

Grade Level/Subject 8-ELA

Unit: Setting & Mood (Mystery & Suspense)

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
	<i>Transfer</i>	
<p>Overarching PA Core or National Standards:</p> <p>CC.1.3.8.C /E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.E /E08.A-C.2.1.2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p> <p>Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience.</p>	
	<i>Meaning-Making</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Effective readers use appropriate strategies to construct meaning.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <p>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</p> <p>Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What is this text really about?</p> <p>How does a reader’s purpose influence how text should be read?</p> <p>How do readers know what to believe?</p> <p>How do active listeners know what to believe in what they hear?</p>

<p>CC.1.3.8.H /E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.</p> <p>DI.6-8.8 I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.</p> <p>D.L.- Use of a variety of digital media for collaboration.</p> <p>D.L.- Use of a variety of digital media for production and presentation of ideas.</p>	<p style="text-align: center;">Knowledge and Skills Acquisition</p> <p>Students will know...</p> <p>What components are present in the mystery genre.</p> <p>Techniques an author uses to create suspense.</p> <p>Elements of a drama (radio versus visual)</p> <p>Author's life experience has an impact on what they write, including the themes they explore and events they imagine.</p> <p><i>Grammar:</i> Pauses within a sentence to create an effect.</p> <p><i>Vocabulary:</i> Allusion Foreshadowing Suspense Tone Mood Per text selection</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying and analyze an author's use of specific techniques such as foreshadowing, mood and tone, to create a sense of suspense.</p> <p>Identifying and analyzing how the elements of drama create suspense. Building background information on an author in order to understand more about their writing.</p> <p>The use of comma. Dash or ellipsis for dramatic pause.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>Rubric:</p> <p>Use of multiple suspense techniques</p> <p>Understanding of an author’s life and how it impacts their writing.</p> <p>Analysis and comparison of multiple text types, including how a text format impacts the reader’s experience of the story.</p>	<p>PERFORMANCE TASK(S):</p> <p>Students will produce a magazine or website reflecting the mystery and suspense genre. The website will include:</p> <ul style="list-style-type: none"> - Original story or poem demonstrating use of techniques used by authors to create suspense (use of setting elements, foreshadowing, tone, mood, ellipsis). - Author study relating events and people in the author’s life to the development of their body of work. - Compare multiple texts with an analysis of the author’s use of setting and suspense elements and format choice. 	<p>Differentiation Considerations:</p> <p>Templates for completed project will be provided.</p>
<p>Analysis of text</p> <p>List, highlight or demonstrate verbal knowledge of techniques</p>	<p>OTHER EVIDENCE:</p> <p>TDA- critique author’s use of techniques and goals they hope to attain.</p> <p>Identification of technique usage and author choices in multiple text styles.</p>	<p>Differentiation Considerations:</p>