Mar. Amis. P.Cert.: Flowers for Algernon

Content Area: **English**
Course(s): **Language Arts**
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will use the book, "Flowers for Algernon" to practice skills in reading, writing, Socratic debating, and using thinking and 21st Century skills throughout the standards covered by this unit.

Enduring Understandings

Reading, writing, speaking and listening skills are applicable to all endeavors.

People need to be treated fairly and ethically no matter what thier circumstances.

Essential Questions

How do we analyze literature to understand the author's meaning?

What can "Flowers for Algernon" teach us about humanity?

Instructional Strategies & Learning Activities

- Students complete and share with partners *Flowers for Algernon* anticipatory guides .
- **Assessment:** anticipatory guide; discussion
- Introduce explanatory writing format.
- **Assessment:** discussion, explanatory responses
- Begin reading *Flowers for Algernon*.
- Distribute Notice and Note signposts and discuss. This strategy also helps students refine their understanding of texts to meet reading expectations (RL/RI.1-10) in preparation of writing about texts (W.1, W.2, W.4, W.5, W.9).
- .**Assessment:** Notice and Note recordings
- Continue reading *Flowers for Algernon*. Continue recording Notice and Note signposts
- Explain:

*Contrasts and Contradictions
*Aha Moment
*Tough Question
*Words of the Wiser

*Again and Again
*Memory Moment

- **Assessment:** explanatory responses, summaries, discussion
- Introduce Howard Gardner's MI theory. Discuss and students complete online M.I. test.
- **Assessment:** HW, M.I. testing and responses, summaries, Notice and Note recordings
- Continue reading *Flowers for Algernon*, recording Notice and Note signposts and questions.
- **Assessment:** quiz, signposts
- **Procedure:** Introduce this week's WWWB vocabulary.
- **Assessment:** homework
- introduce allusion
- Display on Smartboard explanatory essay prompts
- **Assessment:** homework, explanatory prompt responses
- Pair/share explanatory responses in Google Docs.
- **Assessment:** homework, explanatory response scoring and revision
- Complete WWWB test. Finish reading *Flowers for Algernon.*
- **Assessment:** vocabulary test, signposts, discussion
- Flowers for Algernon summative assessment
- **Assessment:** summative assessment questions
- Students will discuss if their question responses were accurate now that they have finished reading *Flowers*.
- **Assessment:** discussion
- Display theme powerpoint created by teachers.
- **Assessment:** theme identification and textual support, theme discussion
- Distribute 6 informational text articles relating to the *Flowers for Algernon* Socratic Circle and argument essay topic which will be used during the Socratic Seminar to help students cite their textual evidence during the discussion.
- **Assessment:** close reading strategies/annotations/T chart
- Introduce Socratic seminar for *Flowers for Algernon.*
- Watch "Walker Middle School Socratic Seminar" instructional video.
- **Assessment:** homework, Socratic seminar preparation
- Students conduct Socratic circle. Students will support his/her opinions with discussion and textual support from literature (*Flowers for Algernon*) and
- informational texts
- **Assessment:** Socratic seminar
- Students will write an explanatory essay reflecting on their experience conducting the Socratic Circle
- Smart" Socratic Seminar reflection essay

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP Career Awareness and Planning

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Interdisciplinary Connections

	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Creative choices allows for students to work at thier appropriate challenge level though classwork and discussion, and plans infuse personal choice into the presentations.

Modifications & Accommodations

- Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Individual IEP's and 504 plans will be utilized.

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Aimsweb testing

Writing Samples

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation,

and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See assessments as noted above.

Optional formative assessment:

Socratic seminar

SEL Integration

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments as noted in lesson plans above.

Assessment: rough draft, explanatory and argumentative essay revisions and final copies

Instructional Materials

Materials: Prentice Hall Literature *Timeless Voices, Timeless Themes* textbook; inkblots and supplementary materials; anticipatory guide; critical thinking pre-reading popularity prompt extension activity; Notice and Note Signposts bookmarks; “Notice and Note as You Read” log sheet; first person point-of-view sheet; build vocabulary and spelling skills; *WordlyWise Workbook* (WWWB) 8; Google Classroom; *Flowers for Algernon* vocabulary quiz; Finding the Main Idea in Paragraphs/Rules for Finding Topic Sentences directions; all Prezi about allusion= article; “How to Annotate Non-Fiction and Fiction” directions; Socratic Seminar: T-chart; Student Handout Socratic Seminar directions; Socratic Seminar Sentence Starters; Socratic Seminar rubric; “Walker Middle School Socratic Seminar” instructional video ; Socratic Circle Discussion Reflection; Essay directions; argumentative essay directions; CCSS argumentative essay rubric; and Revision Checklist for Argumentative Essay

Standards

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.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
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.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.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.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
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.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or 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.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.
LA.L.8.3.A	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).
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.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.8.4.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.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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).