Grade Level/Subject 8LA

Unit 5- Research (True Crime)

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results	
Overarching PA Core or National Standards: E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-V.4.1.1 Determine or clarify the	**Transfer**

Transfer

Students will be able to independently use their learning to…

- Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity.

- Read closely and analytically to comprehend a range of increasing complex literary and informational text.

- Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.

Meaning-Making

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering...*
Effective research requires the use of varied resources to gain or expand knowledge. Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.	How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present finding?

meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E08.B-K.1.1.3 Analyze how a text makes connections among and		What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

Knowledge and Skills Acquisition		
Students will know… How to evaluate the credibility of a source of information. The difference in reliability of primary and secondary sources. How authors or speakers support their ideas directly and indirectly. How to identify when an author or speaker is editorializing. *Grammar:* Parenthetical citation Works cited MLA Citations *Vocabulary:* Primary source Secondary source Reliability Circumstantial Editorial Citation Case Study		*Students will be skilled at…* Accurately citing evidence. Paraphrasing inform-action from a single source. Removing personal bias when presenting information. Analyzing, evaluating and synthesizing information to make connections between events and craft a plausible theory from multiple sources and perspectives. Using of a variety of technological resources for research and citations.

distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). E08.B-K.1.1.1 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. E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic,		

establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied		

transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports		

| the analysis presented.

DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

DL- Use of a variety of digital media for collaboration.

Use of a variety of digital media for production and presentation of ideas. | | |

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
Checklist with written feedback for mastery and improvement.	PERFORMANCE TASK(S): Case Study Portfolio: Title page: Section 1 (Suspect Information) Section 2 (Evidence: Cited!!) Section 3 (Summary of Case) Works Cited: List of references and sources used throughout your case file.	Differentiation Considerations: Graphic organizers Restructuring of components for step-by-step independent work.
Criteria: Discuss and present knowledgably with peers. Appropriate use of conventions Correct citations Synthesis of evidence to draw plausible conclusions.	OTHER EVIDENCE: What other evidence will you collect to determine whether Stage 1 goals were achieved? Citation evidence Vocabulary use and comprehension Formative checks for understanding of student resource texts	Differentiation Considerations: