

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019
Chapter 1 The Pleasure of Literature

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recognize the major forms of literature
- Become familiar with the tools necessary to appreciate the literature critically by discussing literary history and examining different genres and techniques
- Identify relevant events in the story and state relationships of cause and effect
- Visualize key features of the story
- Build vocabulary in context of the story without wordiness
- Use various kinds of context clues to understand a text
- Recognize the symbolism from its denotative meaning to the implied context
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand ...

- The basic structure and components of literature
- The author’s message based on their life and the connection to it through their literary works
- That words have different meaning depending on their usage
- That different individuals have different ways of telling a story based on their own interpretation and expressions as they visualize the story

Essential Question(s):

- What are the different and major forms of literature?
- How would you differentiate literary techniques to literary elements?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers’ emotions?
- How does an author’s work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
- How important it is to know the correct usage of words in telling a story?

Knowledge:

Students will...

- Define the major forms of literature, literary techniques, and elements and devices
- Analyze the concept of developing new vocabulary
- Build vocabulary in context of the story without wordiness
- Get to know the author and its works
- Identify relevant events in the story and state relationships of cause and effect

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

- Integrate the information gathered in a global-to-local scale

Stage 2 - Assessment Evidence

Performance Task(s):

I. Formative – to determine students’ learning within the Unit, the following assessments will be used:

- a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities.
- b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion.
- d) Diagram/Organizer: To assess students’ knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.
- e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic.
- f) Creative Output: create your own children’s story; create a diagram or map of the story’s elements and it’s outcomes; create a new story based on the same topic, genre, or literary elements; write a new ending to the story.
 - In Chapter 1, students are expected to *recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to comprehend the story in a deeper way.*

II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

Stage 3 - Learning Plan

Learning Activities:

Chapter 1 is divided into three categories; The Literature Terms, Language Development and Literature Selection, which comprise of different strategies and skills. Students are expected to get familiar with the major forms of literature, genres, devices, and techniques. In this chapter, the Story Analysis Worksheets are introduced to guide the students in annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual tasks, group discussions or pair work. The third category, Language Development, aids the students in building new vocabulary in different techniques and understanding the context that will transport them into a different level of understanding based on the literature style and technique. Linguistic concepts and grammar are also mentioned here to guide the students better and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types and Techniques – differentiate each form from other types and distinguish their literary techniques
2. Literary Elements and Devices - explore the themes and conventions associated with different genres of the literary types featured in the chapter
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Diction/Word Choice, Context Clues and Types of Context Clues

- Analyze the concept of developing new vocabulary
- Build vocabulary in context of the story without wordiness
- Distinguish words from their function
- Use various kinds of context clues to understand a text

Category 3. Reading Selection – “The Story-Teller” by Saki

- Get to know the author and its works

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Integrate the information gathered in a global-to-local scale
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
- Examine and evaluate the featured story

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- Five Famous Fairy Tales (Hans Christian Andersen)
- The Boy Who Cried Wolf and The Tortoise and the Hare (Classic Moral Stories)
- Tom Sawyer Chapter 1: The Fence (Mark Twain)
- Wicked and Humorous Tales (Saki - Twisted Children's Stories)

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019
Chapter 2 Rainy Days

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Examine different genres and techniques used for the featured readings
- Develop reading comprehension skills at different levels of difficult
- Create a setting using sensory details
- Get to know the author and its works
- Learn the concepts of bullying, peer pressure and tolerance
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- The basic structure and components of a short story
- The author’s message based on his life and the connection to it through his literary works.
- That sensory words help students create a setting with its life-like details
- That different individuals have different perception based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- How would you differentiate the genres of the two featured readings so far?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers’ emotions?
- How does an author’s work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
- What strategies and techniques they can apply to engage in creating a beautiful setting?

Knowledge:

Students will...

- Differentiate genres of similar literature types
- Infer the author’s purpose
- Learn strategies to create a descriptive writing using visual imagery
- Integrate the information gathered in a global-to-local scale

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

Stage 2 - Assessment Evidence

Performance Task(s):

I. Formative – to determine students’ learning within the Unit, the following assessments will be used:

Other Evidence:

The following will also be observed, recorded, and

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

<p>a) Checklists: A chart with the list of students' names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities.</p> <p>b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</p> <p>c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion.</p> <p>d) Diagram/Organizer: To assess students' knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.</p> <p>e) Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</p> <p>f) Creative Output: write a new/alternate ending to the story; create a new story based on the same topic, genre, or literary elements; create a diagram or map of the story's elements and possible outcomes; create a comic strip or other visual imagery to tell a unique story about the future.</p> <ul style="list-style-type: none"> • In Chapter 2, students are expected to <i>recognize different genres of a similar literature type, build new vocabularies using sensory details, familiarize the literary elements to comprehend the story in a deeper and analytical way.</i> <p>II. Summative – Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
--	--

Stage 3 - Learning Plan

Learning Activities:

Chapter 2 is divided into three categories; The Literary Terms, Language Development and Reading Selection, which comprise different strategies and skills. In this chapter, students are expected to get familiar with the

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

Short Story as it was discussed in the first chapter. They are engaged in determining another genre of a similar literature type and devices pertaining to the featured reading. The Literary Element in “Creating a Setting” is introduced to guide the students in writing an interesting setting using sensory words and phrases, making it more engaging to readers. Making connections and relating cultural values from the author’s perspective is still emphasized as it is relevant to the matter in the existing world. The second category, Language Workshop, aids the students in building new vocabulary; using sensory words will help them to create a beautiful world that transports readers into a world of adventure.

Category 1: Literary Terms

1. Literature Types and Techniques – differentiate each form from other types and distinguish their literary techniques
2. Literary Elements and Devices - explore the themes and conventions associated with different genres of the literary types featured in the chapter
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Sensory Words, Synonyms, Antonyms, Thesaurus

- Identify classify sensory words
- Classify sensory words to make writing more vivid
- Acquire new vocabulary by using synonyms and antonyms
- Know the proper usage of a thesaurus

Category 3. Reading Selection – All Summer in a Day (Science Fiction by Ray Bradbury, from The Magazine of Fantasy and Science Fiction)

- Get to know the author and its works
- Learn the concepts of bullying, peer pressure and tolerance
- Speculate the author’s purpose
- Discuss the importance of respecting peers and avoiding prejudice in all forms
- Differentiate the literary genre (Sci-Fi and Fantasy)

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

- Integrate the information gathered in a global-to-local scale

- Examine and evaluate the featured story

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- A Sound of Thunder (Ray Bradbury - SciFi)
- 2 B R O 2 B (Kurt Vonnegut - SciFi)
- Inverness File 491 (Copy of "Omega File 349" - SciFi w/ Plot Holes)

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019
Chapter 3 Sacrifices

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recall the short story and poetry
- Interpret the author’s use of characters and events
- Understand proper word usage for creating visual imagery
- Identify symbolism
- Apply techniques acquired in previous chapters
- Learn the concept of cognates and false friends
- Get to know the author and its works
- Explore the concepts of sacrifice, love, money, and possessions
- Analyze the writing style of the author
- Examine and evaluate the featured story

Understanding(s):

Students will understand...

- The author’s message based on his life and the connection to it through his literary works.
- The importance of characters and character development in the story
- Words may share the same root in different languages; some have the same meaning while others don’t
- That different individuals have different perception based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- How does a character influence the readers’ mind?
- How does the author use literary devices to create an interesting character?
- What visual imagery does the author create to activate one or more of readers’ emotions?
- How does an author’s work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
- What are cognates? How do they differ from false friends?
- What are homonyms?

Knowledge:

Students will ...

- Define characters and their importance
- Infer the author’s purpose
- Identify relevant events in the story and state relationships of cause and effect
- Integrate the information gathered in a global-to-local scale
- Classify homonyms
- Identify cognates and false friends

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

Stage 2 - Assessment Evidence

Performance Task(s):

I. Formative – to determine students’ learning within the Unit, the following assessments will be used:

- a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair/group activities.
- b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion.
- d) Diagram/Organizer: To assess students’ knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.
- e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic.
- f) Creative Output: create a diagram or map of the story’s elements and possible outcomes; create a new story based on the same topic, genre, or literary elements; create an original work of realistic fiction or a “slice of life” story that connects to your life or the life of someone you know.
 - In Chapter 3, students are expected to *create a character to serve as a medium so as to give readers the complete understanding as why thing happens as such, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.*

II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

**The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019**

Stage 3 - Learning Plan

Learning Activities:

Chapter 3 is divided into three categories; The Literary Terms, Language Development and Reading Selection, which comprise of different strategies and skills. Students are expected to get familiar with the Short Story as it was discussed in the previous chapters. In this chapter, they are engaged in determining another genre of similar literature type and devices pertaining to the featured reading. Literary Elements such as characterization, imagery, allegory, and symbolism are introduced to guide the students in writing interesting characters with consistency in each description as the story progresses making it more engaging to readers. Making connections and relating cultural values from the author's perspective is still emphasized as it is relevant to the matter in the existing world. The second category, Language Workshop aids the students in building new vocabulary by recognizing the root words and classifying them as cognates or false friends. Homonym is mentioned as well so that students will have more knowledge of the differences of words by their meaning and usage.

Category 1: Literary Terms

1. Literature Types and Techniques – differentiate each form from other types and distinguish their literary techniques
2. Literary Elements and Devices - explore the themes and conventions associated with different genres of the literary types featured in the chapter
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Cognates; False Friends; Homonyms

- learn the concept of cognates and false friends
- Acquire new vocabulary by familiarizing cognates and false friends
- Use of homophones and homographs
- Compare and contrast the concepts of homophones and homographs

Category 3. Reading Selection – The Gift of the Magi (Love story/Poetry/Drama/Realistic Fiction) by O. Henry, from New Yorkers

- Get to know the author and its works

**The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019**

- Discuss the concept of sacrifice and relate to personal life experience
- Explore the concept of sacrifice
- Infer the outcome of the story
- Analyze the writing style of the author
- Examine and evaluate the featured story

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- A Lickpenny Lover (O. Henry - Love/Human Nature/Relationships)
- On Seeing the 100% Perfect Girl (Haruki Murakami - Love/Loss)
- Sleeping Beauty (Charles Perrault - Love, Classic Fairy Tale)

Chapter 4 Decision

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recall the plot line of the story and its elements
- Become familiar with the tools necessary to appreciate the literature critically
- Identify relevant events in the story and state relationships of cause and effect
- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Distinguish the meanings of pairs of heteronyms
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- Author's message based on their life and connection to it through their literary works.
- The sequence of events in the story and how the connection of characters to those events can determine the outcome of the story.
- Root words are the building block of language to which parts can be added to create another word.
- Words can have different meanings even if sometimes they have the same spelling.
- That words have different meaning depending on their usage.

Essential Question(s):

- What is plot?
- How does knowing root words help expand vocabulary?
- How does the author use literary devices to create a sequence of events that determine the outcome of the story?
- What visual imagery does the author create to activate one or more of the readers' emotions
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

**The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019**

<ul style="list-style-type: none"> • That different individuals have different perception based on her own interpretation of the text depending of their experiences and the information acquired from media. 	<ul style="list-style-type: none"> • If you were the princess, what option would you indicate and why?
<p>Knowledge: <i>Students will...</i></p> <ul style="list-style-type: none"> • Define plot • Map the plot of the story • Infer the author’s purpose • Expand vocabulary by knowing root words, prefixes, and suffixes • Classify kinds of heteronyms • Identify relevant events in the story and state relationships of cause and effect • Integrate the information gathered in a global scale 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Retell the story according to the correct pattern of its elements (Plot Pyramid) • Visualize key features of the story • Recognize the symbolism from its denotative meaning to the implied context • Distinguish words from their function • Integrate the information gathered on a global scale

Stage 2 - Assessment Evidence

<p>Performance Task(s): I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ol style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess students’ knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Write your own ending to the story; create a diagram or map of the story’s 	<p>Other Evidence: The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
--	--

The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019

elements and possible outcomes; create a new story based on the same topic, genre, or literary elements.

- In Chapter 4, students are expected to *map the plot of the story, build vocabulary in context of the story, familiarize the literary elements to comprehend the story in a deeper way.*

II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.

Stage 3 - Learning Plan

Learning Activities:

Chapter 4 is divided into three categories; The Literary Terms, Language Development and Reading Selection, which comprise of different strategies and skills. Students are expected to get familiar with the Short Story as it was discussed in the previous chapters. This particular short story is unique in its usage of *authorial intrusion*; the author leaves the story unfinished and turns to the reader to make their own conclusions. This leaves students and teachers with many opportunities to explore both the intent of the author and the conclusions that you would personally draw from the story. Story Analysis Worksheets may be re-introduced as an aid to comprehend the story by getting detail information from the story. The Literary Element “Plot” is introduced to guide the students in understanding the piece in its sequence, making it more engaging to readers. Making connections and relating cultural values from the author’s perspective is still emphasized as it is relevant to the real world. The second category, Language Workshop, aids the students in building new vocabulary by identifying root words, forms, and meanings of prefixes and suffixes to understand the form and function of words.

Category 1: Literary Terms

1. Literature Types and Techniques – differentiate each form from other types and distinguish their literary techniques
2. Literary Elements and Devices - explore the themes and conventions associated with different genres of the literary types featured in the chapter
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

**The Asian International School
Unit Backward Design
Literature, Intermediate, 2018-2019**

Category 2. Language Development - Word family; heteronyms

- Deduce the meaning of the words by the given form
- Distinguish words from its function
- Distinguish the meanings of pairs of heteronyms
- Apply the knowledge in reading and writing

Category 3. Reading Selection – The Lady, or The Tiger

- Realistic Fiction /Poetry by Frank R. Stockton
- Get to know the author and its works
- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Know and explore the concepts of justice, government and decisions
- Define, restate, localize and give a personal opinion on the idea of justice
- Build arguments expressing their point of view
- List and define unfamiliar, difficult and important vocabulary (*This story has very complex vocabulary and using a graded version of the story may be a necessary first step to deeper comprehension.)
- Examine and Evaluate featured story
- Visualize key features of the story
- Integrate the information gathered in a global-to-local scale

Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- The Lady, or the Tiger (Graded Version and Movie Version)
- Sister Love (John Escott - Love, Relationships)
- The Lottery (Shirley Jackson - Decisions, Social Issues, Moral Dilemmas)
- The Ones Who Walk Away From Omelas (Ursula LeGuin - Decisions, Social Issues, Moral Dilemmas)