

## *St. Francis Xavier Catholic School*

Class: 8<sup>th</sup> Grade

Date: December 9<sup>th</sup>, 2019

Class #: 83-87

Week of: 12/09-13/2019

This week we focus on:

### **ENGLISH/LANGUAGE ARTS**

Continuation of Lesson

“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.

Students will continue applying 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
- \* answer questions orally and in writing
- \* apply the following themes:
  - Ignorance, Intelligence, Happiness
  - Pride, Tragic Hero
  - Cruelty/Bullying
  - Mistreatment of the Mentally Challenged
  - Tension Between IQ/Emotion
  - Persistence of the Past in the Present

Literary Terms: theme, setting point of view, conflict, foreshadow, imagery, inference

character, symbol, tone, mood, cause/effect, maze. Assessment,

Vocabulary covering pp.230-233 (Assignment will change per Week Ahead.)

subliminal learning, progress report, subconscious, conscious, card, psychology, I.Q. feeble-minded, neurosurgeon, Chair of Psychology at Princeton University, shrew, opportunist.

### **WRITING:/ Text / IXL**

#### Sentence Structures:

Simple, Compound, Complex, Compound-Complex (Purpose: Improve writing skills)

Section K – Identifying supporting details in literary text

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

ACT Aspire Reading Practices: School/Home (Crack ACT.com)

### **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.

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**MATH:** D'Nealian handwriting practice

- Bell Ringing Problem: Solve ACT released items including word problems and constructed response items using at least one of the following acronyms: CUBES, UNRAAVEL MATH, or "RICE".
- IXL: Complete the math skills related to: (1) Proportional Relationships. I.1-I.5 (Level J), *Pythagorean Theorem*, R.1-R.5 (Level J) and (2) *Ratios, rates and proportions*, H.1-H-6 (Level J).
- 8.G.B.6: Explain a proof of the Pythagorean Theorem and its converse using the area of squares.
- 8.G.B.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- 8.EE.B6: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Vocabulary: Pythagorean Theorem, area of square, hypotenuse, right angle.

Homework: Be sure to complete IXL assignments referred to: (1) *Transformation and congruence* X.1-X.13 (Level I) or P.1-P.13 (Level J), (2) *Transformation & Similarity* Q.1-Q.2 (Level J), (3) Scientific Notation G.1, New, G.4 (Level J), and (4) Exponents and roots F.9-F.22 (Level J).

IXL assignments should be completed by 12/16/2019. **Test Thursday.**

**SOCIAL STUDIES:** Topic: Early Exploration and French Louisiana

Essential Question: How did the exploration of and settlement of Louisiana contributed to its development and shape its future?

Key Ideas:

- \* Christopher Columbus's voyage ushered in a period of European colonization, during which Spain, France, and England fought for control of North America.
- \* European contact brought cultural exchange and had a devastating impact on the American Indian population.
- \* Spaniard Hernando de Soto was the first European to discover the Mississippi River, but after his voyage the Spanish left Louisiana for some time.

Grade Level Expectations:

- \* Describe contribution of explorers and early settlement groups to the development of Louisiana.
- \* Explain the importance of the Mississippi River as it related to historical events throughout Louisiana's history (Ex: French/Acadians, Spanish, Africans, Anglos).
- \* Analyze how the physical feature and natural resources of Louisiana affected the migration patterns of cultural groups (waterways, elevations, fertile soil, farmland, forestry)
- \* Correlate researched information and material from the text.

Words to Own:

amass, colony, convert, diffusion, empire, enslaved, expedition, immunity, interaction, raw materials, economic market.

Reading Strategies:

- \* read the first sentence of each paragraph under each section and discuss what the sentences tell about the information in the sections
- \* analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups
- \* discuss how geographic features and resources affected migration and settlement patterns
- \* discuss how geography influenced the politics, economy, society, and culture of Louisiana
- \* analyze the role of the Mississippi River in the development of American settlement (trade, transportation)

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