Strategy: Comparison Questions)
Short Story "Thank You M'am" by Langston Hughes (characterization, inferences,plot, theme)
Short Story "The Gift of the Magi" O Henry (plot, irony, inference, theme foreshadow, characterization)
Short Story "The Necklace" Guy de Maupassant (inference, theme, characterization)
Short Story "The Story Teller" by Saki (characterization, inferences,plot, theme)
Short Story "The Trouble With Television" by Robert Macneil Reading Skill: Fact and Opinion and Literary Analysis: Persuasive Techniques)
Short Story "Who Can Replace A Man" by Brian Aldiss(Reading Skill: Compare and Contrast Literary Analysis: Setting Using the Strategy: Comparison Questions)
Short Story 11:59 (elements of literature)
Short Story Baker Heater League (elements of informational text)

Social Studies: Constitution Unit
Social Studies: Citizenship

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