Unit 4: Human Intelligence

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8 H

Unit 4: Human Intelligence

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Toni Ann Ferraiolo

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.

The Accelerated classes will continue to conduct independent research projects, written as Problem-Based Learning Units: The Genius Hour and Be A Changemaker. These units were introduced at beginning of the year and continue as ongoing projects.

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

Enduring Understanding

- 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.

<u>Genius Hour and Independent Study:</u>

- Critical readers question the text, consider various perspectives, and look for author’s bias in order to think, live, and act differently.
- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.

- Listening skills are critical for learning and understanding.
- We can all be a changemaker, as long as we have a growth mindset to do so.

Essential Questions

Essential Questions:

- 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?
- What thoughtful and challenging questions will foster inquiry, understanding, and the transfer of knowledge?
- How can we best understand what others have been through?
- How do readers make connections with realistic fiction / documentary style texts?

<u>Genius Hour and Independent Study:</u>

- How can we realize that we have the power to affect our community in some way?
- How can artistic expression advance social commentary?
- How does research contribute to the discovery of solutions?
- How can one person make a difference when encountering a social challenge?
- What is the value of self-reflection in preparing for one's future?
- What is a changemaker? How does one become one? What leadership qualities are needed to be a successful changemaker?

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 Accelerated 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

For Problem Based Learning Unit and Independent Study: Making a Difference with the Genius Hour:

Students will be able to…

- Cite the textual evidence/Make relevant connections that most strongly supports an analysis of what text say explicitly/inferences drawn from text
- Determine central idea of a text
- Analyze its development over course of text, including its relationship to supporting ideas
- Provide an objective summary
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Determine the meaning of words/phrases as used in text, including figurative language, connotative, technical meanings
- Analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
- Analyze the structure author uses
- Organize a specific paragraph
- Develop/refine a key concept
- Determine author's point of view in text
- Analyze how author acknowledges/responds to conflicting evidence/viewpoints
- Evaluate advantages/disadvantages of different mediums
- Present a particular topic/idea
- Delineate/evaluate argument/specific claim in text
- Assess reasoning is sound/evidence is relevant/sufficient

- Recognize irrelevant evidence is introduced
- Analyze on practical knowledge, historical/cultural context, and background Knowledge two or more texts
- Reflect on practical knowledge, historical/cultural context, and background knowledge of two or more texts
- Identify where texts disagree on matters of fact or interpretation
- Examine a topic
- Convey ideas, concepts, and information through selection, organization, and analysis of relevant content
- Introduce topic; organize ideas/concepts/information using text structures
- Develop topic with relevant/well-chosen facts; definitions; concrete details; quotations; other informations/details
- Use appropriate/varied transitions
- Use precise language/domain-specific vocabulary to inform/explain topic
- Establish/maintain formal/academic style/approach/form
- Produce clear/coherent writing in which development, organization, voice, style are appropriate to task, purpose, and audience.
- Develop/strengthen writing as needed by planning/revising/editing/rewriting/ trying a new approach;focusing on how well purpose/audience have been addressed
- Conduct short research projects to answer a question
- Draw on several sources
- Generate additional related, focused questions that allow for avenues of exploration
- Gather relevant information from multiple print/digital sources
- Use search terms effectively
- Assess credibility/accuracy of each source
- Quote/Paraphrase data and conclusions of others
- Avoid plagiarism
- Follow standard format for citation
- Engage effectively in one-on-one/group/teacher-led collaborative discussions
- Build on others' ideas
- Express own ideas clearly
- Reflect on ideas under discussion
- Follow rules of discussion/decision-making
- Track progress/pose questions/respond to others' questions/comments
- Acknowledge new information expressed
- Qualify/Justify own view in light of evidence presented
- Analyze purpose of information presented
- Evaluate motives behind its presentation
- Evaluate soundness of reasoning/relevance/sufficiency of evidence
- Identify when irrelevant evidence is introduced
- Present claims/findings/emphasizing salient points
- Use appropriate eye contact/volume
- Integrate multimedia/visual displays into presentations
- Adapt speech to variety of contexts/tasks demonstrating command of
- formal English when indicated or appropriate.
- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

New Jersey Student Learning Standards (NJSLS-S)

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.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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.8.8	(Not applicable to literature)
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.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.4	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.)
LA.W.8.5	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.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.

LA.L.8.2.C	Spell correctly.
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.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.
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.8.6	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.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Interdisciplinary Connections

SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Learning Objectives

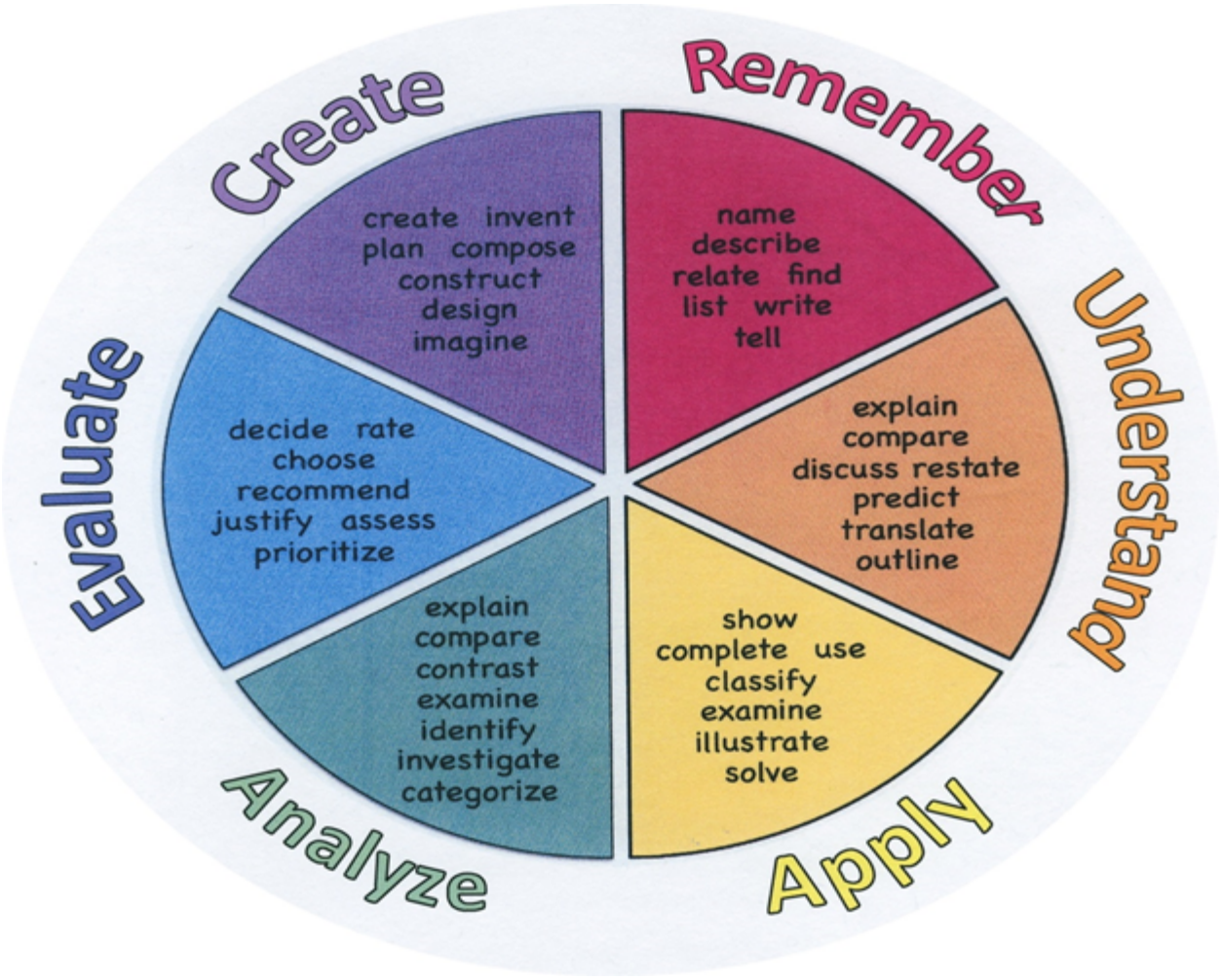
Students will be able to:

- Compare and contrast grade-level literature and informational text topics
- Apply comprehension strategies
- Identify the elements of a realistic fiction / written in documentary style
- 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
- Role-play while reading (Reader's Theater), as a documentary novel

- 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

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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
  - A specific example of how to teach this text would be using reader's theater and assigning parts for the diary entries. Students can also correct the diary entries using correct grammar.
- Script from Flowers for Algernon, by David Rogers

Small Group Learning:

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

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

Special workshops/ Problem Based Learning Units:

- Making a Difference with Genius Hour
- Be a Changemaker - How to Start Something that Matters

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- Vocabulary review for the short story, "Flowers for Algernon" to ensure that students understand what IQ means, cognitive strengths and disabilities, Rorschach tests pictures and examples (formative assessment)
- Class discussions of events (formative assessment)
- Presentation of "big ideas" (summative assessment)
- "Flowers for Algernon" tests and quizzes (summative assessment)
- Create your own exam (summative assessment)
- Take home exam (alternative assessment)
- Genius Hour - create something original based on the novel - present to class or record and share presentation (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- 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
- Web-Based Assessments
- 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
- Supplemental Textbook: *The Language of Literature*, Grade 8 - McDougal Littell
- Scholastic SCOPE Magazine - monthly subscription

- Sadlier, Common Core Progress Worktext - for PARCC practice and independent work

Ancillary Resources

Suggested Trade Books: (currently not in district)

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

Suggested Informational Text:

- African American Studies - paired text, non fiction read and poetry
- Brown Girl Dreaming by Jacqueline Woodson
- Claudette Colvin: Twice Toward Justice by Phillip M. Hoose
- 10 Supreme Course Cases Every Teen Should Know by Tom Jacobs - New York Times Learning Network

Be A Changemaker; How to Start Something That Matters - How to Start Something That Matters by Laurie Ann Thompson - workshop

Technology Infusion

- The Pearson textbook has an array of on line tools that should also be used.
- However, a specific example of technology infusion would be using Google Classroom to write a narrative essay for the short story, "Flowers for Algernon" about continuing Charlie Gordon's story.
- Another essay task would be determining the effectiveness of ink blot tests and writing an informative essay.

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!

Create:

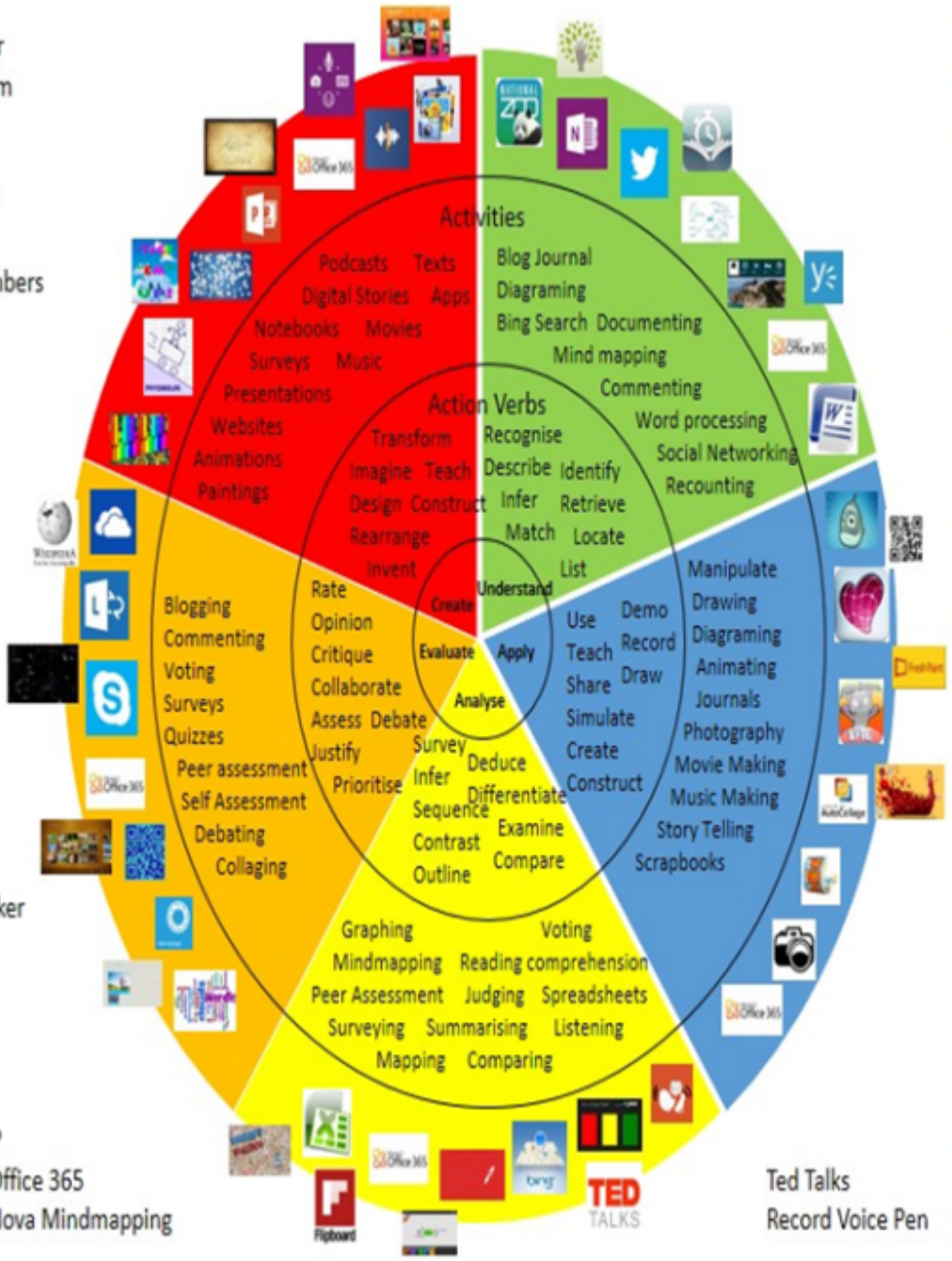
- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use

	effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
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.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or

product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides - A specific example would be using Google Classroom to post a study guide for any teacher created test. Topics can be color coded to showcase various tasks.
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary - A specific example would be showcasing what medical terms are used within the story, '"Flowers for Algernon" to ensure that students understand Charlie's low cognitive level
- 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
- Group investigations
- 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
- Cubing 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 identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example: Student working with an assigned partner in order to define key words as they are used in the story, "Flowers for Algernon" along with determining the theme and central idea.

- 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 identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- The Pearson textbook highlights areas where ELL students may have difficulty understanding. All stories have these areas color coded in green.

- A specific example for "Flowers for Algernon" is on page 354 about Charlie's low cognitive abilities. Explain to students that not all points of view are accurate, there are multiple sides to the same story and to chart his academic progress as the story progresses.

- 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 identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- The Pearson textbook highlights areas where students may have difficulty understanding.

- Another specific example would be to shorten the length of the essay topics listed above to 3-4 paragraphs instead of 5-6 paragraphs. Students can also base their answers off of the story and then slowly add in the research element.

- 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 identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones

identified below.

A specific example for T&G would be having students create several ink blot tests, create the answers and scoring sheet for them to share with a peer. Students will then have to write up their data from their conversations with their peers. All ink blots and data is stricly for a fun lesson and not medical basis.

- 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: Unit 4 - Flowers for Algernon (Narrative) Compare/ Contrast lesson

NJSLS: RL 8.7

Interdisciplinary Connection: Science, health and civic responsibilities

Statement of Objective: After reading Daniel Keyes' "Flowers for Algernon", students will share their thoughts on the ethicacy of experimental medicine by viewing "Awakenings", a film starring Robin Williams. To show their understanding, students will be able to complete a Venn Diagram comparing and contrasting media to text and complete a viewing guide.

Essential Questions:

- What is intelligence?
- Can a person ever be too smart?
- What is meant by the saying “ignorance is bliss”?
- How can we compare fictional text to a a film that has similar content based on real life event?

Anticipatory Set/Do Now: Would it have been better for Charlie never to have had intelligence than to have had and lost intelligence in such a dramatic way? Explain your thoughts.

Learning Activity:

- Summarize Flowers for Algernon, closing thoughts
- Collect Brochures, vocabulary
- Review assessment (from Friday)
- View film - viewing guide to accompany
- Compare and contrast

Assessment/CFU's:

- ABC Summary
- Teacher observation throughout
- Venn Diagram

Materials

- Language of Literature Textbooks or Peasron textbooks
- Film: Awakenings with viewing guide

21st Century Themes and Skills: see link

Differentiation:

- Assist students where necessary
- Visual representation of same theme
- Heterogeneous groupings for assistance with assessment

Integration of Technology:

- Smartboard
- Film, audio
- Peasron online resources