

Grade Level/Subject 8 LA

Unit Theme & Symbolism (Holocaust)

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</p> <p>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>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</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives. • Read closely and analytically to comprehend a range of increasing complex literary and informational text. • Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond. 	
	Meaning-Making	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.</p> <p>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What conditions does an author need to consider when writing a drama?</p> <p>How does the audience analyze particular lines of dialogue to interpret information about</p>

<p>to its meaning and style.</p> <p>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>E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded,</p>		<p>characters, actions, or decisions?</p> <p>What elements create a symbol and how does an author use symbolism to emphasize a universal theme or big idea?</p>
Knowledge and Skills Acquisition		
	<p><i>Students will know...</i></p> <p>The decisions made by authors to address their audience and the considerations they make in creating their text.</p> <p>Authors use different techniques to create symbols and symbolism. Repetition, emotional attachment, character development, etc.</p> <p>The universal themes are explored in multiple texts across time and style.</p> <p>GRAMMAR: Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences</p> <p>VOCABULARY:</p>	<p><i>Students will be skilled at...</i></p> <p>Determining when an author makes a specific choice in order to affect the audience's experience or understanding.</p> <p>Identifying symbols and their effect within a text.</p> <p>Analyzing the techniques used to communicate a symbol's importance to the audience.</p>

<p>willful, firm, persistent, resolute).</p> <p>DL.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>DL- Use of a variety of digital media for collaboration.</p> <p>Use of a variety of digital media for production and presentation of ideas.</p>	<p>Symbol Symbolism Universal theme Perspective Criteria Technique Stage Direction</p>	<p>Identify a universal theme and track its development across multiple texts.</p> <p>Compare universal themes and their presentation by authors of differing backgrounds.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Develop, define, and embed a symbol in a multimodal task of their choice in a written thematic narrative.	Differentiation Considerations:
What criteria will be used in each assessment to evaluate attainment of the desired results?	OTHER EVIDENCE: Text Dependent Analysis on symbolism's illustration of a theme	Differentiation Considerations: