

05_Coming of Age

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **6 Weeks (30 Days)**
Status: **Published**

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: How does the process of coming of age shape one's identity and influence their interactions with others?

Students will understand the following:

- The concept of coming of age.
- Character development and identity.
- The influence of relationships.
- Consequences and decision making.
- Societal influences and self-perception.

General Overview, Course Description or Course Philosophy

This unit explores the theme of coming of age in S.E. Hinton's novel, *The Outsiders*. Through a variety of activities and discussions, students will delve into the process of personal growth, self-discovery, and identity formation during adolescence. They will analyze how the characters in the novel navigate the challenges of coming of age, including relationships, peer pressure, conflicts, and societal expectations. By examining the characters' journeys, students will gain insights into their own experiences, reflect on the importance of choices and consequences, and develop a deeper understanding of the complexities of identity development during this transformative period of life.

CONTENT AREA STANDARDS

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters

or plot).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Understanding the interrelated patterns of change by examining multiple events allows

for a clearer understanding of the significance of individuals and groups.

SOC.6.2.12.HistoryCC.3.b

Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.K-12.P.3

Consider the environmental, social and economic impacts of decisions.

TECH.K-12.P.4

Demonstrate creativity and innovation.

TECH.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Coming of age is a common theme in literature that explores the process of personal growth, self-discovery, and identity formation during adolescence.
- *The Outsiders* by S.E. Hinton is a novel that vividly portrays the challenges and experiences of characters who are coming of age.
- Relationships, such as friendships and peer dynamics, significantly influence an individual's coming-of-age journey and can shape their choices, actions, and personal growth.
- The consequences of the character's choices and actions in *The Outsiders* highlight the importance of decision-making and the potential impact it can have on one's personal growth and development.
- Social influences, such as societal expectations, social class, and stereotypes, play a role in shaping individuals' self-perception and their navigation through the challenges of adolescence, as depicted in *The Outsiders*.

Procedural Knowledge

Students will be able to:

- Analyze character development and transformations in *The Outsiders* during the coming-of-age process.
- Engage in collaborative discussions to discuss and interpret themes.
- Write character analyses that explore the motivations and conflicts of characters.
- Identify and analyze literary devices (e.g., symbolism, imagery) and their significance in relation to the novel.

- Reflect on personal experiences and make connections to the characters' journeys in *The Outsiders*.
- Create visual representations (e.g., concept maps, storyboards) illustrating the stages of the theme development.
- Participate in role-playing activities to understand different character perspectives and motivations.
- Write reflective journal entries on the themes and messages in *The Outsiders*.
- Engage in debates or discussions, presenting and defending viewpoints on social issues from the novel.
- Conduct research on the historical and social context of the 1960s, examining its influence on coming of age.
- Create multimedia presentations to express an understanding of coming-of-age themes and their relevance.
- Write reflective essays synthesizing an understanding of themes, character development, and literary devices.
- Utilize close reading skills to analyze key passages and extract meaning related to coming of age.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Character Projects
- Oral Journals
- Teacher/Student Conferences
- Oral Presentations
- Multimedia Presentations
- Portfolio Assessments

Summative Assessments

Long writes, character project, presentations, group projects, reflective entries.

Formative Assessments

Character analysis, class discussions, personal reflections, class debates, quizzes, exit slips, and reading checks.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized, but not limited to:

The Outsiders by S.E. Hinton-Core Text

West Side Story by Arthur Laurents (play or movie adaptation)

"Nothing Gold Can Stay" by Robert Frost

[IXL](#)

[Commonlit](#)

INTERDISCIPLINARY CONNECTIONS

Visual and Performing Arts

- Students will study the music of “West Side Story” and make connections to *The Outsiders*.

Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

Social Studies

- Ethics
- Philosophy
- Autobiographical studies

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

