

Grade Level/Subject: 8-ELA

Unit: 1- Plot & Conflict (Short Story & Novel)

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</p> <p>CC.1.3.8.B / E08.A-K.1.1.1</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C/ E08.A-K.1.1.3</p> <p>Analyze how particular lines</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</p> <p>Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</p> <p>Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience.</p>	
	Meaning-Making	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <p>The audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.</p> <p>The rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How does conflict drive the plot of a narrative? How does it differ between a novel and short story?</p>

<p>of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>CC.1.3.8.D/ E08.A-C.2.1.1</p> <p>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.</p>		<p>How does irony provoke thinking about and response to a text?</p> <p>Why does writing format change due to knowledge of the audience?</p> <p>How do learners make decisions concerning formal and informal language in social and academic settings?</p>
Knowledge and Skills Acquisition		
<p>CC.1.3.8.F/ E08.A-C.2.1.3</p> <p>Analyze the influence of the words and phrases in a text including figurative and</p>	<p><i>Students will know...</i></p> <p>What irony is and why writers use it.</p> <p>Narratives include events in the plot that are driven by the conflict, both bringing a resolution closer and moving it farther to create drama.</p> <p>Language is used in different ways determined by audience and situation.</p> <p>Grammar: Form and use verbs in the active and passive voice and mood.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying irony and analyzing its use in a narrative.</p> <p>Analyzing and evaluating how the events in the story are propelled by the conflict.</p> <p>Code switching to use language</p>

<p>connotative meanings, and how they shape meaning and tone.</p> <p>ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.</p> <p>ID.6-8.5 I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.</p> <p>DL- Use of a variety of digital media for collaboration.</p>	<p><i>Vocabulary:</i></p> <p>Irony</p> <p>Situational irony</p> <p>Dramatic irony</p> <p>Code switching</p> <p>Formal language</p> <p>Informal language</p>	<p>appropriately for situation and/or effect.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
Final piece will include irony, code switching and evidence of knowledge of short story genre	<p>PERFORMANCE TASK(S):</p> <p>Students will write a narrative.</p> <p>Genre development- short story</p> <p>Conflict growth through events in the plot</p> <p>Inclusion of irony and code switching</p>	<p>Differentiation Considerations:</p> <p>Identify their own use of irony and code switching</p>
PSSA TDA rubric	<p>OTHER EVIDENCE:</p> <p>Text Dependent Analysis</p> <p>Visual representation of character trait understandings.</p>	<p>Differentiation Considerations:</p> <p>Visual formative assessment</p>