

ENGLISH/LANGUAGE ARTS

Groups will finalize and present their creative stories before beginning the novel “Flowers for Algernon.”

“Flowers for Algernon” (Daniel Keyes)

Introduction

The fictional idea of artificially increasing or diminishing intelligence enables Keyes to offer a telling portrayal of society’s mistreatment of the mentally disabled.

After Charlie Gordon (main character) has his surgery and begins to progress from mental disability to brilliance, he, too, takes on a superiority, snobbish attitude toward those not on his intellectual level.

Daniel Keyes fascinated by unusual psychological conditions proposes the question: What would happen if it were possible to increase human intelligence artificially? This Question touches on both moral and ethical themes.

Preparation for the novel: (Research)

Students will

- *define the term mental disabled
- *give its limitation in terms of intellectual functioning and adaptive behavior
- *give some of the causes
- *give ways of diagnosing the condition
- *discuss ways of helping the individual

Reading the novel:

Students will apply the following skills and strategies

- * use details to make inferences
- * identify connections to make inferences about the author’s meaning
- * recognize emotional appeals and define their connection to the author’s meaning
- * use academic words for discussing inferences: logical, indicate, conclude, evidence, infer

Vocabulary:

Literary Terms: theme, setting point of view, conflict, foreshadow, imagery, inference character, symbol, tone, mood, cause/effect

Vocabulary covering pp.310-314:

inkblot, Rorschach Test, Thematic Apperception Test, amaze, motivation, Intelligence quotient.

Writing:

WRITING:/ Text / IXL

Students will review Sentence Structures:

Simple, Compound, Complex, Compound-Complex

Purpose: to improve writing skills

Section K – Identifying supporting details in literary text

IXL: 20 minutes daily at home, especially the diagnostic section.

SCIENCE: Embryological Similarities and Molecular Clock.

Students will: (1) discuss Embryological Similarities and Molecular Clock, and (2) review Biological Evolution.

Vocabulary: Comparative Embryology, Molecular Clock, DNA Sequence, and Embryology.

MATH: D'Nealian handwriting practice

- Bell Ringing Problem: Solve word problems or constructed response items using at least one of the following acronyms: CUBES, UNRAVEL MATH, or "RICE".
- IXL: (1) Mastery the following Math Skills: Transformation and congruence (X.11–X.13 in the level I or P.11–P.13 in the level J), and (2) continuous Diagnostic assessment; and (3) Complete working on IXL at least 60 min/week).
- 8.EE. A.4: Students will perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used (Engage NY. Grade 8: Module 1. Topic A. Lesson 8 & 9).
- 8.G.A.1: Students will verify experimentally the properties of rotations, reflections, and translation (Engage NY. Grade 8: Module 2. Topic A. Lesson 1).
- 8.G.A.2: Students will explain that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; and given two congruent figures, describe a sequence that exhibits the congruence between them (Engage NY. Grade 8: Module 2. Topic A. Lesson 2).

Vocabulary: Rigid transformation, line symmetry, rotational symmetry, transformation, congruency, similarity, rotations, reflections, translations, pre-image, image, line of reflection, center of rotation, clockwise, counterclockwise, parallel lines, exterior angles, interior angles.

Homework: Solve the two handout questions assigned per day. **Test Thursday.**

Note: IXL (X.11–X.13 or P.11–P.13) and Engage NY (M.1.T.A: Lesson 8, and M.2.T.A: Lesson 2) assignments are due on Friday 11/01/2019.

SOCIAL STUDIES

Continuation of Cultural Regions

Students read, discuss, and take notes covering section entitled "Cultural Features"

Introduction: Geographers study not only the physical features of a region but also its human and cultural aspects.

Louisiana's cultural regions include Sportsman's Paradise, Crossroad
Cajun Country, Plantation Country, and Greater New Orleans.

Activities

Students will

- *share their cultural heritage
- *look at pictures and present their views before reading the lesson
- *make prediction about what they will learn
- *write information from the lesson that support each key idea
- *answer orally and in writing the questions addressed by the text/teacher
- *research and present additional information covered in the lesson

Key Terms:

culture, cultural diffusion, descendants, ethnic group, lineage, rural, urban, tradition, creole.