Unit 4: Human Intelligence

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8

Unit 4: Human Intelligence

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Diana Kucko

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

This unit is all about justice and what really matters in life. Students will use previously learned themes to scaffold their learnings on their quest for the truth. By reading an array of resources, students will make connections to the text. The focus of this unit is on elements of drama. Students will investigate authors and study their writing styles with paired text. Although this is a narrative unit, there will be informational text throughout on human intelligence - what it is, how is it achieved, what happens if it is impaired, how human intelligence shapes a person's life and future.

Students will further consider the themes of popularity and intelligence in “Flowers for Algernon.” In taking the points of view of other characters in the story, students analyze the consequences of intelligence and consider the ethics of scientifically increased intelligence.

This unit ends with a review and a repeat of the informative essay structure in response to the essential question.

Enduring Understanding

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

- Understanding is shaped by perspective and the media can skew that perception.
- Communication is an important aspect of life.
- The media is a powerful tool.
- All decisions have consequences.
- All races and gender matter.
- We are responsible for our actions.
- Knowledge of literary techniques can enhance understanding
- Daniel Keyes’s explorations into popularity and intelligence encourage readers to think critically about the power of knowledge and science.

Essential Questions

Essential Questions are questions that lies at the heart of a subject or a curriculum and one that

promotes inquiry and the discovery of a subject.

Essential Questions for this unit are:

- What does human intelligence mean to you?
- What limits might there be on the capacity of human memory?
- What are the delicate balances of fairness between self/nature and groups?
- How do we balance differing needs? How is "fairness" dependent upon one's situation? What are the effects of standing up for what you believe?
- How does truth affect fairness?
- What role does conscience play in a character's decision-making process?
- What are the consequences of one's actions?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Unit 4, 8th grade ELA General and Inclusion students should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Expand and apply knowledge of specialized vocabulary used in various literary genres
- Read various genres such as novels, essays, short stories, personal narratives - to identify elements, characteristics, and point of view in each
- Identify and use literary terminology
- Determine theme or central idea of a text and analyze its development over the course of the text
- Develop and utilize reading strategies to improve comprehension on grade level text
- Cite textual evidence that supports analysis of the text
- Compare and contrast the structure of two or more texts and to analyze how their differing structures contribute to meaning and style
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Demonstrate proficiency in an informative essay
- Practice timed writing for narrative essay writing and short constructed/ open-ended responses to text and prompts
- Recognize and use proper sentence structure; vary sentence structure
- Use transitions in essay writing with logical sequence
- Use supporting details to support the main idea in essays

- Listen and contribute appropriately during whole class discussion, small group discussion, and partnered pair discussion
- Analyze and evaluate the purpose of information presented in diverse media and formats

New Jersey Student Learning Standards (NJSLS-S)

The *My Perspectives* text lists all the Reading and Writing Standards for every text, essay prompt, and video component on pages T48-T59 in the teacher's manual.

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the first required benchmark, Unit #4:

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.10	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.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.W.8.2	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.8.2.A	Introduce a topic and 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).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or

	religious works such as the Bible, including describing how the material is rendered new").
LA.W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.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.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

- Social Studies
- Current Events

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

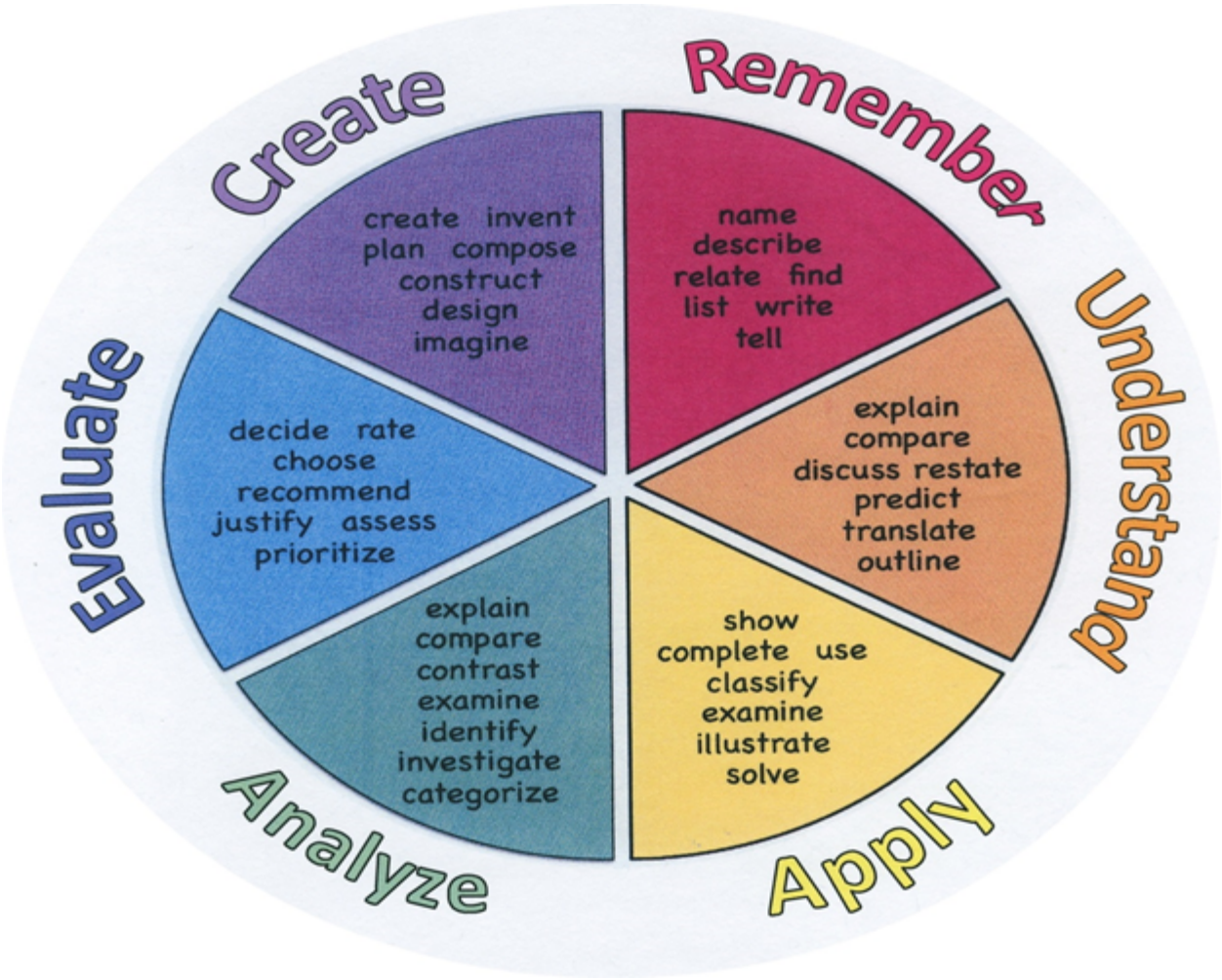
Learning Objectives

Students will be able to:

- Compare and contrast grade-level literature and informational text topics

- Apply comprehension strategies
- Make inferences, predictions, and connections to text on various levels
- Describe the different points of view of characters or narrators in a text
- Determine the theme or central idea of a text, and analyze how it carries to their own lives
- Examine plot and analyze conflict – using personal opinion and factual information
- Understand the role of setting, both place and time, and its contribution to the text
- Demonstrate textual evidence to support claims and answer short constructed response, open-ended questions
- Construct literary analysis in response to close readings that are both informational and literary
- Independently complete problem based learning units based on learning objectives related to the benchmark

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The suggested activities listed below can be found within the My Perspective textbook on page 341 of the teacher's edition.

Whole Class Learning:

- Reading of Flowers for Algernon, by Daniel Keyes
- Script from Flowers for Algernon, by David Rogers

Suggested Activity: After reading Flowers for Algernon by Daniel Keyes, students will analyze whether it was worth it, and explore the question, "Is ignorance bliss?" If Charlie were able to talk to you about his experience, would he tell you it was worth it? Complete an open-ended question with your thoughts.

Small Group Learning:

- from Blue Nines and Red Waters, by Daniel Tammet
- The Theory of Multiple Intelligences Info-graphic, by Howard Gardener

Suggested activity: In order to connect self to text, students will be able to complete mini assessments from Howard Gardener's Theory of Multiple Intelligences. This will give students a self-assessment on the way they learn best, connecting to the scientific study of intelligence, based on Flowers for Algernon. Intelligences include, Linguistic Intelligence, Logic Intelligence, Kinesthetic Intelligence, Spatial Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence. Similar intelligences via small groups can complete choice projects based on the text.

Independent Learning:

- Is Personal Intelligence Important? by John D. Mayer, Ph.D
- Why Is Emotional Intelligence Important for Teens? by Divya Parekh
- The More You Know, the Smarter You Are? by Jim Vega

- from The Future of the Mind, by Michio Kaku

Suggested activity: Using information from class discussion, as well as details from the selections, write an explanatory compare and contrast essay in which you identify the unique characteristics of a short story and a script and explain how those characteristics influence the ways in which a writer tells a story. Also, consider characteristics of each genre form.

Assessment Evidence - Checking for Understanding (CFU)

Suggested activities and best practices related to this unit:

Formative Assessment:

Quizzes for Flowers for Algernon, based on journal entries that Charlie Gordon writes

Class discussions

Top 10 List of song titles/ playlist that each character would want to listen to, based on our knowledge of their character

Surveys throughout the readings - identifying students' feelings and opinions overall. (anticipatory guide prior to readings as well)

Summative Assessment:

Final exam for Flowers for Algernon

Write an informative essay

Alternative Assessment:

Take-home final exam

Create and present a final project in lieu of an exam

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed resources are listed, but not available in district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson

Ancillary Resources

- Scholastic SCOPE Magazine
- NEWSELA
- CommonLit

Suggested Trade Books: (currently not in district)

- *Ender's Game*, by Orson Scott Card
- *A Mango-Shaped Space*, by Wendy Mass
- *Queen's Own Fool*, by Jane Yolen

Suggested Informational Text:

- African American Studies - Paired text, nonfiction read and poetry
- Brown Girl Dreaming by Jacqueline Woodson (poetry)
- Claudette Colvin: Twice Toward Justice by Phillip M. Hoose

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

- Use of Pearson Realize online for writing tool with feedback (Compare and Contrast, and Open-ended writing)
- Use of Google Classroom for Formative Assessment with all readings (Beta Quiz using Google Forms)
- Use of Peardeck for CFUs for all *Flowers for Algernon* and all short stories in this unit

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

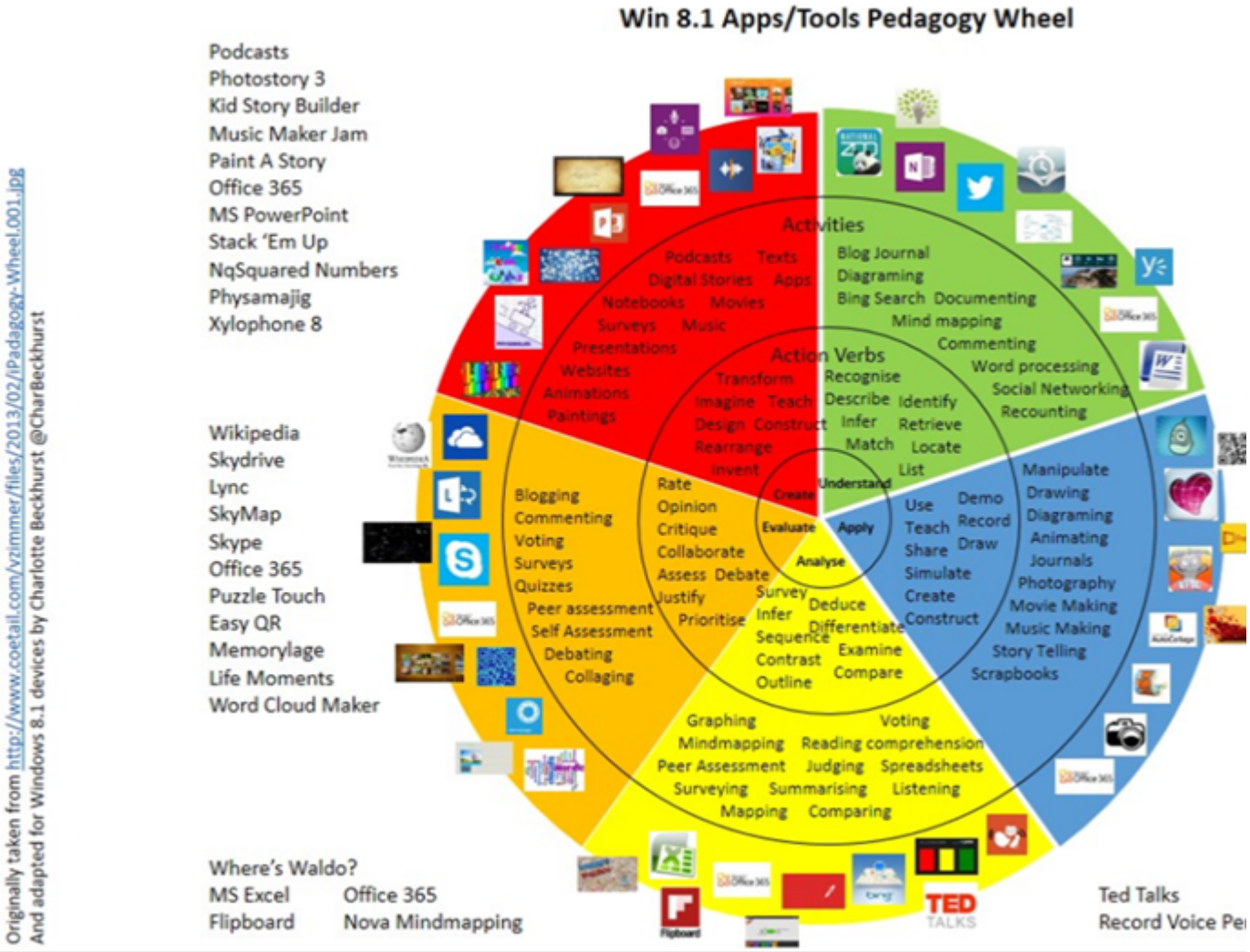
Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage

- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!
- Quizizz

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts including reading
- Social Studies, including American History, World History, Geography, Government and Civics
- Technology
- Visual and Performing Arts

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

21st Century Skills/Interdisciplinary Themes

Please find a list of the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

21st Century Skills

Please find a list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please find a list below of the ones that are suggested to be employed in this unit.

Specific activities related to Unit 4 are:

- Guided reading text:"Flowers for Algernon " and related texts in this unit
- Study guides for all formative assessments for all readings
- Exploration by interest, for independent readings

- Is Personal Intelligence Important? by John D. Mayer, Ph.D
- Why Is Emotional Intelligence Important for Teens? by Divya Parekh
- The More You Know, the Smarter You Are? by Jim Vega
- from The Future of the Mind, by Michio Kaku

Differentiations:

· Small group instruction
· Small group assignments
· Extra time to complete assignments
· Pairing oral instruction with visuals
· Repeat directions
· Center-based instruction
· Study guides
· Teacher reads assessments allowed
· Scheduled breaks
· Rephrase written directions
· Multisensory approaches
· Additional time
· Preview vocabulary
· Preview content & concepts
· Story guides
· Behavior management plan

· Highlight text
· Student(s) work with assigned partner
· Visual presentation
· Assistive technology
· Auditory presentations
· Large print edition
· Dictation to scribe
· Small group setting

Hi-Prep Differentiations:

· Alternative formative and summative assessments
· Choice boards
· Games and tournaments
· Guided Reading
· Independent research and projects
· Interest groups
· Learning contracts
· Leveled rubrics
· Literature circles
· Multiple intelligence options
· Multiple texts
· Personal agendas
· Project-based learning
· Problem-based learning
· Stations/centers
· Think-Tac-Toes
· Tiered activities/assignments
· Tiered products
· Varying organizers for instructions

Lo-Prep Differentiations

· Choice of books or activities
· Exploration by interest
· Flexible grouping
· Goal setting with students
· Jigsaw
· Mini workshops to re-teach or extend skills
· Open-ended activities
· Think-Pair-Share
· Reading buddies
· Varied journal prompts
· Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of Special Education Learning adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Extended time on all Google Form formative assessments ("Flowers for Algernon" and all related texts).
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of open-book resources when taking formative assessments on readings
- Provide all modifications and follow all IEP/ 405 plans for each of the units of study in this unit

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of the English Language Learning adaptations that may be employed in the unit, using the

ones identified below.

Specific activities related to Unit 4 are:

- Provide study guides and/ or note cards and open-book assessments for all texts ("Flowers for Algernon",all text and others, etc.)
- Using "Grammarly" or other technology program to help correct spelling and/ or mechanics while writing all types for this unit
- Create project-based-learning for a visual connection to all readings (Example: poster board or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of **Intervention Strategies** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 4 are:

- Review objectives and construct a learning contract discussing consequences for all readings, in all marking periods. Continue to monitor and allow choice of text to keep high interest.
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 4
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

- Higher level thinking and problem solving questions, created by students for students (all readings)
- Partnered by skill for essay writing - all applicable readings in this Unit
- Find authentic articles to pair and discuss the moral ethics of experimenting on people

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Flowers for Algernon (Narrative) - Unit 4

NJSLS: RL 8.1, 8.2

Interdisciplinary Connection: Social Studies/ World History

Statement of Objective: Students will read Flowers for Algernon (modified short story) and cite textual evidence to support their analysis and inferences drawn from the text.

Essential Questions:
What is intelligence?
Can a person ever be too smart?
What is meant by the saying “ignorance is bliss”?

Anticipatory Set/Do Now: Grammar lesson - in preparation for the text, students will read and edit one of Charlie's first diary entries. Make annotations and edits were appropriate.

Learning Activity:

1. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other in pairs or small groups. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud.
2. Students and teacher MAY re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)
3. Use stop-and-park sticky note differentiated reading skill sheets. (questioning, inferencing, determining importance, etc.)

Assessment/CFU's:

Exit Ticket - students will share their reactions to Charlie and how he is being treated.

Teacher observation

Materials
Pearson textbook
Flowers for Algernon Activity charts and quizzes

21st Century Themes and Skills:

see link

Differentiation:

- Assist students where necessary
- Heterogeneous grouping for text-to-self project

Integration of Technology:
Smartboard
Audio
Google Classroom

PearDeck for CFU