

SREB English 1

1st 9 weeks

Unit 1

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Unit 1

Content: Informational Text

Overview

The first unit involves students in reading John Fleischman’s book *Phineas Gage: A Gruesome but True Story About Brain Science* as well as a number of related supplemental texts. Students will examine the central text for its main idea and will evaluate the sources and evidence used to support that idea. Students will learn the skills of annotation and close reading, sentence construction and type with a focus on parallelism, and text organization with a focus on comparison and contrast. Students will study content-rich vocabulary pulled from the central text and will learn important word learning strategies, including deciphering meaning from context, prefix/suffix/root word study, and figurative, denotative and connotative meanings. The conclusion of the unit will involve students in writing and giving a presentation using the central text, supplemental texts, and other sources found through library research to support their writing.

Teacher Notes

1. At the end of every lesson in this unit you will find a checklist of the important activities to cover. Refer to this as you teach the unit, to ensure that the essential parts of the lesson have been covered.
2. Literacy Design Collaborative – If you have been trained in the framework known as the Literacy Design Collaborative (LDC), instructional modules consist of a series of skill clusters with specific skills attributed to each. These units have been constructed

to comply with this model. In each lesson you will see the specific clusters identified along with specific skills as a reference for LDC-trained teachers. If you have not been trained in LDC, merely follow the Teacher Guide instructions. The skill clusters can reinforce for you what reading and writing skills have been identified.

3. Each activity is accompanied by a formative or summative assessment. Most assessments consist of a rubric that identifies an observable action by students and a range of student performance (No, Somewhat and Yes). As the teacher, you have control over what value to ascribe to the assessments. For example you may assign a 6 for a student's successful completion of a task (Yes), 3 for a performance that approaches success (Somewhat) and a 0 if the student does not exhibit this behavior (No). You may use the points in between 3 and 6 and 0 and 3 to provide a range of points based on how well the student's performance meets your expectations. Keep a log of your students and assign points throughout the unit as a grade for participation, engagement, etc. You may also wish to assign your own values to the assessment to provide a range based on varied performance. This system allows for flexibility in teacher grading practices across schools and states. Most teachers have expressed a need to provide points as incentives for the struggling students to complete the work. Because students struggle with the rigor of the course, the performance points along the way help to reward students who put forth effort in each activity. In the end, how the performance is "scored" is a teacher decision.

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[Course Overview](#)

[PACING GUIDE](#)

[Unit Objectives \(Students Will Be Able To\)](#)

1. Recognize the disciplinary constructs that influence how reading and writing take place in English classes.
2. Develop reading endurance or the ability to read lengthy complex texts independently.
3. Summarize complex texts and to see structural patterns and/or modes of development, such as comparison and contrast, process analysis, and cause and effect in those texts.
4. Read complex texts closely. This involves annotation and inferencing as well as the ability to read critically and to distinguish between what is in the text (plot, information, etc.) and the larger picture (theme, connection to society, etc.).
5. Read multiple texts, including non-print texts, and compare their content, style and genre.
6. Begin to examine the essential question, "How do conditions of the brain affect us emotionally, physically, and intellectually?" which students will address by writing and creating a presentation.
7. Study content-rich vocabulary pulled from the central text.
8. Participate in meaningful small and whole group discussions using their readings and activities as a basis for those discussions.

Suggested Pacing

Week 1 Lesson: 1 Using Your Brain: A Gateway Activity

Week 2 Lesson: 2 It Takes A Village to Study the Brain

Week 3 Lesson: 3 A Basis for Comparison

Lesson: 4 The Nitty Gritty of the Brain

Lesson: 5 Taking Sides

Week 4 Lesson: 6 Putting the Pieces Together

Lesson: 7 Deepening Our Understanding

Lesson: 8 Further Research into Phineas

Week 5 Lesson: 9 Preparing for the Presentation

Week 6 Lesson: 10 Completing the Presentation