

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 10**

**FIRST QUARTER**

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts, also how to use strategies in linking textual information, repairing, enhancing communication public speaking, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.
<b>PERFORMANCE STANDARD</b>	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>1</b>	<b>EN10RC-Ia-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ia-11.1:</b> Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc.	<b>EN10VC-Ia-1.4/2.4:</b> Determine how connected events contribute to the totality of a material viewed	<b>EN10V-Ia-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ia-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-Ia-12.1:</b> Identify features of persuasive texts	<b>EN10OL-Ia-3.14:</b> Identify the factors of public speaking	<b>EN10G-Ia-27:</b> Use reflexive and intensive pronouns
<b>2</b>	<b>EN10RC-Ib-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ib-4:</b> Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	<b>EN10VC-Ib-1.4/2.4:</b> Determine how connected events contribute to the totality of a material viewed	<b>EN10V-Ib-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ib-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Ib-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-Ib-12.1:</b> Identify features of persuasive texts	<b>EN10OL-Ib-3.15:</b> Describe and interpret the ethics of public speaking	<b>EN10G-Ib-27:</b> Use reflexive and intensive pronouns
<b>3</b>	<b>EN10RC-Ic-2.15.2:</b> Determine the effect	<b>EN10LC-Ic-4:</b> Determine the	<b>EN10VC-Ic-1.4/2.4:</b> Determine	<b>EN10V-Ic-13.9:</b> Differentiate	<b>EN10LT-Ic-2.2:</b> Explain how the	<b>EN10WC-Ic-12.2:</b> Formulate a	<b>EN10OL-Ic-3.16:</b> Describe the	<b>EN10G-Ic-26:</b> Using words and

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	how connected events contribute to the totality of a material viewed	formal from informal definitions of words	elements specific to a genre contribute to the theme of a particular literary selection  <b>EN10LT-Ic-2.2.2:</b> Explain the literary devices used	statement of opinion or assertion	techniques in effective public speaking	expressions that emphasize a point
4	<b>EN10RC-Id-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Id-4.1:</b> Single out direct and indirect signals used by a speaker	<b>EN10VC-Id-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-Id-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Id-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Id-2.2.2:</b> Explain the literary devices used	<b>EN10WC-Id-12.2:</b> Formulate a statement of opinion or assertion	<b>EN10OL-Id-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Id-26:</b> Using words and expressions that emphasize a point
5	<b>EN10RC-Ie-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ie-14.1:</b> Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener	<b>EN10VC-Ie-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-Ie-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ie-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Ie-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10WC-Ie-12.2:</b> Formulate a statement of opinion or assertion <b>EN10WC-Ie-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ie-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ie-26:</b> Using words and expressions that emphasize a point
6	<b>EN10RC-If-21:</b> Compare new insights with previous learnings	<b>EN10LC-If-14.2:</b> Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in	<b>EN10VC-If-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-If-13.9:</b> Differentiate formal from informal definitions of	<b>EN10LT-If-2.2:</b> Explain how the elements specific to a genre contribute to the	<b>EN10WC-If-12.3:</b> Compose a persuasive text of three paragraphs expressing one's	<b>EN10OL-If-3.16.1:</b> Employ the techniques in public speaking in a sample public	<b>EN10G-If-3.6:</b> Use modals

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		signaling the functions of statements made		words	theme of a particular literary selection. <b>EN10LT-If-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	stand on an issue	speaking situation	
<b>7</b>	<b>EN10RC-Ig-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ig-8.7:</b> Make generalizations	<b>EN10VC-Ig-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ig-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ig-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10WC-Ig-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ig-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ig-3.6:</b> Use modals
<b>8</b>	<b>EN10RC-Ih-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ih-14.3:</b> Show appreciation for songs, poems, and other listening texts	<b>EN10VC-Ih-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ih-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ih-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10WC-Ih-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ih-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ih-3.6:</b> Use modals
<b>9</b>	<b>EN10RC-Ii-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ii-14:</b> Examine how spoken communication may be repaired or enhanced	<b>EN10VC-Ii-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ii-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ii-18:</b> Evaluate literature as a way of expressing and resolving one's personal conflicts	<b>EN10WC-Ii-12:</b> Compose short persuasive texts using a variety of persuasive techniques and devices	<b>EN10OL-Ii-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ii-3.6:</b> Use modals
<b>10</b>	<b>Culminating Activity</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### SECOND QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups; also how to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches.
<b>PERFORMANCE STANDARD</b>	The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN10RC-IIa-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN10LC-IIa-11:</b> Switch from one listening strategy to another to extract meaning from the listening text	<b>EN10VC-IIa-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIa-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIa-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IIa-13.1:</b> Identify parts and features of argumentative essays	<b>EN10OL-IIa5:</b> Employ appropriate pitch, stress, juncture, intonation, etc.	<b>EN10G-IIa-29:</b> Observe correct grammar in making definitions
2	<b>EN10RC-IIb-11.2:</b> Explain illustrations from linear to non-linear texts and vice versa	<b>EN10LC-IIb-15.1:</b> Assess the effectiveness of a material listened to taking into account the speaker's purpose	<b>EN10VC-IIb-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIb-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIb-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IIb-13.2:</b> Formulate claims of fact, policy, and value	<b>EN10OL-IIb-5:</b> Employ appropriate pitch, stress, juncture, intonation, etc.	<b>EN10G-IIb-29:</b> Observe correct grammar in making definitions
3	<b>EN10RC-IIc-5.4:</b> Present information using tables, graphs, and maps	<b>EN10LC-IIc-15.2:</b> Assess whether the speaker's purpose is achieved or not	<b>EN10VC-IIc-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIc-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIc-2.2.1:</b> Express appreciation for	<b>EN10WC-IIc-13.3:</b> Use patterns and techniques of developing an argumentative claim	<b>EN10OL-IIc-3.11:</b> Use the correct sound of English when delivering impromptu and extemporaneous speech	<b>EN10G-IIc-29:</b> Observe correct grammar in making definitions

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					sensory images used			
4	<b>EN10SS-IIId-1.5.2:</b> Scan for needed information	<b>EN10LC-IIId-3.15:</b> Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	<b>EN10VC-IIId-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIId-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIId-2.2.2:</b> Explain the literary devices used	<b>EN10SS-IIId-1.6.3:</b> Acknowledge citations by preparing a bibliography	<b>EN10OL-IIId-3.11:</b> Use the correct sound of English when delivering impromptu and extemporaneous speech	<b>EN10G-IIId-29:</b> Observe correct grammar in making definitions
5	<b>EN10RC-IIe-7.3:</b> Read closely to get the author’s purpose	<b>EN10LC-IIe-13.2:</b> Employ analytical listening in problem solving	<b>EN10VC-IIe-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIe-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIe-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIe-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIe-1.6.4:</b> Use writing conventions to indicate acknowledgement of resources	<b>EN10OL-IIe-3.8:</b> Observe the correct stance and proper stage behavior as deemed necessary <b>EN10OL-IIe-2.6.2:</b> Establish eye contact	<b>EN10G-IIe-28:</b> Use words and expressions that affirm or negate
6	<b>EN10RC-IIIf-13.1:</b> Read closely to get explicitly and implicitly stated information	<b>EN10LC-IIIf-13.2:</b> Employ analytical listening in problem solving	<b>EN10VC-IIIf-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIIf-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIIf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIf-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIIf-1.6.6:</b> Use quotation marks or hanging indentations for direct quotes	<b>EN10OL-IIIf-3.8:</b> Observe the correct stance and proper stage behavior as deemed necessary <b>EN10OL-IIIf-2.6.2:</b> Establish eye contact	<b>EN10G-IIIf-28:</b> Use words and expressions that affirm or negate

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>7</b>	<b>EN10RC-IIg-13.1:</b> Read closely to get explicitly and implicitly stated information	<b>EN10LC-IIg-13.3:</b> Detect biases and prejudices	<b>EN10VC-IIg-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIg-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIg-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IIg-1.6.5:</b> Use in-text citations	<b>EN10F-IIg-3.7:</b> Demonstrate confidence and ease of delivery	<b>EN10G-IIg-28:</b> Use words and expressions that affirm or negate
<b>8</b>	<b>EN10RC-IIh-2.22:</b> Evaluate text content, elements, features, and properties using a set of criteria	<b>EN010LC-IIh-15.3:</b> Determine unsupported generalizations and exaggerations	<b>EN10VC-IIh-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIh-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIh-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10WC-IIh-13:</b> Compose an argumentative essay	<b>EN10F-IIh-3.7:</b> Demonstrate confidence and ease of delivery	<b>EN10G-II-h-28:</b> Use words and expressions that affirm or negate
<b>9</b>	<b>EN10RC-IIi-2.22:</b> Evaluate text content, elements, features, and properties using a set of criteria.	<b>EN010LC-IIi-15.3:</b> Determine unsupported generalizations and exaggerations	<b>EN10VC-IIi-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIi-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIi-19:</b> Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	<b>EN10WC-IIi-13:</b> Compose an argumentative essay	<b>EN10F-IIi-1.15:</b> Make and deliver impromptu and extemporaneous speeches with ease and confidence	<b>EN10G-IIi-28:</b> Use words and expressions that affirm or negate
<b>10</b>	<b>Culminating Activity</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.
<b>PERFORMANCE STANDARD</b>	The learner skilfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN10RC-IIIa-22.1:</b> Overall artistic value of the structure and elements of the selection (structuralist/formalist)	<b>EN10LC-IIIa-16:</b> Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge	<b>EN10VC-IIIa-12:</b> Raise questions to clarify issues covered in the material viewed	<b>EN10V-IIIa-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIa-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIa-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-IIIa-14.1.1:</b> Expand ideas using principles of cohesion and coherence	<b>EN10OL-IIIa-3.8:</b> Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	<b>EN10G-IIIa-31:</b> Use pronouns effectively
<b>2</b>	<b>EN10RC-IIIb-22.2:</b> Treatment of underlying or overarching issue concerning human experience (moralist)	<b>EN10LC-IIIb-16.1:</b> Distinguish the important points from less important ones in a text listened to	<b>EN10VC-IIIb-23:</b> Share viewpoints based on the ideas presented in the materials viewed	<b>EN10V-IIIb-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIb-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIb-2.2.2:</b> Explain the literary	<b>EN10WC-IIIb-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IIIb-3.8:</b> Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	<b>EN10G-IIIb-31:</b> Use pronouns effectively

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	<b>EN10RC-IIIc-22.3:</b> Power struggles of characters (Marxist)	<b>EN10LC-IIIc-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IIIc-10:</b> Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	<b>EN10V-IIIc-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIc-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIIc-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIc-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IIIc-5:</b> Employ the appropriate prosodic features of speech	<b>EN10G-IIIc-31:</b> Use pronouns effectively
4	<b>EN10RC-IIIId-22.4:</b> Gender relationships of characters (feminist)	<b>EN10LC-IIIId-3.2:</b> Raise questions and seek clarifications on issues discussed in the text listened to. <b>EN10LC-IIIId-3.18:</b> Get different viewpoints on various local or global issues	<b>EN10VC-IIIId-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIId-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIId-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10SS-IIIId-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIId-1.6.6:</b> Use quotation marks or hanging indentations for direct quotes	<b>EN10OL-IIIId-1.4:</b> Use polite expressions when giving a roast	<b>EN10G-IIIId-31:</b> Use pronouns effectively
5	<b>EN10RC-IIIe-22.5:</b> Relevance of the selection to the historical context during which it was produced (historical)	<b>EN10LC-IIIe-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IIIe-12:</b> Raise questions to clarify issues covered in the material viewed	<b>EN10V-IIIe-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIe-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10SS-IIIe-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIe-1.6.5:</b> Use in-text citations	<b>EN10OL-IIIe-3.9:</b> Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	<b>EN10G-IIIe-30:</b> Use structures of modification
6	<b>EN10RC-IIIIf-2.18:</b> Personal significance of the selection to the reader (reader-response)	<b>EN10LC-IIIIf-3.13:</b> React to the falsity or soundness of an argument	<b>EN10VC-IIIIf-23:</b> Share viewpoints based on the ideas presented in the materials viewed	<b>EN10V-IIIIf-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIIf-3:</b> Explain how a selection may be influenced by culture, history,	<b>EN10SS-IIIIf-1.6.3:</b> Acknowledge sources by preparing a	<b>EN10OL-IIIIf-3.9:</b> Use the correct and appropriate language when giving a toast or a	<b>EN10G-IIIIf-30:</b> Use structures of modification



### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					environment, or other factors	bibliography	tribute to someone and when delivering welcome and closing remarks	
7	<b>EN10RC-IIIg-2.18:</b> Personal significance of the selection to the reader (reader-response)	<b>EN10LC-IIIg-14.3:</b> Show appreciation for songs, poems, plays, etc.	<b>EN10VC-IIIg-10:</b> Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	<b>EN10V-IIIg-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIg-20:</b> Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	<b>EN10WC-IIIg-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIg-1.10:</b> Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	<b>EN10G-IIIg-30:</b> Use structures of modification
8	<b>EN10RC-IIIh-23.1:</b> Identifying textual details that affirm or refute a claim	<b>EN10LC-IIIh-6.5:</b> Describe the emotional appeal of a listening text	<b>EN10VC-IIIh-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIh-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10WC-IIIh-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIh-3.11:</b> Produce the sounds of English correctly and effectively	<b>EN10G-IIIh-30:</b> Use structures of modification
9	<b>EN10RC-IIIi-3.1.12:</b> Examining biases	<b>EN10LC-IIIi-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IIIi-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIi-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIi-20:</b> Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	<b>EN10WC-IIIi-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIi-1.10:</b> Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	<b>EN10G-IIIi-30:</b> Use structures of modification
10	<b>Culminating Activity</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as instruments to resolve social conflicts, also how to use the language of research, campaigns and advocacies.
<b>PERFORMANCE STANDARD</b>	The learner competently presents a research report on a relevant socio-cultural issue.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN10SS-IVa-1.5:</b> Use locational skills to gather information from primary and secondary sources of information	<b>EN10LC-IVa-16:</b> Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge	<b>EN10VC-IVa-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVa-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVa-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IVa-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-IVa-14.1.1:</b> Expand ideas using principles of cohesion and coherence	<b>EN10OL-IVa-3.9:</b> Use appropriate language when delivering campaign speeches.	<b>EN10G-IVa-32:</b> Observe the language of research, campaigns, and advocacies
<b>2</b>	<b>EN10SS-IVb-1.7:</b> Get vital information from various websites on the internet	<b>EN10LC-IVb-3.18:</b> Get different viewpoints on various local or global issues <b>EN10LC-IVb-16.1:</b> Distinguish the important points from less important ones in any listening text	<b>EN10VC-IVb-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVb-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVb-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IV-b-2.2.2:</b> Explain the literary	<b>EN10WC-IVb-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IVb-3.8.1:</b> Show courtesy and politeness when delivering campaign speeches	<b>EN10G-IVb-32:</b> Observe the language of research, campaigns, and advocacies

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	<b>EN10SS-IVc-1.8:</b> Synthesize essential information about a chosen issue	<b>EN10LC-IVc-3.18:</b> Get different viewpoints on various local or global issues <b>EN10LC-IVc-16.1:</b> Distinguish the important points from less important ones in any listening text	<b>EN10VC-IVc-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	<b>EN10V-IVc-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVc-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IVc-1.6.3:</b> Acknowledge sources by preparing a bibliography	<b>EN10OL-IVc-3.8:</b> Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech	<b>EN10G-IVc-32:</b> Observe the language of research, campaigns, and advocacies
4	<b>EN10RC-IVd-2.13:</b> Distinguish facts from beliefs	<b>EN10LC-IVd-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IVd-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	<b>EN10V-IVd-30:</b> Get familiar with technical terms used in research	<b>EN10-LT-IVd-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IVd-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IVd-3.11:</b> Produce the sounds of English correctly and effectively	<b>EN10G-IVd-32:</b> Observe the language of research, campaigns, and advocacies
5	<b>EN10RC-IVe-15.1:</b> Evaluate the accuracy of given information	<b>EN10LC-IVe-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IVe-30:</b> Assess one's viewing behavior	<b>EN10V-IVe-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVe-21:</b> Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	<b>EN10SS-IVe-2.3:</b> Compose a research report on a relevant social issue	<b>EN10OL-IVe-5:</b> Use the correct prosodic features of speech	<b>EN10G-IVe-32:</b> Observe the language of research, campaigns, and advocacies
6	<b>EN10RC-IVf-2.12:</b> Draw conclusions from the set of details	<b>EN10LC-IVf-3.2:</b> Raise questions and seek clarifications on issues discussed in the text listened to	<b>EN10VC-IVf-6.1:</b> Evaluate how the elements that make up reality and fantasy affect viewing habit	<b>EN10V-IVf-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVf-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IVf-14.1.1:</b> Expand ideas using principles of cohesion and coherence  <b>EN10WC-IVf-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IVf-5:</b> Use the correct prosodic features of speech	<b>EN10G-IVf-32:</b> Observe the language of research, campaigns, and advocacies

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	<b>EN10RC-IVg-2.12:</b> Draw conclusions from the set of details	<b>EN10LC-IVg-16.2:</b> React to the falsity or soundness of an argument	<b>EN10VC-IVg-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVg-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVg-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10SS-IVg-1.6.3:</b> Acknowledge sources by preparing a bibliography <b>EN10SS-IVg-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IVg-3.10:</b> Use appropriate multimedia resources that accompany language	<b>EN10G-IVg-32:</b> Observe the language of research, campaigns, and advocacies
8	<b>EN10SS-IVh-1.8.1:</b> Point out relationships among statements	<b>EN10LC-IVh-14.3:</b> Show appreciation for songs, poems, plays, etc. <b>EN10LC-IVh-6.5:</b> Describe the emotional appeal of a listening text	<b>EN10VC-IVh-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	<b>EN10V-IVh-30:</b> Get familiar with technical terms used in research	<b>EN10-LT-IVh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IVh-2.3:</b> Compose a research report on a relevant social issue	<b>EN10F-IVh-1.16:</b> Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	<b>EN10G-IVh-32:</b> Observe the language of research, campaigns, and advocacies
9	<b>EN10RC-IVi-10.2:</b> Distinguish between general and specific statements	<b>EN10LC-IVi-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IVi-6.1:</b> Evaluate how the elements that make up reality and fantasy affect viewing habit <b>EN10VC-IVi-30:</b> Assess one's viewing behavior	<b>EN10V-IVi-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVi-21:</b> Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	<b>EN10SS-IVi-2.3:</b> Compose a research report on a relevant social issue	<b>EN10F-IVi-1.16:</b> Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	<b>EN10G-IVi-32:</b> Observe the language of research, campaigns, and advocacies
10	<b>Culminating Activity</b>							

**K to 12 BASIC EDUCATION CURRICULUM**  
**Grade 10 Tagged Materials**

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10RC-Ia-2.15.2</b> <b>EN10RC-Ib-2.15.2</b> <b>EN10RC-Ic-2.15.2</b> <b>EN10RC-Id-2.15.2</b> <b>EN10RC-Ie-2.15.2</b>	*English Expressways IV. 2007. pp 116-117, 142-143, 159, 160.
Compare new insights with previous learnings	<b>EN10RC-If-21</b> <b>EN10RC-Ig-21</b> <b>EN10RC-Ih-21</b> <b>EN10RC-Ii-21</b>	*English Expressways III. 2007. pp 306.
<b>2Q</b>		
Transcode information from linear to non-linear texts and vice-versa	<b>EN10RC-IIa-11</b>	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Explain illustrations from linear to non-linear texts and vice versa	<b>EN10RC-IIb-11.2</b>	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Present information using tables, graphs, and maps	<b>EN10RC-IIc-5.4</b>	1. *English Arts III. 2000. pp 205-210, 236-237. 2. *English Expressways IV. 2007. pp 11-12, 27, 165-166, 172.
Scan for needed information	<b>EN10RC-IIId-1.5.2</b>	1. *English Arts III. 2000. pp 48-49. 2. *English Expressways III. 2007. pp 92-94, 156, 157. 3. *English Expressways IV. 2007. pp 89, 128-129.
Read closely to get the author's purpose	<b>EN10RC-IIe-7.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 161.
Read closely to get explicitly and implicitly stated information	<b>EN10RC-IIIf-13.1</b> <b>EN10RC-IIg-13.1</b>	1. *English Expressways III. 2007. pp 145, 146. 2. *English Expressways IV. 2007. pp 102-103, 295-297.
<b>3Q</b>		
Treatment of underlying or overarching issue concerning human experience (moralist)	<b>EN10RC-IIIf-22.2</b>	*English Expressways IV. 2007. pp 304-305, 319-320.
<b>4Q</b>		
Use locational skills to gather information from primary and secondary sources of information	<b>EN10RC-IVa-1.5</b>	*English Expressways IV. 2007. pp 5-6, 21-23.
Get vital information from various websites on the internet	<b>EN10RC-IVb-1.7</b>	*English Expressways IV. 2007. pp 276-277.
Draw conclusions from the set of details	<b>EN10RC-IVf-2.12</b> <b>EN10RC-IVg-2.12</b>	*English Expressways IV. 2007. pp 133-135.
<b>LC- Listening Comprehension</b>		
<b>1Q</b>		
Get information that can be used in everyday life from news reports, speeches, informative talks, panel	<b>EN10LC-Ia-11.1</b>	1. *English Arts III. 2000. pp 33-34, 178-180, 187-188, 190, 191. 2. *English Expressways IV. 2007. pp 34-35, 63, 81, 136.

## K to 12 BASIC EDUCATION CURRICULUM

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discussions, etc.		
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	<b>EN10LC-Ib-4</b> <b>EN10LC-Ic-4</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 36, 37.</li> <li>*English Expressways IV. 2007. pp 102-103.</li> </ol>
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	<b>EN10LC-If-14.2</b>	*English Expressways IV. 2007. pp 133-135, 230-232.
Show appreciation for songs, poems, and other listening texts	<b>EN10LC-Ih-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111.</li> </ol>
<b>2Q</b>		
Assess the effectiveness of a material listened to taking into account the speaker's purpose	<b>EN10LC-IIb-15.1</b>	*English Expressways IV. 2007. pp 179.
Assess whether the speaker's purpose is achieved or not	<b>EN10LC-IIc-15.2</b>	*English Expressways IV. 2007. pp 284-285.
<b>3Q</b>		
Show appreciation for songs, poems, plays, etc.	<b>EN10LC-IIIg-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111, 340-347.</li> </ol>
Describe the emotional appeal of a listening text	<b>EN10LC-IIIf-6.5</b>	
<b>4Q</b>		
Show appreciation for songs, poems, plays, etc.	<b>EN10LC-IVh-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111, 340-347.</li> </ol>
<b>VC- Viewing Comprehension</b>		
<b>V- Vocabulary Development</b>		
<b>1Q</b>		
Differentiate formal from informal definitions of words	<b>EN10V-Ia-13.9</b> <b>EN10V-Ib-13.9</b> <b>EN10V-Ic-13.9</b> <b>EN10V-Id-13.9</b> <b>EN10V-Ie-13.9</b> <b>EN10V-If-13.9</b> <b>EN10V-Ig-13.9</b> <b>EN10V-Ih-13.9</b> <b>EN10V-Ii-13.9</b>	*English Expressways IV. 2007. pp 35-36, 56, 196, 209, 224, 244, 259, 277.
<b>LT- Literature</b>		
<b>1Q</b>		
Express appreciation for sensory images used	<b>EN10LT-Ib-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 180, 181, 281-285.</li> <li>*English Expressways IV. 2007. pp 113-115,</li> </ol>
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-Ie-2.2.3</b> <b>EN10LT-If-2.2.3</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 9, 10, 11.</li> <li>*English Expressways IV. 2007. pp 66-73, 104-107, 288-293</li> </ol>
<b>2Q</b>		
Express appreciation for sensory images used	<b>EN10LT-IIc-2.2.1</b>	1. *English Expressways III. 2007. pp 180, 181, 281-285.

## K to 12 BASIC EDUCATION CURRICULUM

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		2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IIe-2.2.3</b> <b>EN10LT-IIIf-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>3Q</b>		
Express appreciation for sensory images used	<b>EN10LT-IIIa-2.2.1</b>	1. *English Expressways III. 2007. pp 180, 181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IIIf-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>4Q</b>		
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IVc-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>WC- Writing and Composition</b>		
<b>1Q</b>		
Formulate a statement of opinion or assertion	<b>EN10WC-Ic-12.2</b> <b>EN10WC-Id-12.2</b> <b>EN10WC-Ie-12.2</b>	1. *English Expressways III. 2007. pp 121, 122, 292, 293. 2. *English Expressways IV. 2007. pp 78-80, 147-149.
<b>2Q</b>		
Acknowledge citations by preparing a bibliography	<b>EN10WC-IIId-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>3Q</b>		
Expand ideas using principles of cohesion and coherence	<b>EN10WC-IIIa-14.1.1</b>	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	<b>EN10WC-IIIf-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>4Q</b>		
Expand ideas using principles of cohesion and coherence	<b>EN10WC-IVa-14.1.1</b> <b>EN10WC-IVf-14.1.1</b>	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	<b>EN10WC-IVc-1.6.3</b> <b>EN10WC-IVg-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>F- Oral Language and Fluency</b>		
<b>1Q</b>		
Identify the factors of public speaking	<b>EN10F-Ia-3.14</b>	*English Arts III. 2000. pp 158-159.
<b>2Q</b>		
Employ appropriate pitch, stress, juncture, intonation, etc	<b>EN10F-IIa5</b> <b>EN10F-IIb-5</b>	*English Expressways III. 2007. pp 106, 107, 120, 121.
<b>G- Grammar Awareness</b>		
<b>1Q</b>		
Use modals	<b>EN10G-If-3.6</b> <b>EN10G-Ig-3.6</b> <b>EN10G-Ih-3.6</b> <b>EN10G-Ii-3.6</b>	*English Expressways IV. 2007. pp 298-300.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

#### A

**account** - reason given for a particular action or even

**acquainted** - having personal knowledge as a result of study, experience, etc.; informed

**act** - a division or unit of a drama

**adverb of manner** - describes how an action or activity is performed

**adverbs of frequency** - indicate "how often" an action is done

**adverbs of place** - words that indicate location

**adverbs of time** - words that indicate when

**affix** - a word element that can be attached to a base or root to form a new word

**aggressive communication**- a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others; thus, aggressive communicators are verbally and/or physically abusive; aggressive communication is born of low self-esteem (*often caused by past physical and/or emotional abuse*), unhealed emotional wounds, and feelings of powerlessness.

**analytical listening**- making a decision by looking at all the factors involved, and examines the elemental parts of something related to the study of small parts of a whole. Analytical listening is all about feeling and meaning. Sound gives us meaning and perspective in our lives. For example, someone talking to you can say hello. On the surface it seems friendly, but the way they say hello to you can convey a lot of different meanings. If they say it in a very short and abrupt way, it may be apparent that they are angry at you, not happy to see you; these gestures come across in a more subtle way with music. It is important to understand that the emotional intention of a musical performance is reflected in the sound. Everything in a music production must reflect this intention in order for the feeling of the song to be properly conveyed to the listener.

**antagonist** - a person or a situation that opposes the protagonist's goals or desires

**apostrophe** - a punctuation mark (') used to indicate either possession or the omission of letters or numbers

**archetype** - idealized model of a person or concept from which similar instances are copied or emulated expressions

**argumentative texts** - are essays aimed to persuade the readers to agree to the writer's points of view; writers do so, not just by presenting information, but by showing the pros and cons of an issue

**articulation** - the clear and precise pronunciation of words

**aside** - a comment by a character that the audience hears but other characters on stage do not

**assertive communication** - a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.



## K to 12 BASIC EDUCATION CURRICULUM

### B

**bias** – a mental preference, leaning, or inclination, especially one that inhibits impartial judgement. Bias is an inclination of temperament or outlook to present or hold a partial perspective and a refusal to even consider the possible merits of alternative points.

**blocking** - is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play, ballet, film, etc.

**blurb** - a brief advertisement or announcement, especially a laudatory one; *She wrote a good blurb for her friend's novel*; verb (used with object); with pictures

**brainstorming** - a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas

**bullying** - any deliberate action that inflicts physical  
or psychological harm

### C

**capsule biography**- a brief summary to condense or summarize an account of a person's life written, composed, and produced by another; a biography in which all the important elements of the person's life are included

**cast of characters** - a list of people who play a part in the story

**character** - refers to a person, creature, or entity with specific and distinguishing attributes portrayed by the actor in a play

**character sketch** - a portrait of a person drawn in words; its purpose is to create a vivid impression of the person

**characterization** - the process of creating a believable character by exploring the character's physical, social, and psychological aspects of the role

**characters** – people involved in the story

**climax**- the point of greatest dramatic tension in a theatrical work; the highest or most intense point in the development or resolution

**comedy** - a theatrical work that is intentionally humorous

**conceptualize** - to form (an idea, picture, etc.) of something in your mind

**conclusion**- the last main division of a discourse usually containing a summary of points and a statement of opinion or decisions

**conflict** - opposition of persons or forces giving rise to dramatic action; the element that occurs in every drama; it does not have to be quarrels and argument; more often it is much more calm situations; it could be the inability to help, double loyalty or a dying man enjoying life

**conflicts man needs to contend with** - conflict is the struggle between the opposing forces on which the action in a work of literature depends

**conquer** - to take control of (a country, city, etc.) through the use of force; to defeat (someone or something) through the use of force; to gain control of

**context–appropriate** - due consideration given to the background, surroundings, landscape of some central objects; this also covers appropriacy of materials and instruction to the target situation

**conscience alley**- technique for exploring any kind of dilemma faced by a character

**communication style** - the manner of saying things as influenced by culture and personality

**craft** - a job or activity that requires special skill

**crisis** - decisive point in the plot of a play on which the outcome of the remaining action depends

## K to 12 BASIC EDUCATION CURRICULUM

### D

**depict** - to represent or characterize in words; describe

**dialogue** - the words the character say to each other; the words each character says are written next to his or her name

**discard** - to throw (something) away because it is useless or unwanted; to remove

**discourse** - denotes written and spoken communications

**disposition** - the usual attitude or mood of a person or animal; a tendency to act or think in a particular way

**drama** - refers to acting, and to the set up of the play which includes the theater, the hall, the accessories, the green room, costumes, music and the like

**drama atmosphere and mood** - created by the set, the lighting, the furnishings, the music or sound effects, the opening dialogue, the facial expressions and gestures of the actors, and the growing tension of the plot

**dramatic convention** - a device that a playwright uses to present a dramatic performance on stage that the audience accepts as realistic

**dramatic irony** - where the audience or reader is aware of something important, of which the characters in the story are *not* aware

**dramatic poetry** - poetic forms that articulates emotions or feelings

**dynamic** - always active or changing

### E

**external conflict** - a conflict between a character and an outside force

**element** - a part of something, one that is essential or characteristic

**exposition** - detailed information revealing the facts of a plot

**exterior monologue** - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers

### F

**figurative language** - use of words that go beyond its literal meaning; examples of figurative language or devices are simile, metaphor and hyperbole among others

**foil** - a character who is meant to represent characteristics, values, ideas, etc. which are directly and diametrically opposed to those of another character, usually the protagonist

**fourth wall** - the imaginary invisible wall at the front of the stage through which the audience sees the action

### G

**generalization** - a general statement, a statement about a group of people or things that is based on only a few people or things in that group; the act or process of forming opinions that are based on a small amount of information; a statement drawn from particular facts that is generally true about a broad category of things.

**genre** - the main types of literary form

### H

**habitat for humanity** - a non-profit organization with worldwide affiliates building and repairing houses all over the world using volunteer labor and donations; its partner families purchase these houses through no-profit, no-interest mortgage loans or innovative financing methods

**hyperbole** - exaggerated statements or claims not meant to be taken literally

### I

**improvisation** - spontaneous invention and development of drama from within a role

**infidelity** - marital disloyalty; adultery; is the subjective feeling that one's partner has violated a set of rules or relationship norms

## K to 12 BASIC EDUCATION CURRICULUM

**infographic** - visual representation of data or knowledge

**interior monologue** - this is where the actor speaks as if to himself

### J

**juncture** - an important point in a process or activity; joint, connection; the manner of transition or mode of

**justify** - to provide a good reason for the actions of

### K

#### **kinds of listening and reading strategies**

1. noting details
2. getting specific information
3. determining the speaker's purpose
4. understanding the message
5. relating/ finding connection with knowledge/experience and the subject heard
6. activating prior / background knowledge about the subject
7. connecting new information to old information
8. predicting information/ anticipating what will come next
9. making projections for the future
10. learning new vocabulary
11. using visual clues (facial expression, gestures the setting, the interaction) to understand the ideas heard
12. checking the accuracy of your predictions
13. deciding on the truthfulness or falsity of the ideas heard
14. asking for clarification or repetition from the speaker or ask
15. asking additional questions
16. evaluating information
17. paraphrasing what one heard
18. responding to what one heard through creative writing, drawing, drama, etc.
19. distinguishing facts from opinions
20. determining supported vs. unsupported ideas
21. drawing conclusions
22. inferring thoughts, feelings, purpose of the speaker
23. discussing the process and strategies to be used in listening
24. making / constructing meaning
25. setting expectations
26. interpreting what is heard
27. summarizing information
28. distinguishing fact from opinion

## K to 12 BASIC EDUCATION CURRICULUM

29. distinguishing fantasy from reality
30. interpreting tone, mood and purpose of the speaker
31. making decision
32. planning and deciding what effective strategy to use
33. monitoring one's comprehension
34. evaluating the effectiveness of one's listening strategies

### L

**literary device** - refers to any specific, deliberate constructions of language which an author uses to convey meaning

### M

**man vs. man** - a character struggles with another character like the protagonist versus the antagonist

**man vs. fate** - fight for choice; fight against destiny

**man vs. nature** - a character struggles with a force of nature (*natural disaster, desolation, animal etc.*); usually, the character is struggling to survive

**man vs. society** - in this conflict, a character or group of characters fight against the society in which they live. A character might fight against social traditions or rules.

**man vs. supernatural** - conflict with ghosts, spirits, aliens etc.

**man vs. technology** - fight against computers, machines, utensils etc.

**magnificence** - n. greatness or lavishness of surroundings; splendour; grand or imposing beauty

**materialism** - preoccupation with or emphasis on material objects, comforts, and considerations, with a disinterest in or rejection of spiritual, intellectual, or cultural values

**metaphor** - a figure of speech that makes an implicit, implied or hidden comparison between two things or objects

**monologue** - long speech by a character on stage with other characters listening

**mood** - the feeling the reader gets when reading

### N

**narrative** – is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives, normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.

**narration** - a technique whereby one or more performers speak directly to the audience to tell a story

**narrative paragraph** - a group of sentences that tells readers what happened at a particular place and time

### O

**octet** - first eight lines of a sonnet

**one-act play** - a play that takes place, from beginning to end, in a single act; it can range from one minute to one hour long

**one-act radio play** - a one-act play scripted for radio presentation

### P

**passive aggressive communication** - a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way

**passive communication** - a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem.

## K to 12 BASIC EDUCATION CURRICULUM

**propaganda strategies** – a systematic propagation of information reflecting the views and interests of those advocating such doctrine/ or cause

**projective listening**- made from current information, or when one assumes that someone has the same emotions or feelings that he/or she does

**pantomime** - the telling of a story without words

**participle** - is a verbal that functions as an adjective

**passion** – a strong feeling of enthusiasm or excitement for something or about doing something

**play** - the art of producing drama works; a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end; it refers to composition; the stage representation of an action or a story

**play bill** - a poster announcing a theatrical performance

**plot** - the ordered structure of a play as the action progresses through the story; the series of events that comprise the whole story that is told in a novel, play, movie, or T.V. show

**plot structure** - also called the dramatic structure of a story, novel or script includes the events that make up the idea of the writing; these are often laid out as a series of beginning, middle and end details and include five basic elements as well as a conflict

**pork barrel** - the appropriation of government spending for localized projects secured solely or primarily to bring money to a representative's district

**portrait poem** - a lyrical means for the depiction of the writer's self-perception, or feelings for another

**prefix** – a word part placed before the root of a word

**prologue** - introduces the action of a play; it is usually at the beginning and literally means "first words"

**prominent** - important and well-known; easily noticed or seen; sticking out in a way that is easily seen or noticed

**props** – the objects used onstage in the play

**protagonist** – the central or main figure of a story

**punctuation** – the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning

## R

**recount** - a story genre which is used to tell what happened. When we tell recounts we reveal the significance of the people and events in the story by sharing our personal feelings about them.

**readers theatre** – a style of theatre in which the actors do or do not memorize their lines; actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking

**rectify** - to set right; remedy; to purify; to correct

**re-enactment** - the acting out or repetition of a past event or situation

**renewed** - to make new or as if new again

**requiem** - a Christian religious ceremony for a dead person; a mass for the dead

**resolution** - the part of the story's plot line in which the problem of the story is resolve

**rhyme** - one of two or more words or phrases that end in the same sounds

**rising action** - the part of a plot consisting of complications and discoveries that create conflict

**rite** - an established, ceremonious, usually religious act

**root word** – the form of a word after all affixes are removed

## K to 12 BASIC EDUCATION CURRICULUM

### S

- scene** - a division of an act, in which a certain portion of the play unfolds, usually separated by *location* (in the bedroom, at the dinner table), or *time* (e.g. in the morning, then the following evening); a section of the play that happens in one time and place
- scenery** – the background art or structures onstage to help show the settings
- script** - the written words for the play; this is what everyone reads in order to perform a play; a written version of a play or movie - *If you're auditioning for a movie, you'll get the script to practice a scene or two.*
- serger**- usually an overlock sewing machine will cut the edges of the cloth as they are fed through
- sestet** - final six lines of a sonnet
- setting** - the place and time where the events of the drama take place; in a play it dominates the audience in a play it dominates the audience's experience of the drama; it quite literally forms the backdrop for the action
- simile** - a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by like or as
- skit** – a short, usually comic dramatic performance or work
- slideshow** - a presentation supplemented by or based on a display of projected images or photographic slides
- soliloquy** - a long speech by a character who is alone on stage with no other characters listening
- sonnet** - a poetic form comprised of 14 lines which are divided into two parts: octet and sestet
- spectacle**- the visual elements of a performance including scenery, lights, costumes, and movement of actors
- stage** – the platform on which the actors perform
- stage directions** – instructions (*in italics*); they describe the setting and tell about the action
- static** - showing little or no change, action, or progress
- stock character** - relies heavily on cultural types or stereotypes for its personality and manner of speech
- style** - the distinctive and unique manner in which a writer arranges words to achieve particular effects
- suspense** - in situations which rouse our concern for the welfare of the characters can be created in many ways in a play; it can be accomplished through a series of crises and a major crisis or climax, foreshadowing, surprise or use of the unexpected, withholding information, disguise, and the intervention of chance or fate

### T

- target audience** -a group or assembly of spectators or listeners; those attending a stage or film production or viewing a television program; in writing, this could mean a target group in relation to a particular literary genre
- technical terms for drama and theater** - these are terms necessary to understand the whole structure, organization and production of a drama play; some of these are the *elements* (characters, dialogue, etc.) and *stage directions*. Stage directions give information to the reader and to the performers, mostly about where and how actors should move and speak, the scenery or decorations on stage, and the props to be used by the actors.
- technical vocabulary** - words or phrases that are used primarily in a specific line of work or profession. These words or phrases are not easily recognized by people outside the profession they are used in.
- text** - printed words, including dialogue and the stage directions for a script
- theater** – a collaborative art form including the composition, enactment, and interpretation of dramatic presentations for an audience; the structure within which theatrical performances are given; usually includes an orchestra or seating area, and a stage
- theme** - the basic idea of a play; the idea, point of view, or perception that binds together a work of art

## K to 12 BASIC EDUCATION CURRICULUM

**tone** - is the writer's attitude toward the subject he or she is writing about

**tragedy** - a play in which the main character(s) suffers a major downfall; a play that demonstrates a character's fall from grace, power, position, or moral standing through their own actions

### U

**universe of text** – the realm in which something (words in a written work) exists or takes place.

### V

**video** - is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

**video materials** – usually provide guidance for teachers; the most sophisticated part of these are usually part of multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals and audiocassettes; in contexts geared to students' interest and are accompanied by students workbooks featuring a variety of viewing activities; teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

**vignette** - a short literary sketch chiefly descriptive and characterized usually by delicacy, wit and subtlety; a short, well written sketch or descriptive scene; it does not have a plot which would make it a story, but it does reveal something about the elements in it; it may reveal character, or mood or tone; it may have a theme or idea of its own that it wants to convey; it is the description of the scene or character that is important

**verbal** - a verb form that functions in a sentence as a noun or a modifier rather than as a verb

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	English	<b>EN4</b>
	Grade Level	Grade 4	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Grammar	<b>G</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Compose clear and coherent sentences using appropriate grammatical structures	<b>2.5</b>

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC



## K to 12 BASIC EDUCATION CURRICULUM

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