**Unit Plan:** Coming of Age

**Length of Unit:** 6 weeks

**Grade Level:** 5th

**Teacher:** Mrs. Engel, Mrs. Hauser, & Mrs. Crabb

**Summary:** This unit focuses on the genre of the novel, and uses “coming of age” as a unifying theme. In this unit, students choose one of many exemplar novels to study, using all the strategies and skills learned throughout the year. Coming of age is the recurring theme in the texts for this unit. Students compare and contrast characters' experiences in novels to develop their own definition for “coming-of-age novels.” Students research the historical context behind a novel, such as the Great Depression as the historical context for Bud, Not Buddy, by Christopher Paul Curtis. Striving to answer the essential question, students create multimedia presentations about coming of age.

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| **Stage 1 –Desired Results** | | |
| **Established Goals (Standards)**  **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.5.3 (a):** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  **L.5.3 (b):** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | **Transfer** | |
| Students will be able to independently use their learning to…  ***What is it that we want them to be able to do independently by the end of the unit? What skill/x and or understanding/s will they demonstrate to us on their own in a new situation at the end of the unit?***  ***\*\*The summary above gives us information about what students are expected to be able to do independently.***  O**BJECTIVES FROM THE COMMON CORE CURRICULUM MAPS book.**   * Define the term coming-of-age novel. * Compare the treatment of coming of age in a variety of novels. * Compare and contrast novels and their film versions. * Compare and contrast how characters in a story respond to challenges and what they learn from their experiences. * Compare and contrast the experiences of real people during different historical time periods. * Generate interview questions; interview people who can serve as sources of information on a research topic; relate their answers to research questions. * Research the steps that would be involved in turning a hobby or interest into a career; communicate findings. | |
| **Meaning** | |
| **Understandings**  Students will understand that…  ***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **Essential Questions**  Students will keep considering…   * How can literature help us understand what it means to “grow up”? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know…  ***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **SKILLS**  Students will be skilled at…  ***Find examples from the 5th grade standards documents on the Weebly and add here.*** |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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