



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
English

G9



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

English

Grade 9

Job S. Zape, Jr.
PIVOT 4A Instructional Design & Development Lead

Melanie Mae N. Moreno
Content Creator & Writer

Jhonathan S. Cadavido & Dennis M. Vidar
Internal Reviewers & Editors

Lhovie A. Cauilan, Melanie Mae N. Moreno & Don Kirby M. Alvarez
Layout Artists & Illustrators

Jhucel A. del Rosario & Melanie Mae N. Moreno
Graphic Artist & Cover Designer

Ephraim L. Gibas
IT & Logistics

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Regional Director: Wilfredo E. Cabral
Assistant Regional Director: Ruth L. Fuentes

PIVOT 4A CALABARZON English G9

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Making Connections

Lesson

Reading comprehension is a viable skill to develop in improving communication. All other macro skills like writing and speaking greatly benefit from what you gain in reading. One relevant skill you need to hone is making connections. How you are able to relate yourself to the materials you are exposed to affects your understanding of their contents and themes.

In this lesson, you will learn how to make connections between texts to particular issues, concerns, and dispositions in life.

Let us read the poem below. Reflect if this relates to you and the world you live in by answering the questions that follow.

CROSSING THE BAR

by Alfred Lord Tennyson

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from
out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

- What do *sunset* and *evening star* symbolize?
- What does *turns again home* in Stanza 2 mean?
- Who is the entity referred to by the word *Pilot* in Stanza 4?
- What does *crossing the bar* mean?
- How can you relate the meaning of the poem to your personal experiences?
- Can you associate this with other people's experiences? Explain.

Reading materials like the one presented above portray particular themes and meanings. By understanding their elements, we can say that they create significant connections to our personal experiences and to the world we live in.



Learning Task 1: Read the selection and answer the questions that follow. Write your answers in your notebook.

An Excerpt from President Obama's Presidential Proclamation

Martin Luther King, Jr. Day (January 15, 2010)

The Reverend Dr. Martin Luther King, Jr. challenged our Nation to recognize that our individual liberty relies upon our common equality. In communities marred by division and injustice, the movement he built from the ground up forced open doors to negotiation. The strength of his leadership was matched only by the power of his words, which still call on us to perfect those sacred ideals enshrined in our founding documents.



"We have an opportunity to make America a better Nation," Dr. King said on the eve of his death. "I may not get there with you. But I want you to know tonight that we, as people, will get to the promised land." Though we have made great strides since the turbulent era of Dr. King's movement, his work and our journey remain unfinished. Only when our children are free to pursue their full measure of success -- unhindered by the color of their skin, their gender, the faith in their heart, the people they love, or the fortune of their birth -- will we have reached our destination.

Today, we are closer to fulfilling America's promise of economic and social justice because we stand on the shoulders of giants like Dr. King, yet our future progress will depend on how we prepare our next generation of leaders. We must fortify their ladders of opportunity by correcting social injustice, breaking the cycle of poverty in struggling communities, and reinvesting in our schools. Education can unlock a child's potential and remains our strongest weapon against injustice and inequality.

Recognizing that our Nation has yet to reach Dr. King's promised land is not an admission of defeat, but a call to action. In these challenging times, too many Americans face limited opportunities, but our capacity to support each other remains limitless. Today, let us ask ourselves what Dr. King believed to be life's most urgent and persistent question: "What are you doing for others?"...

Source: <https://obamawhitehouse.archives.gov/realitycheck/the-press-office/presidential-proclamation-martin-luther-king-jr-day>

1. On the eve of his death, what did Dr. King say about the opportunity that we have to do?
2. Even after his death, Dr. King has continued challenging the Americans to make America a better nation. What evidence from the text supports this conclusion?
3. Based on this speech, what can you infer about economic and social justice in America?
4. Based on this proclamation, how could Americans support each other in bringing America closer to Dr. King's "promised land" of equality and opportunity? Support your answer with evidence from the text.
5. In the last paragraph of the text, what did President Obama try to persuade people to do? Do you think this could also be applied in the current situation of our country? Explain your answer.

MAKING CONNECTIONS

You might have not noticed, but your previous experiences, knowledge, emotions, and understanding affect what and how you learn (Harvey & Goudvis, 2000). Called the *schema*, your background knowledge and experiences actually help you make sense and meaning of the material you are exposed to. Learning how to access these prior knowledge, experiences, emotions, and opinions can help you make a connection to the text to help you understand concepts better.

Keene and Zimmerman (1997, as cited in Kardash, 2004) concluded that students like you comprehend better when you make different kinds of connections. These three (3) connections include the following:

- text-to-self,
- text-to-text, and
- text-to-world.

Types of Connections	Questions to Ponder/Ask
Text-to-self connections are actually personal connections that you make between yourself and the selection you are dealing with. Previous experiences, emotions, or opinions may be similar to the ones present in the material.	<ul style="list-style-type: none"> • What does this remind me of in my life? • How is this similar to my life? • How is this different from my life? • Has something like this ever happened to me? • How does this relate to my life? • What were my feelings when I read this?
Text-to-text connections are connections where you relate one material to another that you have read or have already come across. Texts might be from a similar author, same theme or topic, same genre, and the like.	<ul style="list-style-type: none"> • What does this remind me of in another book I have read? • How is this text similar to other things I have read? • How is this different from other books I have read? • Have I read about something like this before?

Types of Connections	Questions to Ponder/Ask
Text-to-world connections are the larger connections that a reader brings to a reading situation including our perception of the world which might vary since we have various sources of learning things beyond personal experiences (e.g. television, radio, magazines, articles, movies, etc.)	<ul style="list-style-type: none"> • What does this remind me of in the real world? • How is this text similar to things happening in real world? • How is this different from things happening in real world? • How does this part relate to the world around me?

How you relate yourself to the character of King Arthur in the “King Arthur and His Knights of the Round Table” by Roger Lancelyn Green is **text-to-self connection**. The way you compare the theme of the novels written by Nicholas Sparks to each other is **text-to-text connection**. Relating real-life issues and scenarios to things read from a selection, on the other hand, is **text-to-world connection**.

Making Annotations

The best way to remember and associate your experiences with those presented in any text is by annotating.

Annotating is to make marks on the text. It is not simply highlighting appealing words or sentences; though you will most likely end up highlighting the entire selection. It is a purposeful strategy to help you comprehend what you are reading on a deeper level than if you were to just read it straight through. It is an excellent way to deconstruct the text into meaningful pieces for better understanding. Its main goal is to make connections between what you already know—about practically anything—and the world around you.

There are four (4) major benefits of annotating (Azevedo, 2017).

- A. It makes you more engaged in the material.
- B. It slows your reading that helps you to focus on details and have better retention and comprehension.
- C. It helps you process what you are reading.
- D. It records textual evidence for later reference. You may even note your questions for further research.

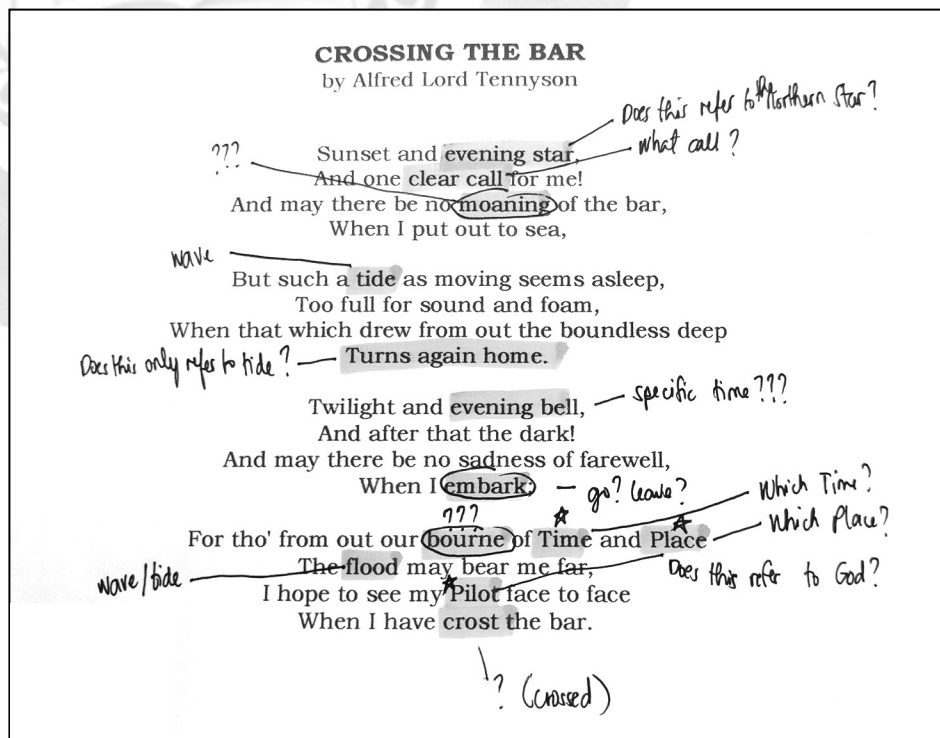
Azevedo (2017) added that the following annotation strategies may be used:

1. Circle any unfamiliar words, then look them up, and write down the definition.
2. Use question marks to indicate areas of uncertainty.
3. Use stars to indicate anything that seems important such as themes, symbols, foreshadowing, etc.
4. Use exclamation points to indicate something dramatic or a key turning point.
5. Circle (or mark somehow) character names any time they are introduced for the first time.

6. Keep a list somewhere, maybe on the inside cover, of all the characters and their traits. Add to this list as new characters are introduced or as you learn more about existing characters.
7. Write your notes in the margins (best method), on sticky-notes (decent method), or in a separate notebook (least favorable method).
8. Paraphrase or summarize each chapter after you finish reading it. You only need a few sentences to do this. Write them down at the beginning or end of the chapter.
9. Write down any questions you have about the text – either questions you are willing to wait to find out the answer as you read further, or questions you want to bring up to your teacher in class the next day.
10. Use a color-coded system if that type of thing appeals to you.
11. Give each chapter a title. So after you finish reading each chapter, go back to its title page and give it a title.

To make it more engaging and interesting, you may also use *illustrated annotations* which use images to represent concepts and elements. The creation of illustrations may help you synthesize information and, at the same time, may help increase creativity and engagement while reading. They make annotating texts a more hands-on experience and learning a more meaningful and personal (Gehr, 2019).

Below is an example of how a student used simple symbols and/or annotations to note significant elements from the poem *Crossing the Bar* by Alfred Lord Tennyson.



The student used symbol which served as his/her guide in understanding the text. Other annotations were also used to express ideas, ask questions and clarify important points.

Learning Task 2: Reread the selection in Learning Task 1. In your notebook, copy and accomplish the *Community Connection Reading Response* graphic organizer below.

COMMUNITY CONNECTIONS	
This article reminds me of my community because:	
The problem in this article is:	
I think we could fix the problem by:	
Draw a picture or representation of what you have read.	

Learning Task 3: Based on the text in Learning Task 1, make a *Community Plan* using the template below. Use a separate sheet for your output.

TITLE OF THE PLAN	
Steps to complete the plan:	Picture representing the plan:
People involved in the plan:	
Reasons indicating how this plan will help the community:	

Learning Activity 4: Read the short story below. In your notebook, draw illustrated annotations to take note of important details and concepts taken from the text. Afterwards, answer the questions that follow.

The Gift of the Magi

by O. Henry

William Sydney Porter, also known as O. Henry, was born on September 11, 1862 in Greensboro, North Carolina, USA. He was an American writer known for writing short stories about the lives of ordinary people. He died on June 5, 1910 in New York, New York.

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly provide a beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly

she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty- seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice--what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's

anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Source: http://webhome.auburn.edu/~vestmon/Gift_of_the_Magi.html

1. Who are the characters in the story?
2. Why did the characters sell their most valuable items?
3. What are magi? Relate your answer to the characteristics of Jim and Della.
4. How will you relate the story to your personal experiences?
5. How will you relate this story to the account on the three magi in the story of the birth of Jesus?
6. Does this world need more magi? Explain what life lessons can be derived/learned from the given story.

Learning Task 5: Using the selection in Learning Task 4, accomplish the *Notice, Wonder, Connect Organizer* below. Do this in your notebook.

Notice, Wonder, Connect Organizer

The Gift of the Magi <i>by O. Henry</i>		
What I NOTICE while Reading	What I WONDER about while Reading	How I CONNECT to the Text
<i>You may focus on the following: unfamiliar words, characters and their characteristics, plot, etc.</i>	<i>You may focus on the following: meaning of unfamiliar words, behavior of the characters, plot, etc.</i>	<i>You may focus on your personal experiences on the idea of giving.</i>

Learning Task 6: Make connections with the text you read in Learning Task 4 by answering the *Reflection Using Big Questions* form below. Copy and complete the table in your notebook.

Reflection Using Big Questions

The Gift of the Magi by O. Henry	
What features or elements of the story surprised me?	How did they surprise me?
What did the author think I already knew?	What do I need to do to address my confusion?
What challenged, changed, or confirmed my thinking?	How has this impacted my thinking?

Learning Task 7: Read the article carefully. Then, in your notebook, answer the questions that follow. Use annotations to get the main idea of the selection.

Community spirit drives volunteer firefighters in Portugal

By Associated Press, adapted by Newsela Staff

This summer, 2,000 Portuguese firefighters battled a deadly, weeklong wildfire that killed 64 people. Besides facing serious danger, these firefighters had something in common: they were doing it for no pay.



Source: Cadavido (2020)

Over 90 percent of Portugal's firefighters are volunteers. From lawyers to construction workers, they take time off work to risk their lives. The volunteer fire departments where they work need donated money to pay for their equipment.

During the summer fire season, firefighters are often sent to fires far from their homes. Then the government pays these brave men and women \$2 an hour. The volunteer firefighters usually give the money to their fire departments.

Sense of Duty Pushes Volunteers

Hugo Simoes is a 33-year-old bombeiro, or firefighter. In June, he was sent to the country's deadliest wildfire. He says a sense of duty and brotherhood drives the volunteers. "We do it out of community spirit," he says.

Volunteer firefighters are not uncommon in Europe and beyond. More than 97 percent of German firefighters are volunteers. In the United States that figure is around 70 percent. But in Portugal, these volunteer services are the front line in emergencies. There are just seven paid fire departments in the country.

Cultural Tradition

Simoes works for Portugal's oldest fire department, the Bombeiros Voluntarios de Lisboa. It was created in 1868 in the capital city of Lisbon. For him, the volunteer spirit shown by generations of firefighters is not remarkable. It is a cultural tradition.

"Here in Portugal, it has been like this for a long time," he shrugs. "We like what we do. On hot days when we could go to the beach, we come here to the fire department instead."

Simoes works full-time doing administrative work at the fire department. He earns around \$700 a month.

In June, there was a huge blaze about 90 miles north of Lisbon in Pedrogao Grande. Simoes set off with four vehicles and their crews.

"Some walked out of work and risked being marked as absent," Simoes says. Across the country, other volunteer firefighters did the same.

Summer is the Time for Wildfires

The Pedrogao Grande blaze grew because of hot weather, strong winds and dry woods. The fire spread quickly and trapped people in their cars when they tried to escape.

"The stress, the adrenaline, the heat — they demand a huge effort," Simoes said. "At times it can get a bit hairy, but our training kicks in."

Similar scenes play out every summer in Portugal. Giant flames make the firefighters look tiny. Huge clouds of smoke stretch to the horizon. Locals help out with buckets and garden hoses and try to stop the flames with broken-off tree branches. Wildfires race through eucalyptus and pine forests that are uncleared and tightly packed.

This year has been particularly bad, due to a severe drought. Portugal is one of 28 countries in the European Union. But the wildfires in Portugal caused more than one-third of the burnt forest of the European Union.

Last week, Simoes and his team were sent to a major forest fire near Pedrogao Grande. Firefighters had the blaze under control within 48 hours.

Donating Food and Water

The volunteer firefighters are seen as heroes in Portugal. A recent fundraising effort called them "heroes without capes." The people of Portugal happily donate large amounts of food and water to help the firefighters.

About 80 people are on call at the Bombeiros Voluntarios de Lisboa. They receive more than 300 hours of training, which is also done outside their day jobs.

Simoes says the department has always had enough workers, though it is stretched in emergencies. It has just enough money. Fire suits cost over \$2,000 each. The recent purchase of 100 new helmets cost \$33,000.

Portugal's volunteer fire departments often buy used vehicles. In Lisbon, that includes a fire truck purchased in Luxembourg. A new one costs almost \$300,000 — way too expensive for the department. Their dream, they confide, is to own a big American fire truck.

Source: <https://newsela.com/read/elem-volunteer-firefighters-portugal/id/33865/quiz/question/0/?collection=2000000224>

Questions:

1. What are the two main ideas of the article?
2. What do you think is the purpose of the article?
3. Do you know any similar circumstances experienced by Filipino firefighters and/or other risk-reduction personnel in your community?
4. Complete the *Community Connections graphic organizer* on the next page.

Community spirit drives volunteer firefighters in Portugal	
The article said:	My thoughts about my community



Learning Activity 8: Make a *Cultural Content Connections Project* related to the text you have read in Learning Task 1. Do this in your notebook.

Making Cultural Content Connections Project

Name of Community Icon: _____

This is an independent project where you will research on a particular community icon (living or not-living), like a local hero, leader, volunteer, or advocate, who has made some sort of contribution to the community and culture where you belong. Whether the community icon pioneered an advocacy, made something better, contributed enormous ideas, or discovered something, we want to know about it.

You have five (5) choices for the type of product that you will be completing. Choose one (1) from the given options.

- **News Article:** Write a front-page news story/article about your community icon and explain how he/she and his/her advocacy, discovery or contribution affects your life.
- **Children's Book:** Create a printed children's book inspired by/using important details about your famous community icon and his/her advocacy, discovery or contribution.
- **Poster:** Create a poster of your community icon including all important facts about his/her life and advocacy, discovery or contribution.
- **Model:** Create a small 3-D (physical) model that represents what your famous community icon achieved (the advocacy, discovery, contribution, etc.), with a written informational speech.
- **Digital Presentation:** Create a digital presentation that includes important details about your famous community icon.

What should be included in your project?

1. The first, middle and last name of your community icon
2. A mugshot (picture of your community icon)
3. Years living (examples: 1901-1959; 1973 – to present)
4. His/Her place of origin
5. Your similarity with your community icon
6. Place where he/she did/does his/her work
7. A description of what your community icon is most famous for
8. Pictures, graphics or illustrations of what your community icon is famous for
9. A paragraph explaining how his/her accomplishment has benefited the community
10. Two interesting facts about your community icon

Making Cultural Content Connections Scoring Guide		
Name of Community Icon	The first, middle and last name of your community icon	1 pt.
Mugshot	A mugshot (picture of your community icon)	2 pts.
Time Period	Years living (1973 – to present)	1 pt.
Birthplace	His/Her place of origin	1 pt.
Cultural Similarity	Your similarity with your community icon	5 pts.
Location	Place where he/she did/does his/her work	1 pt.
Description	A description of what your community icon is most famous for	3 pts.
Pictures	Pictures, graphics or illustrations of what your community icon is famous for	3 pts.
Accomplishments	A paragraph explaining how his/her accomplishment has benefited the community	5 pts.
Appearance	Two interesting facts about your community icon	2 pts.

Making Cultural Content Connections Scoring Guide		
Quote	A quote from your community icon	1 pt.
Quality of Presentation	Attractive, colorful, creative, and informative presentation	20 pts.
	Total Points	45 pts.

Fill in the blanks with the correct terms relevant to what you have learned in this lesson. Choose from the word pool below.

world	connections	text-to-text
talents	skills	

Making (1)_____ with materials that you come across whether to yourself, to another material, or to the (2)_____ is a significant skill that helps you understand concepts better. It is relative in improving other macro (3)_____ like writing and speaking. Likewise, being able to make connections helps you make a deeper sense of the world. Three (3) ways of establishing connections are text-to-self, (4)_____ and text-to-world.

Unchanging Values in the VUCA World

Lesson

I

Literature indeed reflects the society, its good values, and its ills. In its corrective function, literature mirrors the ills of the society with a view of realizing its mistakes and making amendments. It also projects the virtues or good values in the society for people to emulate (Benjamin, 2016).

In this lesson, you will be introduced to literary pieces in order to learn how to analyze literature as means of understanding unchanging values in the VUCA (volatile, uncertain, complex and ambiguous) world.

Let us read and analyze the poem written by Alfred Edward Housman, an English scholar and poet. Evaluate the specific values embedded in the given text. Then, answer and reflect on the questions that follow.

When I Was One-and-Twenty

by Alfred Edward Housman

When I was one-and-twenty
I heard a wise man say,
“Give crowns and pounds and guineas
But not your heart away;
Give pearls away and rubies
But keep your fancy free.”
But I was one-and-twenty,
No use to talk to me.

When I was one-and-twenty
I heard him say again,
“The heart out of the bosom
Was never given in vain;
'Tis paid with sighs a plenty
And sold for endless rue.”
And I am two-and-twenty,
And oh, 'tis true, 'tis true.

Reflection Questions:

1. What is the theme portrayed by the poem?
2. What specific attitude of the young towards life is shown in the text?
3. What specific advice was given by the wise man to the young man?
4. Did the young man listen to the advice of the wise man? Explain your answer.
5. Based on the text, how does the wise man perceive life?
6. How will you explain the idea of '*wisdom of elders*' in the given poem? Relate your answer to your personal experiences.

It is said that literature serves as a pool of values. From each literary work, readers can learn various lessons which may help them in redirecting their lives. Through the years, these positive values remain unchanged in this changing world.



Learning Task 1: In order to know if you already have knowledge about the literary masterpiece, *Beowulf*, read each statement carefully and determine whether each given statement is true or false. Write your answers in your notebook.

1. King Hrothgar built a mead-hall called Heorot.
2. Jubilant noise and celebration angered Grendel.
3. Beowulf was a warrior from Geatland.
4. Unferth was the political advisor of King Hrothgar.
5. Grendel died because of a leg injury.
6. Grendel's mother sought revenge against Beowulf.
7. Grendel's mother killed Beowulf.
8. Beowulf became king after King Hygelac was killed in a battle.
9. The dragon killed Beowulf.
10. Wiglaf was Beowulf's most trusted companion.

Unchanging Values in the VUCA World

Values are passed from culture to culture, from generation to generation. However, in this modern time, it is claimed by scientists that change in the society has been happening at a pace they have never seen before. Everything can change in just a snap. They refer to it as the VUCA world.

First used in 1987, VUCA is an acronym based on the leadership theories of Warren Bennis and Burt Nanus, that stands for volatility, uncertainty, complexity, and ambiguity. In a VUCA world, the most important thing is to anticipate the future and strengthen cooperation to come up with better solutions to problems and challenges.

The work of Dr. Warner Burke and his research colleagues at Columbia University provides us with scientific data that learning agility (ability to be flexible and be open to change and thrive on new experiences) is made up of nine (9) dimensions or behavior patterns. They include:

1. **Flexibility** – willingness to try new things;
2. **Speed** – rapidly grasping new ideas;
3. **Experimenting** – testing out new ideas;
4. **Performance Risk-Taking** – taking on challenges;
5. **Interpersonal Risk-Taking** – asking others for help;
6. **Collaborating** – leveraging the skills of others;
7. **Information Gathering** – increasing your knowledge;
8. **Feedback Seeking** – asking for feedback; and
9. **Reflecting** – taking time to reflect on your effectiveness.

Literature provides us with a range of exposure and experiences that may open doors to understanding these unchanging values amid the fast-paced VUCA world. *Beowulf* is a piece of literature that reflects these values which still thrive despite the modern changes in the society.

The following is a narrative summary of the epic, *Beowulf*, a literary work considered to be the most famous literary writing of Old English Literature. It tells the heroic deeds of Beowulf who rescued the Danes from the monster, Grendel, and his mother. Fifty (50) years later, Beowulf died saving his own people, the Geats, from a fire-breathing dragon. The anonymous poet who wrote the epic captured the spirit of Germanic tribal life and language.

BEOWULF

Summary by Ben Florman



Hrothgar is the King of the Danes in Southern Denmark. Through success in battle, he has become rich and mighty. As a symbol of his power and prosperity, he builds a magnificent mead-hall, called Heorot, in which he and his loyal warriors can feast, drink, boast, and listen to the tales of the scop, the Anglo-Saxon bards. But soon after Heorot is finished, the mirth of the men and the music of the scop anger Grendel, a monster descended from Cain. Grendel raids the hall, snatching men and eating them, then returns to his home in the marsh. He repeats his nightly raids until no one dares sleep in the hall. Heorot, once the symbol of the Scyldings' greatness, is now a place of shame and terror. This continues for twelve years, until Beowulf, a young warrior of the Geats in Southern Sweden, hears about Grendel and, determined to fight the monster, sails to Hrothgar's lands with fifteen companions.

Hrothgar, who knew Beowulf's father, Ecgtheow, accepts Beowulf's offer to fight Grendel and gives him a feast, though Beowulf and Unferth, a warrior loyal to Hrothgar, exchange insults. That night, the warriors sleep in Heorot, with Beowulf keeping watch. Grendel arrives and consumes one of the warriors, then

reaches for Beowulf. Beowulf, famous for his powerful grip, which is as strong as the grip of thirty men, struggles with Grendel, tearing off the monster's shoulder and arm. Grendel returns to the fens to die. His arm is hung as a trophy under the roof of Heorot.

Hrothgar gives a second feast to celebrate Beowulf's victory. At the feast, Hrothgar generously rewards Beowulf with treasure. The scop sings again, and Beowulf is praised until nightfall. That night, Grendel's mother comes to the hall from her home at the bottom of a lake, seeking revenge for the death of her son. She grabs Aeschere, a favorite warrior and adviser of Hrothgar's, and consumes him, then returns home. In the morning, the warriors follow her tracks to her lake, where they see Aeschere's head. Beowulf enters the lake, and swims for hours before reaching her cave at the bottom. He fights with Grendel's mother, but the sword Hrunting, which Unferth lent to Beowulf in a sign of fellowship, fails for the first time. From the treasure hoard in the cave, Beowulf seizes a sword forged long ago by giants and kills Grendel's mother. He sees Grendel's body, and removes the head, and takes it and the hilt of the giant's sword (the blade melted on contact with the monster's blood) back to Hrothgar.

There is another celebration in Heorot with more gifts and promises of friendship. Hrothgar says he feels like Beowulf is his son, and weeps at Beowulf's departure. Beowulf and his men return to Geatland, the land of the Geats, where his uncle the king, Hygelac, and Hygelac's queen Hygd, greet Beowulf, accepting the treasure Beowulf gives them, and in turn rewarding Beowulf with a sword, praise, and land. Hygelac is eventually killed by the Swedes; his son Heardred, though young, takes the throne with Beowulf's support. At Heardred's death, Beowulf takes the throne of the Geats, and rules in great prosperity and fame for fifty years.

In Beowulf's old age, a thief finds a passageway into an old barrow. Inside, a dragon guards a treasure trove left there long ago by the last survivor of an extinct people. The thief steals a cup, but the dragon discovers the theft and burns the land, including Beowulf's mead-hall. Beowulf, knowing his death is near, decides to fight the dragon. Accompanied by his kinsman Wiglaf, ten warriors, and the thief, Beowulf sets out to confront the dragon. But when Beowulf and the dragon fight, all of Beowulf's men flee except Wiglaf. With Wiglaf's help, Beowulf kills the dragon, but not before he himself is terribly wounded.

Before he dies, Beowulf tells Wiglaf to rule after him, and to build him a funeral barrow that overlooks the sea. Wiglaf chastises the men for abandoning their lord. A messenger sent to tell the Geats of Beowulf's death also warns of hard times for the Geats, now that Beowulf is dead. The Geats build a pyre and cremate Beowulf, then construct a barrow overlooking the sea, burying the dragon's cursed treasure with him.

Source: <https://www.pitt.edu/~dash/beowulf.html>

Learning Task 2: Having read the epic Beowulf, answer the following questions in your notebook.

1. Why did Beowulf decide to free the Danes from Grendel?
2. Why did Beowulf fight Grendel with his bare hands? What does this reveal about his character?
3. Why was it harder for Beowulf to kill Grendel's mother than Grendel himself?

4. What were the qualities deeply esteemed by the people of those times? Would those qualities be equally esteemed in our times?
5. Complete the story below.

King Hrothgar of Denmark enjoyed a prosperous and successful reign. He built a great mead-hall called (1) _____ where his warriors could gather to drink, receive gifts from their lord, and listen to stories sung by the bards.

However, the jubilant noise from Heorot angered (2) _____, a horrible demon who lived in the swamplands of Hrothgar's kingdom. Grendel terrorized the Danes every night, killed them and defeated their efforts to fight back.

Eventually, a young warrior named (3) _____ heard of Hrothgar's plight. Inspired by the challenge, Beowulf sailed to Denmark with a small company of men, determined to defeat Grendel. King Hrothgar, who had once done a great favor for Beowulf's father, (4) _____, accepted Beowulf's offer to fight Grendel and held a feast in the hero's honour. During the feast, an envious Dane named (5) _____ taunted Beowulf and accused him of being unworthy of his reputation. Beowulf responded with a boastful description of some of his past accomplishments. His confidence cheered the Danish warriors, and the feast lasted merrily into the night.

At last, however, Grendel arrived. Beowulf fought him unarmed, proving himself stronger than the demon. As Grendel struggled to escape, Beowulf tore the monster's (6) _____ off which caused his death.

However, another threat was approaching. Grendel's mother came to Heorot seeking revenge for her son's death. She murdered Beowulf's men. To avenge them, Beowulf travelled to the murky swamp, where Beowulf dived into the water and fought Grendel's mother in her underwater lair. He killed her with a (7) _____ forged by a giant. Beowulf also found Grendel's corpse inside the underwater lair, decapitated it and brought the head to the kingdom as a prize to King Hrothgar. The Danes were again overjoyed, and Beowulf's fame spread across the kingdom.

Beowulf departed after a sorrowful goodbye to King Hrothgar. He returned to (8) _____ and ascended to the throne of the Geats. Beowulf ruled wisely for fifty years.

When Beowulf was an old man, however, a (9) _____ stole a golden cup from a cave where a great dragon lived. Enraged, the dragon emerged from the cave and begun unleashing fiery destruction upon the Geats. Sensing his own death approaching, Beowulf went to fight the dragon. With the aid of (10) _____, he succeeded in killing the beast, but at a heavy cost. The dragon bit Beowulf and its fiery venom killed him after their encounter.

The Geats burned Beowulf's body on a huge funeral pyre and then buried him with a massive treasure in a barrow overlooking the sea.

Learning Task 3: Analyze the characters in the epic, Beowulf, by providing significant information about them and relating them to the present time.

Character	Significant Details about the Character	Representation of the Character in the Present Society
Beowulf		
King Hrothgar		
Grendel		
Grendel's Mother		
Wiglaf		
Dragon		

Learning Task 4: With the characters mentioned in Learning Task 3, decide whether the points below are observable in the given epic or not. Cite an instance that would illustrate the indicated behavioral pattern. Write your answers in your notebook.

Flexibility – willingness to try new things;
Speed – rapidly grasping new ideas;
Experimenting – testing out new ideas;
Performance Risk-Taking – taking on challenges;
Interpersonal Risk-Taking – asking others for help;
Collaborating – leveraging the skills of others;
Information Gathering – increasing your knowledge;
Feedback Seeking – asking for feedback; and
Reflecting – taking time to reflect on your effectiveness.

Character	Behavioral Pattern	Evidence (State a scene or instance)
Beowulf		
King Hrothgar		
Grendel		
Grendel's mother		
Wiglaf		
Dragon		



Learning Task 5: Read the article below and answer the questions that follow.

WE ARE NOT THE VIRUS
‘Health workers speak to UNICEF about their struggles’
by Jacques Gimeno (May 19, 2020)

When the COVID-19 pandemic hit the Philippines in early March, people started looking for answers.

In a country that has faced disease outbreaks, the sight of doctors and nurses aiding the sick is comforting to many. It came as a surprise when some people started to turn against frontline health workers shortly after the lockdown in mid-March.

Reports of health workers being attacked became news, with many experiencing eviction, ridicule, and harassment. Despite public adulation for their heroic sacrifices, frontline health workers fear for their lives as the risk of stigmatization weighs almost as heavy as their exposure to the virus.

It’s lonely in the front line

One of the first to provide support as COVID-19 broke, UNICEF responded to requests from the Department of Health (DOH) and delivered tents to hospitals to help manage the triage and isolation of suspected cases and to increase the overall capacity for the response.

At Sta. Ana Hospital in the capital Manila, one of the government-run hospitals that received a UNICEF tent, the medical staff say they’re fortunate because the management provides living quarters and meals.

Being in the front line exposes them to immediate risks, so they’ve come to rely on each other.

But when they find themselves alone at times, fear gets to them and hits the hardest during end of shift.

“We face an internal struggle at the end of the day,” says Jose Karganilla, a 32-year-old nurse. “What if I get sick? I’m on my own.”

His colleague and friend, Patrick Tan, 31, believes the pandemic makes some of them question why they do what they do. “Some of us struggle to accept that we’re risking our lives,” he says as he weighs his next words. “We’re working with one foot in the grave.”

Sanita Uy-Vistal, a laboratory scientist, praises her colleagues in the front line. But she sometimes wishes they could get support, too.

“People always see doctors and nurses. They don’t see the lab scientist

behind all this,” Sanita says. “We handle the specimen for testing which exposes us to a greater risk.”

Finding the balance

With the number of cases increasing in the Philippines every day, DOH says some 15,000 additional medical personnel are needed. Recently, the government enacted the Bayanihan to Heal as One Act, a law improving support to health workers. The City of Manila followed suit with an ordinance prohibiting discrimination against health workers.

Jose is thrilled about these developments but cautions that he and his colleagues may be reaching the tipping point – physically and mentally.

“It’s not if, but when, we get sick. When I do, I hope I have enough strength to fight for my own life,” Jose says.

For love of fellowmen and family

When asked why they continue to work despite the risks, they told UNICEF the same thing. They’re serving in very trying times, but every patient they send home alive and well far outweighs the negativity.

“Nursing isn’t just a profession, it’s a calling,” Patrick says. “My purpose is to help people and my colleagues.”

Jose, Sanita and Sarah have been away from home since March. Their families worry about the attacks and the news of over 1,000 medical personnel sick with COVID-19.

“I’m very happy when a patient gets well. I tell them to hold their family close, something I can’t do right now,” Jose says, apologizing for suddenly breaking into tears.

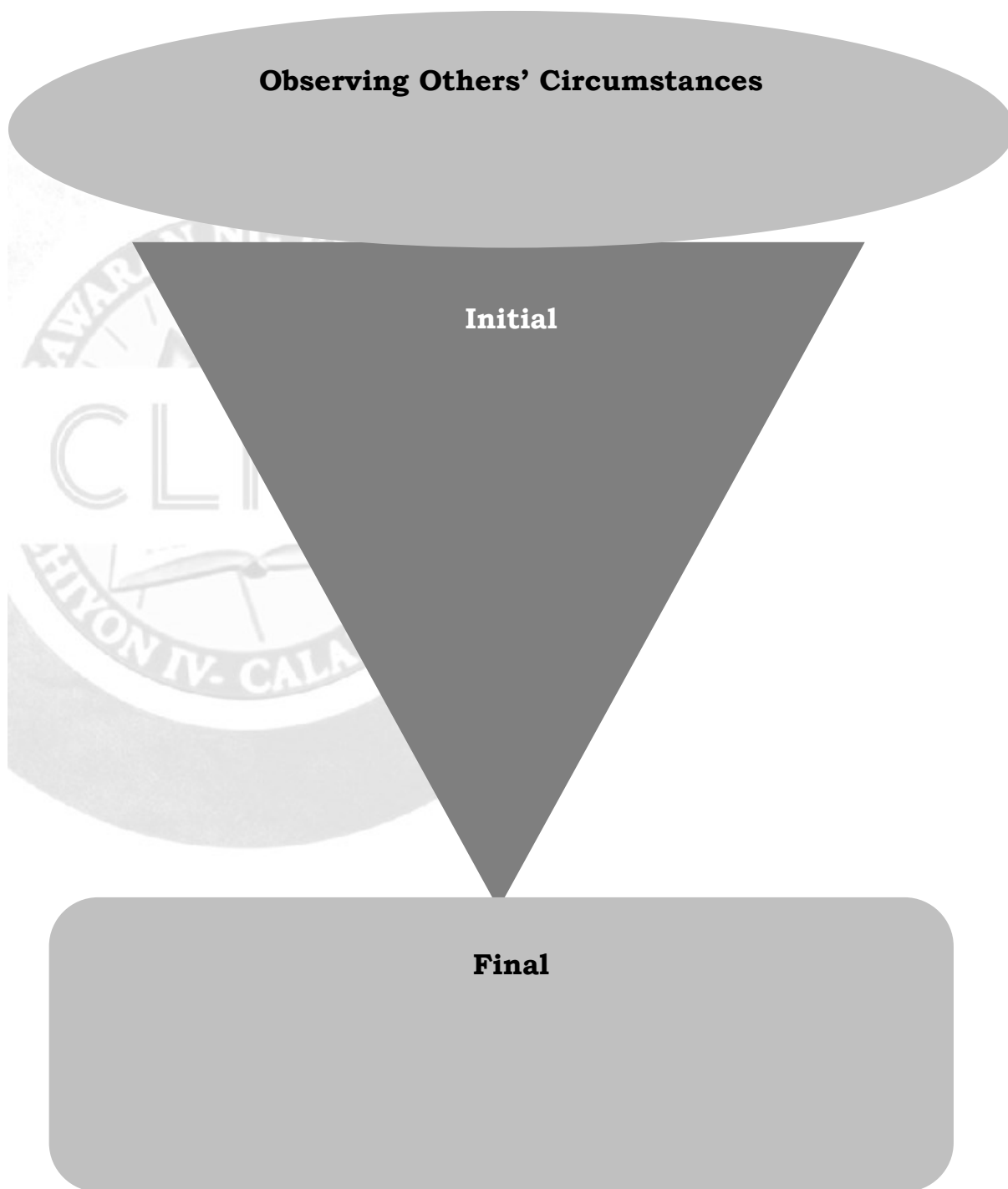
UNICEF has been supporting the Government of the Philippines in its COVID-19 response. To date, it has procured 72,000 sets of PPEs, 64 multi-purpose tents, and 200 mobile handwashing facilities to the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). UNICEF has also been providing technical assistance to the government in risk communication and community engagement and in various training activities for the COVID-19 essential workforce, such as infection, prevention and control training for community health workers reaching 2,800, and 719 health workers and sanitary engineers and inspectors.

Source: <https://www.unicef.org/philippines/stories/we-are-not-virus>

Answer the following:

1. What does the article say about the medical frontliners' situation in the country?

2. How can the situation influence the Filipino medical frontliners?
3. How should this situation be addressed?
4. What Filipino values can be gained from the given text?
5. Based on the article, trace the development of your thinking. Use the graphic organizer below to jot down your initial and final perspectives concerning other people's circumstances.



Learning Task 6: Read the poem carefully. Then, answer the questions that follow. Do this in your notebook.

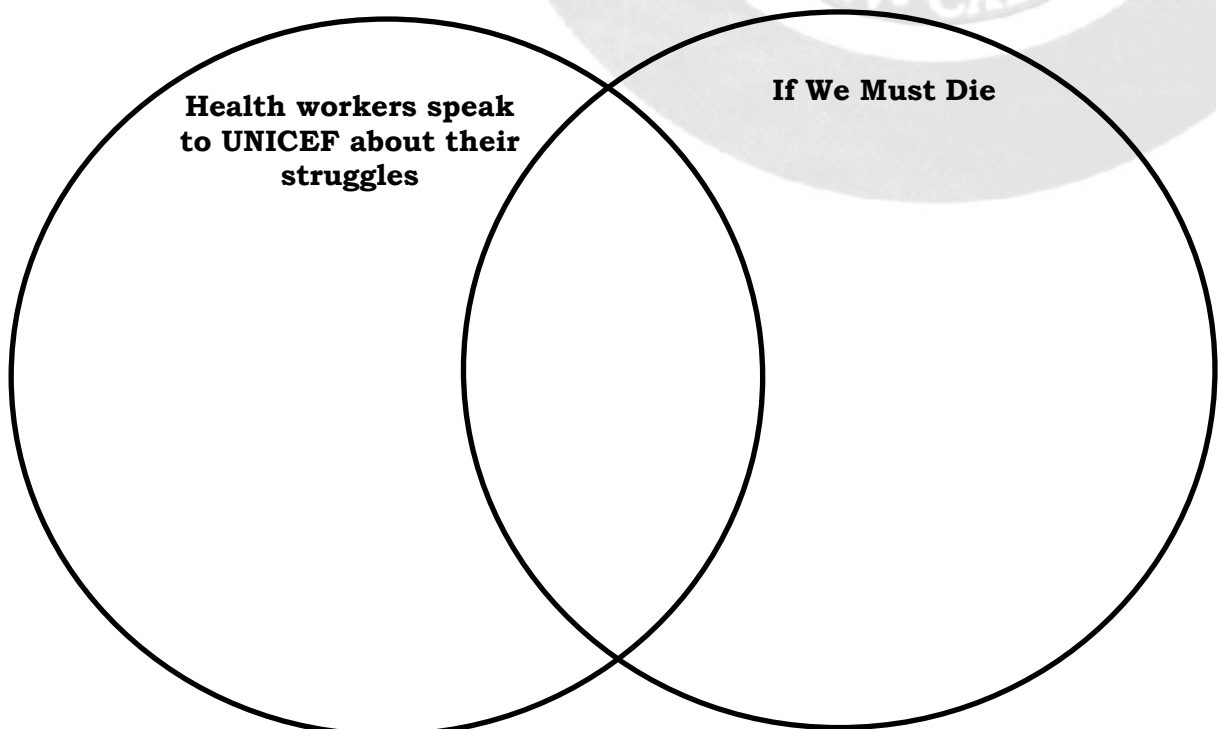
If We Must Die

By Claude McKay (1889–1948)

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kinsmen! we must meet the common foe!
Though far outnumbered let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

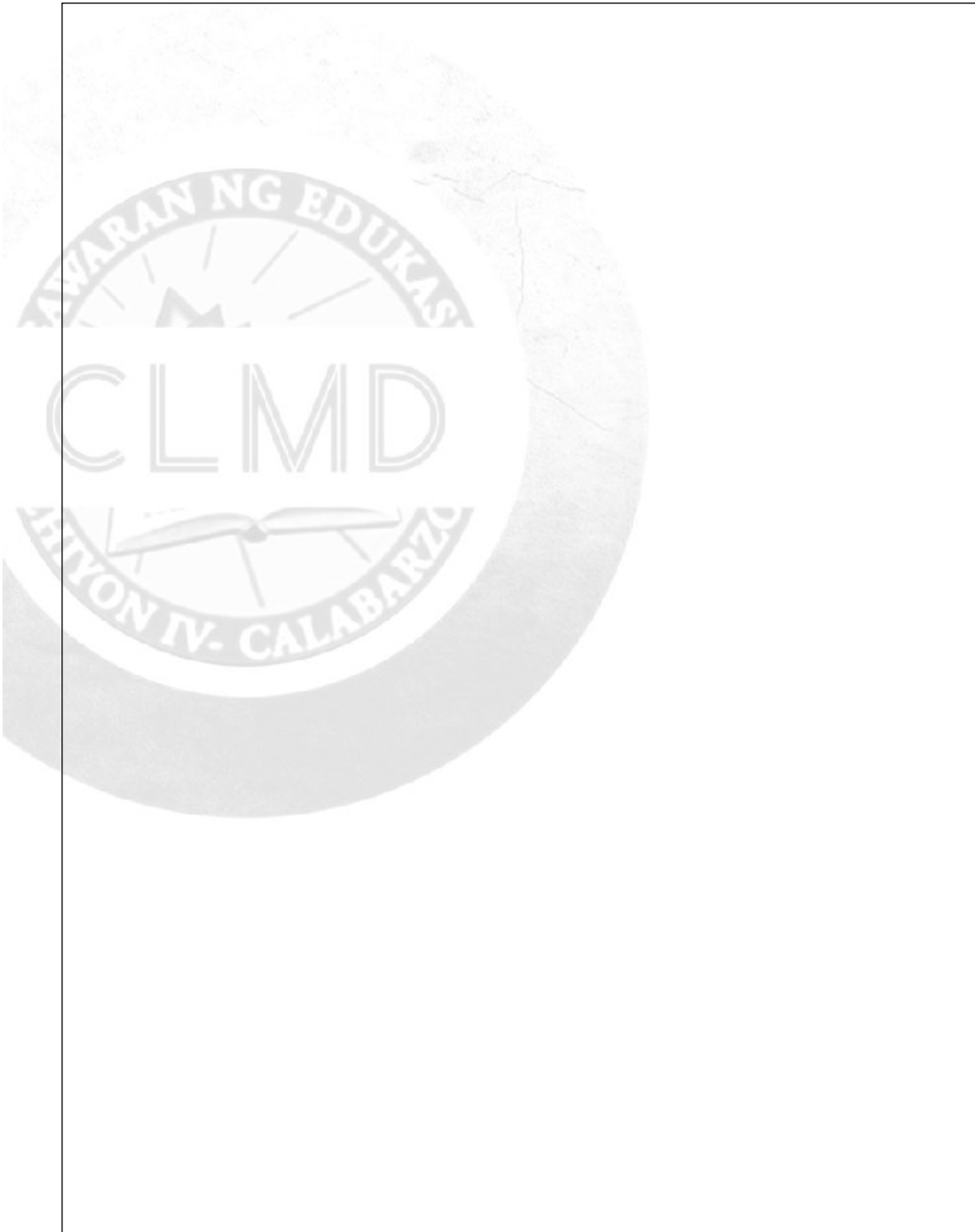
Questions:

1. What do the first four lines establish?
2. What message does the persona forward to his allies?
3. How does the persona describe his enemies?
4. According to the poet, how can one die nobly?
5. Using the Venn diagram below, compare and contrast the specific messages and/or values presented in the poem and in the article in Learning Task 5.



Learning Task 7: Research on a person in history or in your community who worked toward achieving social justice. Prepare an infographic and paste it in your notebook. Be sure to include responses to the following questions:

- What was this person or group fighting for?
- What were his/her values as an individual or a group which you think are still relevant today?
- What were some of the efforts he/she/it used in achieving social justice?
- Were these efforts successful? Why or why not?



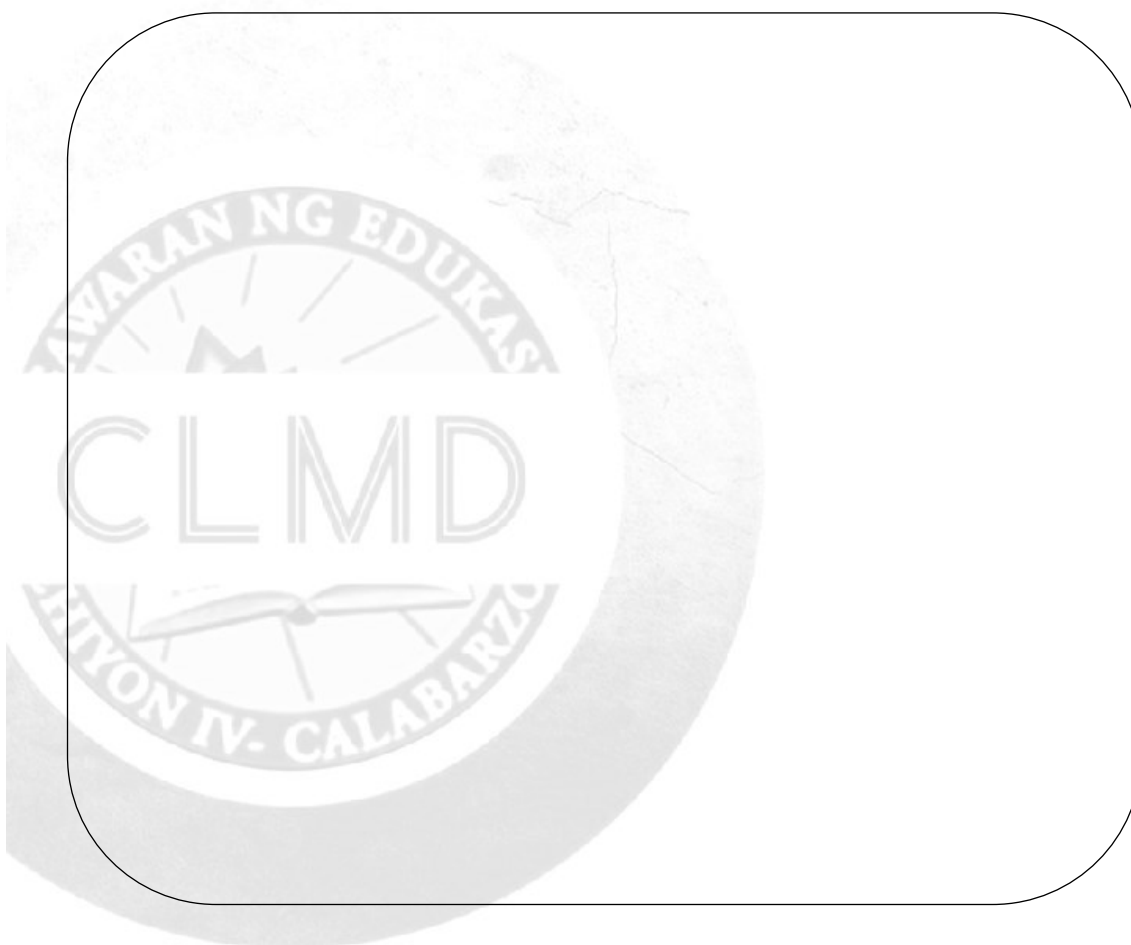


Learning Task 8: Recognize the present “real-time heroes” amid the ongoing COVID-19 pandemic by composing an acrostic poem with the phrase *OUR HERO*. Make sure to construct cohesive, meaningful and grammatically correct sentences. Do this in your notebook.

Dear Frontliners:	
O	
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Filipinos are known for our bravery, optimism and resiliency, to mention a few. These important values are passed on from our ancestors to our present society. In this volatility, uncertainty, complexity and ambiguity (VUCA) world, we are all reminded to uphold our positive values and be ready to face our own personal battles.

How can you be an advocate of positive values in this modern world? In your notebook, create your own slogan advocating the unchanging values in the VUCA world.





Key to Correction

Making Connections

A Phase	
1.	connections
2.	world
3.	skills
4.	text-to-text

Unchanging Values in the VUCA World

Learning Task 1	
1.	True
2.	True
3.	True
4.	False
5.	False
6.	True
7.	False
8.	False
9.	True
10.	True

Learning Task 2	
1.	Heorot
2.	Grendel
3.	Beowulf
4.	Ecgtheow
5.	Unferth
6.	arm
7.	sword
8.	Geatland
9.	thief
10.	Wiglaf

Note: Items with no key answers would require varying answers from the learners.

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, i.e. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



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For inquiries or feedback, please write or call:

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: lrmd.calabarzon@deped.gov.ph

