**CAINTA CATHOLIC COLLEGE**

Cainta, Rizal

**MASTER PLAN for ENGLISH GRADE 8**

FIRST QUARTER

*Academic Year 2018-2019*

**PROGRAM STANDARD**: The learner demonstrates communicative competence through his/her understanding of literature and other text types for deeper appreciation of Philippine culture and those of other countries. (DepEd)

**GRADE LEVEL STANDARD**: The learner demonstrates communicative competence through his/her understanding of Afro-Asian Literature and other text types for deeper appreciation of Philippine culture and those of other countries. (DepEd)

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| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **FORMATION STANDARDS** | **TRANSFER GOAL** | **COMPETENCIES** | **LEARNING MATERIALS** |
| **LITERATURE/READING COMPREHENSION**  Definition of Literature  Literary Genres and Divisions  Introduction to Afro-Asian Literature  (Notable Writers and Works)  **Literary Selection**   1. **Babyhood** 2. **A Country Boy quits school**   **Scanning, Skimming, Intensive Reading** | *The learners demonstrate understanding of* Afro-Asian literature as a means of exploring forces that human beings contend with; various reading styles vis-ă- vis purposes of reading; prosodic features that serves as carriers of meaning; ways by which information may be organized, related, and delivered orally; and parallel structures and cohesive devices in presenting information. *(DepEd)*  *The learners* understand that reading is a psycholinguistic guessing game which utilizes visual and non-visual information in order to confirm, modify, and monitor ones’ comprehension. | *The learners* transfer learning by composing and delivering an informative speech based in a specific topic of interest keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features , stance, and behavior. | *The learners will become* appreciative of the traditions and values of Afro-Asian countries and of the writers in literature and show the values of truth, justice and love as learned from the selected Afro-Asian stories. | *The learners will be able to* realizing the values and traditions of  Afro- Asian literature and self-experience, your school will hold a Literary and Talent wherein each participant may do any of the following task  Photo Essay  Poem  Puppet Show  Song Composition. Their work should be anchored on the theme “My Babyhood” and it must be factual (photo essay) and detailed to provoke awareness. Each work will be graded based on the rubrics given. | *The learners*...   * Scan for logical connectors to determine the text type * Skim to determine key ideas * Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one’s purpose * Read intensively to determine the author’s purpose * describe the notable literary genres contributed by African and Asian writers; * Identify the distinguishing features of notable African chants, poems, folktales, and short stories * explain how the elements specific to a genre contribute to the theme of a particular literary selection; * express appreciation for sensory images used * explain the literary devices used * Determine tone, mood, technique, and purpose of the author * Appreciate literature as a means if understanding the human being and the forces he/she needs to contend with; * Draw similiarities and differences of the featured selections in relation to the theme;   explain how a selection may be influenced by culture, history, environment, or other factors; | Learning Activity Sheets  Afro- Asian Literature Selection  Worktext: Perspectives  Group and Collaborative Activities |
| **LISTENING COMPREHENSION**  **Speech Signals**  **(Volume, Projection, Pitch, Stress, Intonation, Juncture, Rate of Speech)** |  |  |  |  | * listen for important points signaled by volume, pitch, stress, intonation, juncture, and rate of speech; * determine how volume, pitch, stress, intonation, juncture, and speech rate serve as carriers of meaning; * note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning; |  |
| **VOCABULARY DEVELOPMENT**  Idiomatic Expressions  Context Clues  Expressions that reflect the local culture | . |  |  |  | * Determine the meaning of idiomatic expressions bu noting context clues and collocations * Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions * determine the meaning of words and expressions that reflect the local culture by noting context clues; |  |
| **WRITING AND COMPOSITION**  Graphic Organizers |  |  |  |  | * generate ideas and their relationships; * Present ideas using a variety of graphic organizers; * organize ideas in one-step word, phrase, and sentence outline forms; * Organize notes taken from an expository texts * Arrange notes using a variety of graphic organizers |  |
| **ORAL LANGUAGE ANSounds of English**  **-minimal pairs**  **Delivering an Informative Speech** |  | **.** |  |  | * use the correct sounds of English; * deliver a self-composed informative speech; * use appropriate prosodic features of speech when delivering lines; * Deliver a self-composed informative speech * use the correct stance and behavior; * highlight important points in an informative talk using appropriate presentation aids; |  |
| **GRAMMAR AWARENESS**  **Parallel structures**  **Cohesive devices** | . |  |  |  | * use parallel structures; * use appropriate cohesive devices in composing an informative speech; |  |
|  |  |  |  | TRANSFER TASK IN GRASPS FORM  Realizing the values and traditions of  Afro- Asian literature and self-experience, your school will hold a Literary and Talent wherein each participant may do any of the following task  Photo Essay  Poem  Puppet Show  Song Composition. Their work should be anchored on the theme “My Babyhood” and it must be factual (photo essay) and detailed to provoke awareness. Each work will be graded based on the rubrics given.  **G**OAL  Create a photo essay  **R**OLE  1 Photo Writer Member  2 Photographer  3 Writer  4 Puppeteer  Song Writer  **A**UDIENCE  Literary and Talent Festival participants  **S**ITUATION  CCC Literary and Talent Festival with a theme “My Babyhood”.  **P**ERFORMANCE  Create various works which is anchored on the theme.  **S**TANDARD  relevant, engaging, factual, and detailed.  Each work will be graded using the Rubrics given |  |  |
|  | **ESSENTIAL UNDERSTANDING** | |  |  |  |  |
|  | Students will understand that…   * literature is a means of understanding the human being and the force/s he has to contend with. It is also an enduring expression of significant human experiences in words well- chosen and arranged. * the effective way of understanding and appreciating literary texts is by utilizing variety of reading techniques and recognizing multiple meaning of words. * the most effective way of composing and expressing one’s thought and idea is by observing the correct grammatical structures of English and the use of appropriate prosodic features, stance, and behavior. | |  |  |  |  |
|  | **ESSENTIAL QUESTIONS** | |  |  |  |  |
|  | * How does literature help you understand people and culture? * What are the benefits of using variety of reading techniques in understanding literary texts? * What are the ways need to observe in composing and delivering an effective paragraph writing? | |  |  |  |  |

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