

7C: Brain Science

Lesson at a Glance Compilation

Lesson at a Glance Compilation

Here you will find the Lesson Objectives and the Lesson at a Glance, which outlines the sequence of activities for each lesson and the intent and goal of each activity. This compilation can be a useful planning tool, allowing you to become familiar with the flow of lesson activities, and to note down instructional emphasis or support that you want to provide.

Lesson at a Glance Compilation

Sub-unit 1

Lesson 1: The Tamping Iron & the Skull

ACTIVITY

Vocabulary Activities


VOCABULARY

1

2

Present: Download the Unit Texts (3 min)

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.


GROUP

3

Discuss: The Tamping Iron & the Skull (5 min)

Students examine Phineas Gage's tamping iron and skull and consider the effects of different brain injuries.


GROUP

4

Read: The Accident (15 min)

Students summarize and discuss the events that changed Phineas Gage's life.


READING

5

Read: The Aftermath (20 min)

Students will develop a theory about the brain based on the aftermath of Phineas's accident.


READING

6

Wrap-Up (5 min)

Students will determine if they think Phineas was lucky or unlucky.


GROUP

7

Exit Ticket (4 min)

Students sequence events in the story and analyze the author's choice to develop the central ideas in a specific way.


INDIVIDUAL

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8

Solo (25 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



Reading: Students will analyze the central ideas of the accident that changed Phineas Gage's life and will develop simple observations about the brain based on his case.

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Lesson 2: "Phineas Should Have Been Dead"

ACTIVITY

Vocabulary Activities**1****2****Read: First Treatment** (15 min)

Students examine the historical evidence and medical science to determine how the doctors' treatment of Phineas impacted his physical condition.

**3****Use the Text as Referee: How Did He Survive?** (12 min)

Students develop theories about how Phineas could survive such a terrible injury.

**4****Write** (10 min)

Students write to evaluate the author's statement that Phineas was lucky.

**5****Share** (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

**6****Wrap-Up** (5 min)

Students reflect on the ways in which their understanding changed through discussion with others.

**7****Exit Ticket** (4 min)

Students analyze the historical reasons for the doctors' treatment of Phineas.



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8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



Reading: Students review Phineas's injuries to evaluate the doctors' treatment and identify the possible reasons for his unlikely survival.

Writing: Students write to evaluate the author's statement that Phineas was lucky.

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Lesson 3: Microscopic Invaders

ACTIVITY

Vocabulary Activities (5 min)

1

2

Discuss: Protecting Your Health (5 min)

Students consider the impact of microscopic forms of life on their everyday routines and choices.



3

Read: Discovering Microscopic Life (15 min)

Students collect information about the history of science in order to understand the limits of medical knowledge at the time of Phineas's accident.



4

Use the Text as Referee: What Is an Infection? (12 min)

Students exchange information about the causes, prevention, and treatment of infection and modify their views based on their discussion.



5

Discuss: Protecting Phineas (8 min)

Students apply their new understanding of infection to determine what doctors could have done differently to protect Phineas's health.



6

Wrap-Up (5 min)

Students select the scientific advancement that most benefited human health.



7

Exit Ticket (5 min)

Students determine the relationship between key scientific advancements.



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8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



Reading: Students will read to understand the slow historical development of microbiology and the ways in which Phineas's case was impacted by that history.

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Lesson 4: Something Odd About Phineas

ACTIVITY

Vocabulary Activity**1****2** **Read: A New Life** (12 min)

Students read to determine Phineas's condition after his initial treatment.

**2****3** **Select Text: Phineas's Symptoms** (12 min)

Students analyze Phineas's physical and psychological symptoms.

**3****4** **Write** (10 min)

Students write to evaluate the author's claim about the extent of Phineas's recovery.

**4****5** **Share: Writing** (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

**5****6** **Wrap-Up** (5 min)

Students rate Phineas's recovery and explain the evidence that confirmed or changed their views.

**6****7** **Exit Ticket** (4 min)

Students evaluate Dr. Harlow's claims about Phineas's recovery.

**7**

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Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



Reading: Students will read to gather and analyze evidence about Phineas's recovery and his life after Dr. Harlow's treatment.

Writing: Students will write to evaluate the author's claim about the extent of Phineas's recovery.

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Lesson 5: Diagnosing Phineas

ACTIVITY

Vocabulary Activities



1

2 **Work Visually: Parts of the Brain** (10 min)

Students map the regions of the brain and determine how the development of brain mapping has helped doctors diagnose problems.



2

3 **Work Visually: Parts of the Cortex** (10 min)

Students use a map of the cerebral cortex to consider possible brain disorders and analyze how doctors could have used a brain map in Phineas's case.



3

4 **Read: Collecting the Evidence** (6 min)

Students review the details of Phineas's injury and his symptoms in order to determine the specific location of his brain injury.



4

5 **Use the Text as Referee: Where Was He Hurt?** (10 min)

Students develop a theory about the specific part of Phineas's brain that was injured.



5

6 **Wrap-Up** (6 min)

Students discuss their choices and explain Phineas's symptoms.



6

7 **Exit Ticket** (4 min)

Students consider the importance of injuries like Phineas's to the development of brain science.



7

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8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



Reading: Students will read to map the parts of the brain and to compare their brain maps with Phineas's injuries.

Writing: Students will write to stake a claim about the region of Phineas's injury based on the evidence they have gathered.

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Lesson 6: Flex Day 1

ACTIVITY

Vocabulary Activities

1

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.

7

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8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



12

Solo

Students have time for independent reading. Let them know that this activity is not optional.



The teacher selects from the range of activities to guide students to work on needed skills: reading fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

Lesson 7: Whole Brainers vs. Localizers

ACTIVITY

Vocabulary Activities**1**

Select Text: Compare Brain Theories (15 min)
Students collect details about two competing brain theories.

**2**

Work Visually: Two Versions of Your Brain (12 min)
Students draw a visual representation of both brain theories to develop their understanding of each theory.

**3**

Use the Text as Referee: Brain Science Today (10 min)
Students develop theories about the contemporary model of the brain.

**4**

Work Visually: Today's Model of the Brain (10 min)
Students develop and discuss a model of today's brain theory based on their readings.

**5**

Wrap-Up (5 min)
Students use evidence from the text to determine which of the two schools of thought the author supported most.

**6**

Exit Ticket (4 min)
Students examine the claims of the Whole Brainers and the Localizers/Phrenologists and determine the validity of the claims based on their reading.

**7**

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Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



Reading: Students will read to map competing models of the brain and determine the ways in which each model was valid.

Lesson at a Glance Compilation

Lesson 8: The Life & Death of Phineas Gage

ACTIVITY

Vocabulary Activities**1****2****Select Text: Life After Boston** (10 min)

Students read to uncover details about Phineas's life after he left Boston.

**3****Select Text: How Reliable?** (10 min)

Students determine the reliability of information that the author provides about Phineas.

**4****Select Text: What Would Phineas Do?** (8 min)

Students evaluate the events reported in the text based on what they know of Phineas's life and personality.

**5****Write: I Am Phineas Gage** (10 min)

Students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.

**6****Share** (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

**7****Wrap-Up** (4 min)

Students discuss the ways in which narrative writing balances reliable facts with interesting details.



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8

Exit Ticket (4 min)

Students consider the reasons why an author would include a mix of reliable and less reliable details.



INDIVIDUAL

9

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL

Reading: Students will read to distinguish between more reliable and less reliable information, and will consider the reasons why authors might incorporate both in their writing.

Writing: Students will write narratives of the life of Phineas Gage based on their selections from Fleischman's text.

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Lesson 9: The Way We Act Human

ACTIVITY

Vocabulary Activities



1

Select Text: Brain & Personality (12 min)

Students explore the advancements in brain science after the death of Phineas Gage.



2

Debate: Preparation (20 min)

Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.



3

Debate: Perform (15 min)

Opposing teams engage in formal debates while their classmates watch and offer feedback.



4

Wrap-Up (5 min)

Students consider their personality traits and how they obtained them.



5

Exit Ticket (4 min)

Students consider the differences between brain functions and learned behaviors.



6

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



7

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Reading: Students will explore the ways in which brain structures and culture interact to create behavior.

Speaking & Listening: Students will construct and deliver arguments and evidence about the role of the brain in creating a personality and will respond to their peers' arguments with their own counterclaims and evidence.

Lesson at a Glance Compilation

Lesson 10: Flex Day 2

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



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8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



12

Solo

Students have time for independent reading. Let them know that this activity is not optional.



The teacher selects from the range of activities to guide students to work on needed skills: reading fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

Lesson 11: The Future of Brain Science

ACTIVITY

Vocabulary Activities

1

2

Select Text: Modern-Day Brain Science (12 min)
Students read to note modern methods of brain science.



3

Compare Texts: Old-School Brain Science (10 min)
Students review previous readings to note theories and methods of medical science in earlier times.



4

Write: New Understandings of the Brain (12 min)
Students write to explain how their own understanding of brain science has changed through reading about Phineas's life.



5

Share: Writing (5 min)
Students share their writing and have the opportunity to respond to a peer's writing.



6

Wrap-Up (5 min)
Students develop further questions about brain science.



7

Exit Ticket (4 min)
Students review the methods scientists have used to model the brain and analyze behavior.



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8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain* and answer questions that require attention to details and evidence.



9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



Reading: Students will read to compare the theories and methods of today's scientists with those of the past.

Writing: Students will write to explain how their understanding of the brain has changed through reading about the life of Phineas Gage.

Lesson at a Glance Compilation

Sub-unit 2

Lesson 1: What Is an Adolescent?

ACTIVITY

Vocabulary Activities


VOCABULARY**1****2****Select Text: Defining Adolescence** (10 min)

Students consider several definitions of adolescence and analyze the structure the author uses to organize her text.


READING**3****Select Text: What Is an Adolescent?** (10 min)

Students read about typical adolescent behaviors and revisit their definition of "adolescence."


PARTNER**4****Write** (12 min)

Students respond to the claim that some behaviors are more typical during adolescence.


WRITING**5****Share** (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.


CLASS**6****Wrap-Up** (5 min)

Students discuss the treatment of adolescents in society.


CLASS**7****Exit Ticket** (4 min)

Students analyze how individual sections of the text contribute to the author's development of ideas.


INDIVIDUAL

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8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.



Reading: Students will read to examine various definitions of adolescence that are based on cultural, biological, and historical evidence.

Writing: Students will write to analyze the author's use of structure to build an argument.

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Lesson 2: How You Grow a Brain

ACTIVITY

Vocabulary Activities



1

2 **Connect Text: The Prefrontal Cortex** (8 min)

Students connect their learning about the location and functions of the prefrontal cortex to the case of Phineas Gage.



2

3 **Select Text: Brain Experiments** (15 min)

Students analyze experimental research on the prefrontal cortex.



3

4 **OPT: Use the Text as Referee: Court Opinions** (15 min)

Students look closely at the Supreme Court opinions in the case of *Roper v. Simmons*.



4

5 **Discuss: My Brain Made Me Do It?** (17 min)

Students develop their thinking about whether age should be a factor in deciding punishment under the law.



5

6 **Wrap-Up** (6 min)

Students discuss the ways in which brain development limits or does not limit their skills.



6

7 **Exit Ticket** (4 min)

Students evaluate the claims and evidence presented by the author.

7

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8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.



9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



Reading: Students will analyze scientific findings concerning the connection between brain development and adolescent behaviors.

Speaking & Listening: Students will debate the application of brain science as a legal defense.

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Lesson 3: Risky Behavior

ACTIVITY

Vocabulary Activities



1

OPT: Discuss: Are You a Risk Taker? (5 min)

Students answer poll questions to measure their risk-taking behaviors.



2

Connect Text: Risky Behavior (15 min)

Students examine some explanations of adolescent risk-taking behavior to distinguish biological causes from other causes.



3

Connect Text: The Biological Model of Risk (10 min)

Students analyze the dual-systems model and the study that tested it in order to evaluate the theory.



4

Connect Text: Average vs. Individual (12 min)

Students analyze how two authors shape their presentations of key information by emphasizing different evidence or by advancing different interpretations of facts.



5

Wrap-Up (5 min)

Students write a brief note to explain their own stage of brain development.



6

Exit Ticket (3 min)

Students consider how Blakemore and Steinberg might emphasize different facts when presented with a hypothetical situation.



7

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Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.



Reading: Students will read to analyze the "dual-systems" model that brain scientists use to describe adolescent development.

Speaking & Listening: Students will use the peer-instruction approach to share information and refine their understanding of the text.

Lesson at a Glance Compilation

Lesson 4: Control Yourself

ACTIVITY

Vocabulary Activities**1****2 Discuss: Can You Wait?** (6 min)

Students participate in a simple survey to measure their level of self-control.

**2****3 Controlling Yourself** (15 min)

Students examine the results of experiments on the development and effects of self-control.

**3****4 GROUP 1: I Didn't Eat the Marshmallow** (7 min)

Students re-examine the text to identify the correlations both research studies made between self-control and other outcomes.

**4****5 GROUP 2: I Ate the Marshmallow** (7 min)

Students re-examine the text to identify the correlations both research studies made between lower self-control and other outcomes.

**5****6 Discuss: Correlation or Causation** (7 min)

Students determine the meanings of the words "correlation" and "causation" and apply these concepts to Moffitt and Caspi's study.

**6****7 The Power to Change** (10 min)

Students consider ways in which it is possible to build self-control.

**7**

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8

Wrap-Up (6 min)

Students consider whether or not Phineas Gage could have modified his behavior using mindfulness or other techniques.



CLASS

9

Exit Ticket (4 min)

Students distinguish between the technical meanings of “correlational” and “causal.”



INDIVIDUAL

10

Solo (20 min)

Students read a passage from *The Man Who Mistook His Wife for a Hat*, and answer questions that require attention to details and evidence.



INDIVIDUAL

Reading: Students will read to analyze the studies that have been conducted to better understand the capacity for self-control.

Speaking & Listening: Students will discuss the results of studies on self-control and life outcomes.

Lesson at a Glance Compilation

Lesson 5: Flex Day 3

ACTIVITY

Vocabulary Activities

1

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.

7

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8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



12

Solo

Students have time for independent reading. Let them know that this activity is not optional.



The teacher selects from the range of activities to guide students to work on needed skills: reading fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

Sub-unit 3

Lesson 1: A Modern Phineas

ACTIVITY

Vocabulary Activity



1

Select Text: Frontal Lobe Damage (8 min)

Students return to the text about Phineas Gage to identify the location of the frontal cortex/lobes and to highlight and record symptoms of damage to those areas of the brain.



2

Select Text: Similar Behaviors (15 min)

Students identify one patient who exhibits symptoms/behaviors associated with frontal lobe damage.



3

Select Text: Mrs. B.'s Symptoms (7 min)

Students revisit the case of Mrs. B. to highlight any additional symptoms (or details) that they did not find during the previous activity.



4

Write (10 min)

Students draw evidence from both texts to compare Phineas Gage's symptoms of frontal lobe damage to those of Mrs. B.



5

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



6

Exit Ticket

Students compare and contrast the writing of Fleischman and Sacks.



7

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8

Solo (15 min)

Students read a passage from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* and answer questions that require attention to details and evidence.



9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



Reading: Students will apply Fleischman's account of frontal lobe damage as a reference as they analyze several case studies in an effort to infer which patient has frontal lobe damage. Students then compare and contrast how writers Fleischman and Sacks select and analyze evidence.

Writing: Students draw evidence from both texts to compare Phineas Gage's symptoms of frontal lobe damage to those of Mrs. B.

Lesson at a Glance Compilation

Lesson 2: Flex Day 4

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



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8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



12

Solo

Students have time for independent reading. Let them know that this activity is not optional.



The teacher selects from the range of activities to guide students to work on needed skills: reading fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

Lesson 3: Comparing Visual Neglect to “Eyes Right”

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

Discuss: Compare Case Studies (15 min)

Students compare the cases of Peggy and Mrs. S.



3

Select Text: Analyze an Essay (15 min)

Students read an essay comparing Peggy's case study to that of Mrs. S. To analyze the essay, they find the claim, evidence, and descriptions of the evidence.



4

Wrap-Up (5 min)

Students discuss the case studies that they found most impactful throughout the unit.



5

Exit Ticket (4 min)

Students review a series of sentences to determine claim, evidence, and explanation.



6

Solo (12 min)

Students read a poem by Emily Dickinson and answer questions that require attention to details and evidence.



Reading: Students will compare two patients who suffer from a similar brain disorder in the video Visual Neglect and the text “Eyes Right” to identify the key points of comparison.

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Sub-unit 4

Lesson 1: Writing a Claim & Body Paragraph 1

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

Present: Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson to examine the topic and select relevant content.



3

Select Text: Adolescent Behavior (8 min)

Students reread text to highlight and list four examples of adolescent behavior.



4

Select Text: Phineas's Behavior (8 min)

Students reread to find examples of Phineas's behaviors after his accident to compare to the adolescent behaviors they found in *Inventing Ourselves: The Secret Life of the Teenage Brain*.



5

Write: Making a Claim (8 min)

Students draft a preliminary claim statement to begin to clarify the argument they will develop in paragraph 1.



6

Write: Body Paragraph 1 (10 min)

Using their lists as jumping-off points, students develop their observations about how Phineas's behavior compares to that of an adolescent.



7

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



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8

Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.



INDIVIDUAL

9

Solo (25 min)

Students continue to work on their essays.



INDIVIDUAL

Reading: Students will select evidence of similar behaviors from *Inventing Ourselves: The Secret Life of the Teenage Brain* and *Phineas Gage*.

Writing: Students will draft the claim and first body paragraph of their essays, comparing Phineas's behavior to that of an adolescent.

7C: Brain Science

Lesson at a Glance Compilation

Lesson 2: Writing Body Paragraph 2

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



3

Select Text: Phineas's Brain Injury (8 min)

Students review what they previously wrote about the type of brain injury that Phineas suffered and then highlight additional evidence in the text.



4

Write: Develop Body Paragraph 2 (20 min)

Students reread a passage from *Inventing Ourselves* to gather relevant information and quotes to develop a second comparison between Phineas's injured brain and the adolescent brain.



5

Share (8 min)

Students share their writing and have the opportunity to respond to a peer's writing.



6

Work Visually: Combine Paragraphs (5 min)

Students combine their two paragraphs into one piece so that it will be easier to work with.



7

Wrap-Up: Evaluate (3 min)

Students evaluate their own progress and understanding of tasks.



Lesson at a Glance Compilation



Solo (25 min)

Students continue to work on their essays.



INDIVIDUAL

Revision: Students will add or further explain evidence in a previous writing response.

Writing: Students will draft the second body paragraph of their essays and describe and explain their textual evidence to show how it supports their claims.

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Lesson at a Glance Compilation

Lesson 3: Essay Flex Day

ACTIVITY

Vocabulary Activities



1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



3

Independent Work: Status Update (5 min)

Students identify the work they have completed and whether they need additional conference support to prepare for the Flex Day activities.



4

Present: Work Session Overview (5 min)

Preview the activities students can work with in today's lesson.



5

Work Session A: Body Paragraphs (15 min)

Students continue to develop and clarify their reasoning and evidence by writing an additional paragraph or developing evidence in an existing paragraph.



6

Work Session B: Revise Claim Statement (10 min)

Students draft two versions of their claim statements after writing their body paragraphs to articulate any new thinking they have about the claim in each paragraph.



7

Class: Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.



Lesson at a Glance Compilation



Solo (15 min)

Students have the opportunity to continue to work on their essays.



INDIVIDUAL

Writing: Students will continue to work on their essays with teacher support based on students' individual needs.

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Lesson at a Glance Compilation

Lesson 4: Revising and Writing an Introduction

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



3

Revise: Developing Evidence (10 min)

Students identify additional textual evidence and then use it to strengthen the body of their essays.



4

Present: The Introduction (5 min)

Students review the purpose and elements of an introduction to prepare for writing the introductions to their essays.



5

Write: The Introduction (15 min)

Students craft an introduction to draw in a reader, introduce their claim and clearly reflect the ideas they develop in the body.



6

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



7

Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.



Lesson at a Glance Compilation



Solo

Students continue to work on their essays.



INDIVIDUAL

Revision: Students will revise their body paragraphs by adding evidence or developing their evidence further.

Writing: Students will write introductions that contain strong leads to draw in the reader and frame their argument.

7C: Brain Science

Lesson at a Glance Compilation

Lesson 5: Writing a Conclusion and Polishing the Essay

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



3

Write: Conclusion (10 min)

Students experiment with ways to write a conclusion for their essay.



4

Revise: Transitions (16 min)

Students revise their essays to create transitions between and within their body paragraphs.



5

Revise: Concise Language (8 min)

Students revise their essays to choose language that expresses ideas precisely and concisely, and that eliminates wordiness and redundancy.



6

Revise: Editing (12 min)

Students polish their essay: first focusing on sentence flow and completeness, then on word usage, proofing, and citation issues.



7

Share (12 min)

Students share their writing and have the opportunity to respond to a peer's writing.



Lesson at a Glance Compilation



Wrap-Up (3 min)

Students discuss the essay writing process.



GROUP

Revision: Students will revise their essays by choosing precise language and eliminating wordiness and redundancy.

Writing: Students will edit their essays, focusing first on sentence flow and essay completeness and then on grammar, spelling, punctuation, and citations.

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Lesson at a Glance Compilation

Assessment

Lesson 1: Brain Science Unit Reading Assessment

ACTIVITY

1

Selected Response Questions (30 min)

Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



INDIVIDUAL

2

Constructed Response: Informative (10 min)

Students complete a constructed response using evidence from a single passage.



INDIVIDUAL

3

Constructed Response: Argumentative (10 min)

Students complete a constructed response using evidence from two passages.



INDIVIDUAL