

SCOPE AND SEQUENCE CHART

<i>Lesson Number, Title, and Time Allotment</i>	<i>Topics and Subtopics</i>	<i>K-12 Learning Competencies</i>	<i>Lesson Objectives</i>
PART I: 21st-Century Literature from the Philippines			
Unit 1			
Luzon in Its Lingering Shapes, Colors, and Moods			
Lesson 1 Experiencing Literature (2 meetings)	Definition of Literature “Spirit and Literature” by F. Sionil Jose	<ul style="list-style-type: none"> • Appreciate the contributions of the canonical Filipino writers to the development of national literature • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To define literature • To explain the relevance of canonical writers to the development of national literature • To demonstrate knowledge of the relationship between text and context
Lesson 2 Illuminating Life’s Equation (2 meetings)	Definition of a mathematical equation “Equation of a Straight Line, Equation of a Circle” by Mar Anthony Simon Dela Cruz	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To identify social elements of the text • To identify social issues in the text • To explain the technique and topics used by the author in connection to its theme • To demonstrate knowledge of the theme by discussing current issues relevant to the reader

<p>Lesson 3</p> <p>Fleeing from the Flow</p> <p>(2 meetings)</p>	<p>Definition of Poetry</p> <p>“Song of the River Fool” by Jim Pascual Agustin</p>	<ul style="list-style-type: none"> • Identify the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary • Differentiate/compare and contrast the various 21st-century literary genres and the ones from the earlier genres/periods citing their elements, structures, and traditions • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To define literature • To explain image used in the text • To distinguish two different usage of the image in a text
<p>Lesson 4</p> <p>Facing Life’s Realities</p> <p>(2 meetings)</p>	<p>“Gatpanapun Na Ngeni” (After-noon of My Life) by Maria Aleta Tolentino</p> <p>English translation by Artdax</p>	<ul style="list-style-type: none"> • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/ town) • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To explain the theme in relation to the context of the poem • To critique philosophical ideas • To interpret philosophical ideas in relation to real life conditions

<p>Lesson 5</p> <p>Looking at “Layers” of Love</p> <p>(2 meetings)</p>	<p>Elements of Science Fiction</p> <p>“Lucky” by Raven Guerrero</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding 	<ul style="list-style-type: none"> • To define fiction and science fiction • To critique a science fiction text • To write a science fiction text
<p>Lesson 6</p> <p>Sighing About Separation</p> <p>(2 meetings)</p>	<p>“No Saannak Nga Alaen (Kung Hindi Mo Ako Kukunin)” by Aida Campos Tiama</p>	<ul style="list-style-type: none"> • Analyze the figures of speech and other literary techniques and devices in the text • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To explain the theme of the poem • To demonstrate knowledge in the different techniques used in the text
<p>Lesson 7</p> <p>“Pinching” and “Punching” Nostalgia</p> <p>(2 meetings)</p>	<p>“Pagbalik sa Estancia” by Merlinda Bobis</p>	<ul style="list-style-type: none"> • Identify the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Infer literary meaning from literal language based on • Explain the relationship of context with the text’s meaning usage 	<ul style="list-style-type: none"> • To explain the theme of the poem • To differentiate different languages used in the text

Lesson 8 Glancing at the “Tone” of Grief (2 meetings)	“Orange” by Gabriela Lee	<ul style="list-style-type: none"> Analyze the figures of speech and other literary techniques and devices in the text Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> To explain the technique used in the text To explain basic concepts in color theory To explain text in relation to different contexts
Lesson 9 Unfolding the Mystery of the Maker and What Was “Made” (2 meetings)	“When God Closes Doors” by Casiano P. Mayor	<ul style="list-style-type: none"> Explain the relationship of context with the text’s meaning Analyze the figures of speech and other literary techniques and devices in the text Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) 	<ul style="list-style-type: none"> To explain the meaning of the text To relate the text to philosophical ideas To identify literary elements in a text
Unit 2 Visayas and Life’s Vicissitudes			
Lesson 1 Understanding Father’s “Figure”	“Pagsunod sa Badlis” by Noel P. Tuazon	<ul style="list-style-type: none"> Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) Value the contributions of local writers to the development of regional literary traditions Analyze the figures of speech and other literary techniques and devices in the text Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s 	<ul style="list-style-type: none"> To demonstrate knowledge in using analogy, simile, and metaphor To identify social issues in the text To demonstrate knowledge of the theme by discussing current issues relevant to the reader To distinguish the persona from the addressee

		<p>understanding</p> <ul style="list-style-type: none"> • Situate the text in the context of the region and the nation • Explain the relationship of context with the text's meaning 	
<p>Lesson 2</p> <p>Coping with Life's Ups and Downs</p>	<p>"Siso Sakradang" by Janis Claire B. Salvacion</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text's meaning 	<ul style="list-style-type: none"> • To demonstrate the knowledge in imagery • To explain imagery with respect to the theme • To apply knowledge of imagery in a different context
<p>Lesson 3</p> <p>Looking for a Personal "Payao"</p>	<p>"Komposo ni Dandansoy" by Genevieve L. Asenjo</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students' region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and 	<ul style="list-style-type: none"> • To identify a ballad, narrative song, and folk song • To explain characteristics of text influenced by region/culture • To write a short story based on a folk song • To create a script based on another text

		<ul style="list-style-type: none"> • sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text's meaning 	
Lesson 4 Taking Pride in One's Place of Origin	"Leyte" by Victor N. Sugbo	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students' region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text's meaning 	<ul style="list-style-type: none"> • To explain the theme in relation to the context of the poem • To explain text in relation to different contexts • To relate concept found in the poem to real-life context
Unit 3 Mindanao and Its Murmurs			
Lesson 1 Muttering a Message	"Mt. Matutum" by Domingo F. Ego	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students' region/province/town) 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader

		<ul style="list-style-type: none"> • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To use an apostrophe
<p>Lesson 2 Lamenting Time and Memory</p>	<p>“Yang Puerta Ng Biniya’an Na Bay” by Danny Castellones Sillada</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of the context and the text’s meaning 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader • To demonstrate knowledge in the different genres found in regional literature • To demonstrate knowledge in the different genres found in regional literature

<p>Lesson 3</p> <p>Discoursing with the "I"</p>	<p>"I Higaonon" by Telesforo Sungkit, Jr.</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students' region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text's meaning 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader
<p>Lesson 4</p> <p>Playing the Grieving Game</p>	<p>"Playing with Guns" by Raul G. Moldez</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students' region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding • Situate the text in the context of the region and the 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader • To identify innuendos in texts

		<p>nation</p> <ul style="list-style-type: none"> • Explain the relationship of the context with the text’s meaning 	
<p>Lesson 5</p> <p>Facing Humming Hostilities</p>	<p>“Uyayi sa Digmaan” by Don Pagusara</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader • To create a skit based on a text
<p>Lesson 6</p> <p>Dialoguing with Language and Freedom</p>	<p>“Freedom” by Francis C. Macan-santos</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader • To identify irony in the tone of a text • To identify historical allusions

		<p>understanding</p> <ul style="list-style-type: none"> • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	
<p>Lesson 7</p> <p>Listening to a Woman’s Whispers</p>		<ul style="list-style-type: none"> • Identify representative texts and authors from each region (e.g., engage in oral history research with focus on key personalities from the students’ region/province/town) • Value the contributions of local writers to the development of regional literary traditions • Analyze the figures of speech and other literary techniques and devices in the text • Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding • Situate the text in the context of the region and the nation • Explain the relationship of context with the text’s meaning 	<ul style="list-style-type: none"> • To identify social issues in the text • To demonstrate knowledge of the theme by discussing current issues relevant to the reader
<p>PART II: 21st-Century Literature from the World</p>			
<p>Unit 1</p>			
<p>The Literary Powerhouses from the North American Region: United States of America and Canada</p>			
<p>Lesson 1</p> <p>Under- standing the Moment of Illumination</p>	<p>Definition of short story</p> <p>“Mastiff” by Joyce Carol Oates</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world 	<ul style="list-style-type: none"> • To demonstrate knowledge in the short story genre • To demonstrate knowledge of the relationship between text and context to explain the theme in relation to the context of the poem

in Epiphany		<ul style="list-style-type: none"> Identify the figures of speech and other literary techniques and devices in the text 	
Lesson 2 Keeping a Balance Between Freedom of Expression and Censorship	“The Glimpse of Life Beyond the Words on Censorship and Freedom of Speech” by Alice Walker	<ul style="list-style-type: none"> Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa Explain the texts in terms of literary elements, genres, and traditions Situate the texts in the context of the region, nation, and the world Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> To identify the social elements of the text To demonstrate knowledge of the theme by discussing current issues relevant to the reader To explain the theme in relation to the context of the poem
Lesson 3 Traversing the Seasons of Life Through a Door	Figures of Speech “The Door” by Margaret Atwood	<ul style="list-style-type: none"> Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa Explain the texts in terms of literary elements, genres, and traditions Situate the texts in the context of the region, nation, and the world Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> To explain the technique and topics used by the author in connection to its theme To demonstrate knowledge of the relationship between text and context To explain the theme in relation to the context of the poem
Unit 2			
The 21st-Century Literatures of Asia: Emerging from Tradition and Colonization			
Lesson 1 Changing Perception: from Aversion to Approbation	“Bull” by Mo Yan	<ul style="list-style-type: none"> Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa Explain the texts in terms of literary elements, genres, and traditions Situate the texts in the context of the region, nation, and the world Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> To explain the image used in the text To explain the theme in relation to the context of the poem To critique philosophical ideas To interpret philosophical ideas in relation to real life conditions

<p>Lesson 2</p> <p>Finding Freedom from Escape and Disappearance</p>	<p>Memoir</p> <p>“The Disappeared” by Salman Rushdie</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge in the nonfiction genre • To explain the theme in relation to the context of the poem
<p>Lesson 3</p> <p>Discovering the Perfect Refuge in the Most Unusual Place</p>	<p>“Pipes” by Etgar Keret</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To explain the theme of the poem • To demonstrate knowledge in the different techniques used in the text
<p>Lesson 4</p> <p>Exploring Areas of Integration Between Literature and Science</p>	<p>“String Theory” by Alvin Pang</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To explain the theme of the poem • To demonstrate knowledge in the different techniques used in the text
<p>Unit 3</p> <p>Literature Par Excellence: Prominent Writings in Europe</p>			
<p>Lesson 1</p> <p>Conquering the Onslaught</p>	<p>“Then Later, His Ghost” by Sarah Hall</p>	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem

of Calamity for the Triumph of the Human Spirit		<ul style="list-style-type: none"> • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	
Lesson 2 Healing Through Remembering the Victims of Terrorism	“Photograph from September 11” by Wislawa Szymborska	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Lesson 3 Turning Deaf and Blind: Perpetuating War Crimes in Silence	“What Must Be Said” by Gunter Grass	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge in prose poetry • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Unit 4			
Latin American Literature: Shedding New Identity in the 21st Century			
Lesson 1 Molding the Perfect Person Through the Humanizing Effect of	“Why Literature?” by Mario Vargas Llosa	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem

Literature		techniques and devices in the text	
Lesson 2 Drawing Life Lessons from the Story of the Pencil	“The Story of the Pencil” by Paulo Coelho	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Lesson 3 Weathering the Storm of Life During <i>Invierno</i>	“Invierno” by Junot Diaz	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Unit 5			
Black Consciousness from African Literature			
Lesson 1 Making Sense Out of Things We Lose	“Lost Poems” by Wole Soyinka	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Lesson 2 Confusing the	“The Education of a British-Protected Child” by Chinua Achebe	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the

African Identity of a British-Protected Child		<ul style="list-style-type: none"> and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	context of the poem
Lesson 3 Compromising Dignity for a Dream	“Checking Out” by Chimamanda Ngozi Adichie	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Unit 6			
The Literature of Australia and New Zealand in the 21st Century			
Lesson 1 Sustaining Relationship through Commitment of Loyalty	“Big World” by Tim Winton	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem
Lesson 2 Getting Through the Barrier of the Boy and His Overcast	“Stratus” by Siobhan Harvey	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem

Skies		techniques and devices in the text	
Lesson 3 Under- standing Humanity Through Sounds that Capture It	“Hotel Emergency” by Bill Manhire	<ul style="list-style-type: none"> • Identify representative texts and authors from Asia, North America, Europe, Latin America, and Africa • Explain the texts in terms of literary elements, genres, and traditions • Situate the texts in the context of the region, nation, and the world • Identify the figures of speech and other literary techniques and devices in the text 	<ul style="list-style-type: none"> • To demonstrate knowledge of the relationship between text and context • To explain the theme in relation to the context of the poem