

PACE ACADEMY
ENGLISH 9
CURRICULUM GUIDE
S.Y. 2020-2021

| Most Essential Learning Competencies | Lessons |
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| FIRST QUARTER | |
| Distinguishing the different types of Literature-based on structure and content. | Lesson 1.1: <i>Introduction to English Language and Literature (Types of Literature)</i> |
| Identifying Character Traits in a Text with the Help of Organized Inquiry in Reading | Lesson 1.2: <i>Excerpt of Beowulf</i> |
| Using Figures of Speech in Poetry and Self-expression. | Lesson 1.3: <i>Figures of Speech</i> |
| Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen) | Lesson 1.4: <i>Using Formal and Informal Language in Communication</i> |
| Express permission, obligation, and prohibition using modals | Lesson 1.5: <i>The Passionate Shepherd</i> Lesson 1.6: <i>Modals</i> |
| Determine the vocabulary or jargons expected of a communicative style | Lesson 1.7: <i>Use of Jargons in Text</i> |
| SECOND QUARTER | |
| Relate text content to particular social issues, concerns, or dispositions in real life | Lesson 2.1: <i>Cask of Amontillado</i> Lesson 2.2: <i>Elements of a Short Story</i> Lesson 2.3: <i>Adventures of Tom Sawyer</i> |
| Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world | Lesson 2.4: <i>Of Studies</i> Lesson 2.5: <i>Meditation Upon a Broomstick</i> |
| Recognizing Parts of an Essay and Writing a Persuasive Essay. | Lesson 2.5: <i>A Modest Proposal</i> Lesson 2.6: <i>Parts of a Persuasive Essay</i> |
| THIRD QUARTER | |
| Determine the relevance and the truthfulness of the ideas presented in the material viewed | Lesson 3.1: <i>Differentiating Facts from Opinions in an Editorial</i> Lesson 3.2: <i>Scanning for Ideas of Addition, Contrast, and Consequence</i> Lesson 3.3: <i>Presenting Information Through Pros and Cons</i> |
| Judge the validity of the evidence listened to | Lesson 3.4: <i>Extracting Information from a Radio or Television Drama</i> Lesson 3.5: <i>Recognizing Propaganda</i> Lesson 3.6: <i>Recognizing different fallacies</i> |
| Using different sentence structure in writing. | Lesson 3.7: <i>Different Sentence Structures</i> |

| FOURTH QUARTER | |
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| Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation | Lesson 4.1: Determining the Author's Purpose and Worth of Ideas Lesson 4.2: Use of Different Ironies in Writing Lesson 4.3: Writing Film and Book Reviews |
| React to lay value judgment on critical issues that demand sound analysis and call for prompt actions | Lesson 4.4: Introduction to News Writing Lesson 4.5: Identifying Fake or Biased News Lesson 4.6: Citing Verified Sources & Using APA and MLA format in Citing Sources |

Reference:

Books:

Arkaina, K. B., Estipona, M. I., & Nicolas M. Galvez, J. G. (2014). *Language in Literature 9 Anglo-American Literature K-12 Edition*. Quezon City: Vibal Groups Inc.

Larsen-Freeman, D., Celce-Murcia, M., Frodesen, J., White, B., & Williams, H. A. (2015). *The Grammar Book : Third Edition*. Boston, MA: National Geographic Learning, Heinle Cengage Learning.

Websites

Learning Lab 2013, *Academic style, RMIT*, Retrieved 21 May 2020 from <https://emedia.rmit.edu.au/learninglab/content/academic-style>

Training & Ventus Publishing ApS. (2010). *Effective Communication Skills*. Retrieved May 21, 2020, from promeng.eu:<http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effective-communication-skills.pdf>

UTS.edu. (n.d.). Retrieved May 21, 2020, from <https://emedia.rmit.edu.au/learninglab/content/academic-style>

Time Allotment: Four (4) synchronous sessions (40 minutes per session); Five (5) asynchronous sessions (40 minutes per session)

Promotion/Retention:

- Assessments will be categorized as the following with the corresponding weight:
 - Short Quizzes (20%)
 - Written Outputs (35%)
 - Product and Performance Tasks (45%)
- Short Quizzes.** These include summative assessments after every lesson, group of related lessons, or chapter.
- Written Outputs.** These include book/article reviews, essays, journals, letter writing, reaction/reflection papers, and written reports.
- Product and Performance Tasks.** These include portfolios, campaigns, case studies, collages, compositions, literary analyses, multimedia productions, research projects, story/poem

writing, debates, interviews, multimedia presentations, panel discussions, project making, role plays, speech delivery, and storytelling/reading.