

K^{TO}12 POINTERS



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ALIGNING TO THE NEW COMPETENCIES



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About Rex K to 12 Pointers on Curriculum Changes

Dear Partners in Education,

Greetings of peace!

Once again, the Philippine educational landscape is experiencing great changes in the K to 12 curriculum. Hence, we at Rex Book Store present to you the **Rex K to 12 Pointers** – an exclusive annual additional teacher’s resource material designed to guide teachers by giving useful suggestions on how to best address specific academic concerns using both Rex teaching and learning materials. Particularly for this issue, the focus is on how teachers can better understand curriculum crosswalks as they impact teaching and learning. Also, this new volume of the Rex K to 12 Pointers for School Year 2014–2015 focuses on how to respond to the K to 12 curriculum version transitions per subject and grade level.

Since the implementation of the K to 12 curriculum in 2011, the DepEd has released several versions of it through its official memoranda, necessitating changes in scope and sequence, and competencies per subject per grade level with each latest release. This regular updating has had more impact on some subjects more than others. For instance, the most notable changes are in the Social Studies subject in which Grade 3 now covers appreciation of one’s own region, and Grades 7 to 10 now cover new topics per level. These latest developments in the curriculum pose a challenge to educators, as they must ensure strict compliance in their implementation of the K to 12 program, from the administrative down to the classroom level.

In response, Rex Book Store shares your need to address the curriculum transitions, and we are committed to provide the necessary support to adopters of Rex titles. As your trusted partner, Rex has endeavored to come up with this new edition of the Rex K to 12 Pointers, covering the K to 12 curriculum transitions per subject as they relate to Rex titles. To ensure that Rex teaching and learning materials comply with the latest K to 12 curriculum standards and competencies, the Rex K to 12 Pointers features a curriculum crosswalk. In this crosswalk, our academic specialists have identified the additional lessons and exercises required to maximize the achievement of student learning outcomes per standard in the curriculum. In addition, the output of this crosswalk has been presented through a visual tabulation of what the curriculum transitions are, and how these transitions are addressed by the teaching and learning materials provided by Rex. Thus, this edition of the Rex K to 12 Pointers serves as a guide for you, while the additional lessons may be accessed in the Rex Interactive website via www.rexinteractive.com.

We hope that through the full compliance to the latest K to 12 curriculum that this new resource material offers, you would gain the confidence and peace of mind that you need in becoming effective educators. We are one with you in aspiring toward a successful implementation of the K to 12 basic education program for the benefit of our students. May our concerted efforts be the light to others as well as the mirror that reflects it.

Sincerely,

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Publisher's Note

Leaders should recognize that one of their prime obligations is to help members of their organizations feel confident and capable as they become motivated (Doll, 2009). Indeed, as principals, subject area coordinators, or classroom teachers, you are leaders in your own schools or classrooms. Part of your responsibilities as leaders is to provide assistance to your members. With the recent changes occurring in the K to 12 curriculum, leaders such as yourselves should support your members as they transition from one curriculum version to another.

The tasks of tracking changes in the curriculum, defining new competencies, and making new lessons to implement the new competencies are grueling for any teacher. But these are necessary tasks to ensure that learners won't be shortchanged by the changes happening, rather, that they reap the fulfillment of the objectives of those changes.

As your trusted partner, Rex Book Store understands the efforts and resources needed to track and implement the changes in the curriculum. Hence, it has endeavored to give you the **Rex Pointers** – a learning supplement that traces the different changes in the curriculum through a curriculum crosswalk, develops new lessons to accomplish the intentions of the competencies, and journeys with the teachers as they execute the new lessons in their classrooms. The curriculum crosswalk found in the Rex Pointers gives the teachers a view of the spiral movement of the curriculum by comparing old standards and competencies to the new ones. It identifies if there are gaps in the curriculum that should be filled to help students attain the intended learning outcomes. The Rex Pointers also contains ready-made lesson plans to address the new learning competencies, saving time for teachers in preparing their instruction. These lesson plans include combined competencies to show the integration of the topics. Finally, the Rex Pointers journeys with the teachers as they execute the new whole curriculum by providing a range of appropriate techniques and strategies.

Rex Book Store hopes that the Rex Pointers will guide teachers toward the direction of becoming true leaders of K to 12 in their schools and their classrooms. With the preparation and assistance that this material offers, teachers are assured that with Rex, *"You are booked for success."*



Don Timothy Buhain
Chief Operating Officer, Rex Book Store, Inc.

A Primer on Curriculum Crosswalks

The Philippine K to 12 curriculum has undergone various improvements since its implementation last 2011. The improvements can either be in terms of substitution, alteration, variation, restructuring, or value orientation change (Doll, 2001). And as in all changes or improvements, their success depended on how these have been planned, communicated, and accepted. The latest of the improvements were the December 2012 and December 2013 versions released by the DepEd.

In order for schools and teachers to plan and implement these recent improvements in the curriculum, there are processes needed to track them. The simplest but most useful way of tracking them is through a curriculum crosswalk or content map. The purposes of a curriculum crosswalk are (1) to gain information about the curriculum changes; (2) to ensure spiral progression; (3) to provide provision in analyzing gaps in student learning and to fill in these gaps; and (4) to find and integrate natural curriculum connections with the nature of the discipline (Jacobs, 2009).

Defining a Curriculum Crosswalk

The elements in the curriculum that have undergone major changes are the content standards, performance standards, and learning competencies. In order to track these changes and plan actions to comply with them, a curriculum crosswalk is necessary. A curriculum crosswalk refers to a process used to cross-reference or to align the learning outcomes of the courses in a pathway (Bitters and Wigner, 2009).

Why perform a curriculum crosswalk?

A curriculum crosswalk allows for gaps to be found between current standards or learning competencies and expected knowledge and skills required by the discipline. These gaps and deficiencies can then be used to develop new competencies, additional lessons, new courses, and/or new opportunities for students to gain the necessary knowledge and skills.

When should a curriculum crosswalk be done?

Ideally, a curriculum crosswalk should be done before making a course syllabus or the subject's scope and sequence. This allows for changes of curriculum or course development to be incorporated in the instruction or instructional materials being developed.

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Steps in Performing a Curriculum Crosswalk

Step 1:

Identify who will be involved in the curriculum review.

- The proponents determine the procedures used in completing the curriculum review.
- Documentation and update of the curriculum review are done by the proponents.

Step 2:

Assemble all relevant standards and benchmarks.

- Content Standards
- Performance Standards
- Learning Competencies

Example:

GRADE 1

Domain	Learning Competencies	Quarter/ Week	LC Listening Comprehension
Listening Comprehension	<ul style="list-style-type: none"> • Identify connections between text listened to and personal experience <small>DELETED</small> • Make predictions about stories based on the cover or title, pictures, and details in the text <small>DELETED</small> • Use an understanding of characters, incidents and settings to make predictions <small>MOVED TO GRADE 2 3RD QUARTER</small> • Identify story to elements (characters, setting, plot, ending) in the text listened to • Validate ideas made after listening to a story <small>MOVED TO GRADE 2 2ND QUARTER</small> • Activate prior knowledge based on new knowledge formed <small>MOVED TO GRADE 2 1ST QUARTER</small> • Listen carefully to texts read aloud <small>DELETED</small> • Ask and answer simple questions (who, what, where, when, why, and how) about text listened to <small>DELETED</small> • Identify connections between text listened to and personal experience • Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) <small>DELETED</small> • Derive meaning from repetitive language structure • Retell and/or reenact events from a story <small>DELETED</small> • Talk about texts identifying major points and key themes <small>DELETED</small> • Participate/engage in a read-along of texts (e.g., poems, repetitive texts) <small>DELETED</small> 	<p>3rd Quarter 1-10 and 4th Quarter 1-5</p>	<p>EN1OL-IIIa-j-1.1</p> <p>1-> Listen to short stories/poems and note important details pertaining to</p> <ol style="list-style-type: none"> a. character b. setting c. events <p>2. Give the correct sequence of three events <small>NEW</small></p> <p>3. Infer the character feelings and traits <small>NEW</small></p> <p>4. Identify cause and/or effect of events <small>NEW</small></p> <p>5. Identify the speaker in the story or poem <small>NEW</small></p> <p>6. Predict possible ending of a story read</p> <p>7. Relate story events to one's experience</p> <p>8. Discuss, illustrate, and dramatize specific events <small>NEW</small></p> <p>9. Identify the problem and solution <small>NEW</small></p> <p>10. Retell a story listened to</p>

December 2012 version

December 2013 version

Notice that the competencies were compared line by line. This not only helps track what happened to a particular competency, but also gives an idea of the changes that happened. In the example above, some of the competencies were either retained, deleted, moved, revised, or added.

Step 3:

Analyze and crosswalk the standards and competencies.

Note deficiencies and gaps in the curriculum. This part of the curriculum crosswalk can ensure that the learning competencies are in spiral progression. Also, at this vantage, the teacher can see the gaps that the curriculum may have.

Example:

April 2013	Remarks	December 2013
1st Quarter: Living Things and Their Environment		
Content Standards: Demonstrate understanding of photosynthesis and respiration as life energy processes DELETED	In this instance, the content standards were revised to give emphasis on content. The new learning standards discuss both content as well as the process of photosynthesis, whereas the old standards just focused on the process of photosynthesis and respiration. The new content standards necessitates that there is a discussion on the plant part that procures photosynthesis and why this part provides that mechanism.	Content Standards: Demonstrate understanding of the structure and function of plant parts and organelles involved in photosynthesis ^{NEW}

Step 4:

Align the standards to the curriculum.

- After a comprehensive synopsis of standards and expectations has been developed, it must be compared to the goals and objectives of the subject area, subject scope and sequence, and the total curriculum.
- The most effective approach is to look at the curriculum in total and across all subject areas (vertical and horizontal alignments).
- This step should be able to accomplish integration, eliminate duplication, and optimize use of student time.

Step 5:

Redesign the curriculum to correct the deficiencies.

- Design new courses or revise current courses.
- Design teaching enhancements to support the standards.
- Both content as well as teaching and learning strategies can be modified to address the deficiencies.

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Step 6:

Design assessments that verify attainment of standards.

- Verification of student success is essential if the curriculum is to produce student mastery of required skills.
- The assessment methods and tools must be developed in direct reference to the standards.

In looking at the crosswalk, the teacher can identify which are the target competencies that need to be developed. Thus, the teacher can now create an assessment to accomplish these targeted competencies. It is easier to view this using the curriculum crosswalk.

One limitation is in identifying the assessment tools to be used. This limitation is addressed by the curriculum map that can be developed when using the crosswalk.

Step 7:

Develop an implementation plan.

- Include items such as deadlines and timelines, resources, staff/professional development, barriers, and benefits.
- Professional development must be provided to assist teachers in dealing with the changes.
- Realistic timelines for implementation must be included.

Step 8:

Evaluate the results.

- The implementation plan should include collection of suitable data to document the effects of the reform on student performance.
- The concept of continuous improvement should be adopted with the recognition that reform is an ongoing and never-ending effort.

In this Rex Pointers, steps 1 to 5 have already been provided for the teacher. Thus, teachers no longer have to do the grueling process of identifying changes and developing new lesson plans to apply these changes.

Advantages of Doing a Curriculum Crosswalk

The advantages of doing a curriculum crosswalk are the following:

1. A crosswalk is a simple and clear way to communicate the connections between curriculums. It is useful for explaining the changes in standards and competencies.

2. It is a good review tool. It can point to gaps in the standards and generate ideas/discussion on how to fill in those gaps. It is useful for writing and revising standards.
3. It supports an argument for face validity. The crosswalk can point to the extent to which a competency can cover the concept it purports to measure. This can also show the relevance of the assessment produced.

Limitations of a Crosswalk:

However, a crosswalk should not be used to:

1. Link standards and assessments. It is not good for calibrating standards to test content. It can only describe the content. As a result, teachers would need to conduct a more sophisticated analysis on the test items.
2. Write standards to match test content.
3. Support an argument to establish validity. At most, a crosswalk can show connections (i.e., face validity), but it lacks the analysis necessary for a validity study.

Despite the limitations, the advantages of doing a curriculum crosswalk are still immense. The output can help in developing additional lessons that teachers can use for new and revised competencies.

References:

1. Doll, Robert C. (2009). *Curriculum Improvement Decision Making and Process*. New York, USA: Allyn and Bacon.
2. Jacobs, H. and Johnson, A. (2009). *Curriculum Mapping Planner*. Virginia, USA: ASCD.
3. Ornstein, Behar-Horenstein et al. (2003). *Contemporary Issues in Curriculum, 3rd Edition*. Boston, USA: Pearson.
4. <http://cte.dpi.wi.gov/files/cte/pdf/curriccrosswalk.pdf>
5. www.adultedcontentstandards.ed.gov/.../Using%20Crosswalks%20for%20...
6. <http://www.deped.gov.ph/> (Department of Education 2013 Curriculum Guides)

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A Closer Look at the Curriculum Change High School Curriculum (Versions December 2012 Versus December 2013) Focused on Grade 7

The DepEd K to 12 curriculum has undergone several draft changes. The latest of the changes were on versions December 2012 and December 2013. This material from Rex will help teachers to track changes and to give readily-available lessons for competencies that are new.

The changes in the two versions involve a change in format, changes in content and performance standards, as well as learning competencies.

A. The change in the format is shown below:

2012 Curriculum Version

DOMAINS OF LITERACY	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES
Listening Comprehension	<p>Quarter 1</p> <p>➔ The learner demonstrates understanding of how stress, intonation, phrasing, pacing, tone and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to</p>	<p>Quarter 1</p> <p>➔ The learner accurately produces a matrix of comparison using the verbal and non-verbal cues to determine the meaning of the messages listened to.</p>	<p>Quarter 1</p> <p>➔ determine how stress, intonation, phrasing, pacing, tone and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to</p> <ul style="list-style-type: none"> • Recognize differences in voice levels and speech patterns. • Explain the influence of differences in tone and accent patterns in understanding a message. • Listen for important points signaled by shifts in stress and intonation. • Determine how pitch, phrasing, and pacing affect understanding of a message.

Screen Shot of the 2012 Curriculum Guide for English Grade 7

2013 Curriculum Version

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
		intonation, juncture, and rate of speech EN7LC-I-c-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	signs, etc.)	Interpersonal communicative situations	EN7LT-I-c-2.2.1: Express appreciation for sensory images used		reading lines of poetry, sample sentences and paragraphs	
4	EN7RC-I-d-7.1: Read intensively to find answers to specific questions	EN7LC-I-d-5.1: Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7VC-I-d-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	EN7V-I-d-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7LT-I-d-1: Discover literature as a means of connecting to a significant past. EN7LT-I-d-2.2.2: Explain the literary devices used	EN7WC-I-d-4.3: Identify basic features and kinds of paragraph	EN7OL-I-d-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7G-I-d-11: Observe correct subject-verb agreement
5	EN7RC-I-e-2.15: Use non-linear visuals as comprehensive aids in content texts EN7SS-I-e-1.2: Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.	EN7LC-I-e-5.1: Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech EN7LC-I-e-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7VC-I-e-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	EN7V-I-e-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	EN7LT-I-e-1: Discover literature as a means of connecting to a significant past EN7LT-I-e-2.2.2: Explain the literary devices used	EN7WC-I-e-4.3: Identify basic features and kinds of paragraph EN7WC-I-e-2.8.1: Recognize the parts of a simple paragraph	EN7OL-I-e-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7G-I-e-11: Observe correct subject-verb agreement

Screen Shot of the 2013 Curriculum Guide for English Grade 7

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The curriculum guide for December 2012 was on a per domain basis versus the December 2013 which is tabular (all domains are shown together with the competencies). (Please refer to the boxes on the previous page). The change encompassed not only a variation in physical format but more importantly, the December 2013 version prescribes to the teacher on a weekly basis (Please refer to the oval in the figure) when a particular lesson will be discussed. In contrast, the December 2012 version gave the topic on a per quarter basis. Moreover, the tabular version shows the alignment of the different learning competencies. This makes it easier for the teacher to match the competencies of the different domains.

B. The changes on the content standards involve the following:

The main change in the content standards is that in the 2012 curriculum version, content standards are on a per domain basis versus the 2013 curriculum version where the core learning area standards is for the whole grade level.

Listening Comprehension: Quarter 1 (2012): The learner demonstrates understanding of how stress, intonation, phrasing, pacing, tone, and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to.

Quarter 2 (2012): The learner demonstrates understanding of how to use active listening strategies to suit one's purposes, audience, familiarity with the topic, and level of difficulty.

Quarter 3 (2012): The learner demonstrates understanding of the different listening strategies employed to suit one's purposes for listening, audience, familiarity with the topic, and the level of difficulty of the simple informative text.

Quarter 4 (2012): The learner demonstrates understanding of the varied communication roles, expectations and intentions in specific communicative contexts, or situations for appreciation.

Oral Language and Fluency: Quarter 1 (2012): The learner demonstrates understanding of the use of stress, intonation, phrasing, pacing in reading short written passages aloud, and engaging in interpersonal communication to meet the needs of an oral communication situation.

Quarter 2 (2012): The learner demonstrates understanding of how to use appropriate verbal and non-verbal turn-taking/giving and topic control strategies while participating in dialogs and interviews.

Quarter 3 (2012): The learner demonstrates understanding of significant human experiences in relation to the ideas presented in the literary or expository reading, listening, or viewing selections.

Quarter 4 (2012): The learner demonstrates understanding of how to disseminate information obtained from mass media to express needs, opinions, feelings, and attitudes.

Vocabulary Enhancement: Quarter 1 (2012): The learner demonstrates understanding of the appropriate use of familiar, colloquial, and idiomatic expressions in different communication situations.

Quarter 2 (2012): The learner demonstrates understanding of the various academic and figurative language to enable him/her to understand underlying meanings of selections read or passages listened to.

Quarter 3 (2012): The learner demonstrates understanding of collocations as a means of expressing one's self and clustering words to widen one's vocabulary that will aid in meaningful and worthwhile communication.

Quarter 4 (2012): The learner demonstrates understanding of analogies and word clines that help in determining relationship of words and expressions within a passage and in enriching one's vocabulary.

Reading Comprehension: Quarter 1 (2012): The learner demonstrates understanding and appreciation of various literary and informative texts with emphasis on Philippine folk literature to develop better understanding of the human condition and the environment.

Quarter 2 (2012): The learner demonstrates understanding of the interesting accounts of people's ideas, feelings, and values pertinent to the development of their culture and society using the most appropriate sources of information and technology with emphasis on Philippine literature in English and other text types.

Quarter 3 (2012): The learner demonstrates understanding of the distinct features and the development of Filipino ancient poetry, their elements, and the poetic devices using the appropriate language forms and functions.

Quarter 4 (2012): The learner demonstrates understanding of the distinctive features of essays and other text types used by the Filipino authors to present lessons learned from experiences and personal observations.

Literature: Quarter 1 (2012): The learner demonstrates understanding of how the structure and content of various literary types (Philippine literature) reflect the ideals, beliefs, culture, and experiences of the Filipino people to express one's identity and cultural heritage.

Quarter 2 (2012): The learner demonstrates understanding of the distinctive features, aesthetic elements, and underlying objectives of varied literary works and other text types of Philippine literature better understanding of human condition and the environment.

Quarter 3 (2012): The learner demonstrates understanding of distinct features of narrative, lyric and dramatic poetry, their elements, and the poetic devices in Philippine literature and other text types for better understanding of Philippine culture.

Quarter 4 (2012): The learner demonstrates understanding of the basic features, parts, structures, and patterns of development that make tone and style of Philippine essays to appreciate Filipino cultural values underscored in Philippine literature.

Viewing Comprehension: Quarter 1 (2012): The learner demonstrates understanding of the different text types and genres of programs to effectively derive information and make this information meaningful.

Quarter 2 (2012): The learner demonstrates understanding of the various analytical and evaluative techniques employed in critical viewing.

Quarter 3 (2012): The learner demonstrates understanding of how viewing conventions affect the way viewers grasp, interpret, and evaluate the meaning of a program viewed.

Quarter 4 (2012): The learner demonstrates understanding of how viewing conventions affect the way viewers grasp, interpret, and evaluate the meaning of a program viewed.

Writing: Quarter 1 (2012): The learner demonstrates understanding of written modes of paragraph development with emphasis on the basic features and kinds of paragraph development to produce a simple text.

Quarter 2 (2012): The learner demonstrates understanding of writing personal narratives and other text types using appropriate literary and cohesive devices to produce a unified text.

Quarter 3 (2012): The learner demonstrates understanding of the features and elements of personal essays, and feature articles to write for a variety of audiences.

Quarter 4 (2012): The learner demonstrates understanding of how to use persuasive devices to construct basic communication materials.

Grammar: Quarter 1–Quarter 4 (2012): The learner demonstrates understanding of the set of structural rules in English language that govern the composition of words, phrases, and clauses to communicate effectively in oral and written forms using the correct grammatical structures of English.

Content Standards (2013): The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.

Looking at the Content Standards of the 2012 versions and the Content Standards of the 2013 version, note that the 2013 version is more general and involves holistic interpretation of the standards vis-a-vis the different domains. On the other hand, the 2012 Content Standards are on a per domain basis and more aimed at developing knowledge at that particular domain.

C. The changes on the performance standards involve the following:

Listening Comprehension: Quarter 1 (2012): The learner accurately produces a **matrix of comparison** using the verbal and non-verbal cues to determine the meaning of the messages listened to.

Quarter 2 (2012): The learner independently prepares a non-linear/pictorial representation of the meaning or message of a short text listened to.

Quarter 3 (2012): The learner clearly explains a process in a simple informative text listened to using a flowchart, tree diagram, etc.

Quarter 4 (2012): The learner performs an enhanced rendition of a listening text.

Oral Language and Fluency: Quarter 1 (2012): The learner comprehensively presents a structured conversation observing correct prosodic patterns.

Quarter 2 (2012): The learner skillfully conducts a structured interview to get opinions about current issues.

Quarter 3 (2012): The learner presents an excerpt of a play highlighting significant human experiences.

Quarter 4 (2012): The learner delivers an informative talk using multimedia to highlight important points.

Vocabulary Enhancement: Quarter 1 (2012): The learner appropriately uses expressions: familiar, colloquial, idioms in casual or informal conversation/dialogues.

Quarter 2 (2012): The learner creatively prepares a scrapbook of poems and other texts highlighting figurative language.

Quarter 3 (2012): The learner accurately presents semantic organizers to show categorization and clustering of words or expressions.

Quarter 4 (2012): The learner proficiently writes a version of a passage or dialogue using vocabulary in specific fields and for different purposes.

Reading Comprehension: Quarter 1 (2012): The learner produces a **creative compilation** of Philippine folk literature and draws out in them inherent Filipino values to be presented in a personally preferred format.

Quarter 2 (2012): The learner **retells a story** creatively using appropriate sources of information, multimedia, and technology.

Quarter 3 (2012): The learner interpretatively and proficiently performs in a **choral reading**.

Quarter 4 (2012): The learner writes vividly a **personal/reflective essay** that expresses meaningful views and insights based on the different texts read.

The learner writes a **summary in book report**.

Literature: Quarter 1 (2012): The learner proficiently **compiles Philippine Folk Literature** stating the values underscored in the literary pieces.

Quarter 2 (2012): The learner interpretatively and proficiently **performs an excerpt of a play or drama** highlighting human rights.

Quarter 3 (2012): The learner creatively interprets a poem through a **tableau**.

Quarter 4 (2012): The learner participates in a **literary character parade** showcasing Filipino cultural values and economic development.

Viewing Comprehension: Quarter 1 (2012): The learner produces a **program portfolio** that monitors his/her progress as a viewer in terms of interests, preferences, and reflections on individual viewing behavior.

Quarter 2 (2012): The learner produces a **reaction paper** of a program viewed.

Quarter 3 (2012): The learner writes an **evaluation paper** of a program viewed.

Quarter 4 (2012): The learner presents a **review of a program** incorporating viewing conventions.

Writing: Quarter 1 (2012): The learner writes a retell of a myth or a legend.

Quarter 2 (2012): The learner writes a well-thought-out personal narrative revolving on a particular personal advocacy.

Quarter 3 (2012): The learner writes a **moving personal/reflective essay**.

Quarter 4 (2012): The learner creatively constructs **basic mass communication materials** such as print, radio, and TV ads and campaigns.

Grammar: Quarter 1 to Quarter 4 (2012): The learner communicates effectively in oral and written forms using the correct grammatical forms and structures of English.

Performance Standards (2013): The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.

Looking at the Performance Standards of the 2012 versions and the Performance Standards of the 2013 version, note that the 2013 version is more general and involves holistic interpretation of the standards vis -a-vis the different domains. On the other hand, the 2012 Performance Standards are on a per domain basis and more aimed at developing skills at that particular domain.

Curriculum Crosswalk

English Grade 7

A. Defining Curriculum Crosswalk

There are also changes in the learning competencies. In order for the teachers to track these changes, a curriculum crosswalk is necessary. A crosswalk is a relatively simple procedure that typically involves content analysis and side-by-side comparison. The straightforwardness of crosswalks makes them useful tools for alignment; however, they are not the only tools that can be used to for alignment. In general, as done in this crosswalk, the comparison is done in a side-by-side chart.

The following are the uses of a curriculum crosswalk:

- a. Compare competencies to competencies (e.g., compare apples to apples). This provides an efficient way to demonstrate change. Crosswalks are often used to compare new competencies to old competencies.

Example:

Listening Comprehension	Quarter 1	Week	LC Listening Comprehension
	<ul style="list-style-type: none"> Determine how stress, intonation, phrasing, pacing, tone, and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to Recognize differences in voice levels and speech patterns Explain the influence of differences in tone and accent patterns in understanding a message (found in week 9) Listen to important points signaled by shifts in stress and intonation Determine how pitch, phrasing, and pacing affect understanding of a message Determine the effect of facial expressions and eye contact in understanding a message Determine the effect of posture and bodily gestures in understanding a message Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation 	1	<p>EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning.</p> <p>EN7LC-I-a-5.1: Listen to important points signal by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-a-5.2: Note the changes in <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p>
		2	<p>EN7LC-I-b-5.1: Listen to important points signal by volume, <u>projection</u>, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-b-5.2: Note the changes in volume, <u>projection</u>, pitch, stress, intonation, juncture, and rate of speech that affect meaning.</p>
		3	<p>EN7LC-I-c-5.1: Listen to important points signal by volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-c-5.2: Note the changes in volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech that affect meaning</p>
		4	<p>EN7LC-I-d-5.1: Listen to important points signaled by volume, projection, pitch, <u>stress</u>, intonation, juncture, and rate of speech</p> <p>EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, <u>stress</u>, intonation, juncture, and rate of speech that affect meaning</p>
		5	<p>EN7LC-I-e-5.1: Listen to important points signaled by volume, projection, pitch, stress, <u>intonation</u>, juncture, and rate of speech</p> <p>EN7LC-I-e-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u>, juncture, and rate of speech that affect meaning</p>
		6	<p>EN7LC-I-f-5.1: Listen to important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u>, and rate of speech</p> <p>EN7LC-I-f-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u>, and rate of speech that affect meaning</p>
		7	<p>EN7LC-I-g-5.1: Listen to important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u></p> <p>EN7LC-I-g-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning</p>
		8	<p>EN7LC-I-h-5.1: Listen to important points signaled by <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u></p> <p>EN7LC-I-h-5.2: Note the changes in <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u> that affect meaning.</p>
		9	<p>EN7LC-I-i-5.1: Listen to important points signaled by <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u></p> <p>EN7LC-I-i-5.2: Note the changes in <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u> that affect meaning.</p>

Notice that the competencies were compared line by line. This not only helps track what happened to a particular competency but also gives an idea of the change that happened. In the example above, some of the competencies were either retained, deleted, moved, revised, or added.

b. Compare learning competencies and curriculum (i.e., a part to whole comparison).

This part of the curriculum crosswalk can ensure that the learning competencies are in spiral progression. Also, at this vantage, the teacher can see the gaps that the curriculum may have.

Later, as we view the whole grade 7 curriculum crosswalk, one will notice that the curriculum version 2013 emphasized more on the informational texts. This is consistent with the DepEd vision of developing functional learning in English. Also, there were changes in literature competencies. The theme became regional especially in the Philippine Literature portion. Another change is in the speaking, where there are more activities devoted in making students more prepared in communicative learning approach. On the whole, the 2013 version of the curriculum is focused on developing mastery of a topic before moving to another one.

c. Compare standards to assessments. Crosswalks are a significant way of linking standards and assessments. Although this use is valuable, it has some limitations.

In looking at the crosswalk, the teacher can identify which are the target competencies that need to be developed. Thus, the teacher can now create an assessment to accomplish these targeted competencies. It is easier to view this using the curriculum crosswalk. The limitation is in identifying assessment tools to be used. This limitation is fulfilled by the curriculum map that can be developed using the crosswalk.

Curriculum Crosswalk for English Grade 7

A. Listening Comprehension Quarter 1

Listening Comprehension	Quarter 1	Week	LC Listening Comprehension
	<ul style="list-style-type: none"> Determine how stress, intonation, phrasing, pacing, tone and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to <ul style="list-style-type: none"> Recognize differences in voice levels and speech patterns Explain the influence of differences in tone and accent patterns in understanding a message (found in week 9) Listen to important points signaled by shifts in stress and intonation Determine how pitch, phrasing, and pacing affect understanding of a message <ul style="list-style-type: none"> Determine the effect of facial expressions and eye contact in understanding a message Determine the effect of posture and bodily gestures in understanding a message Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation 	1	<p>EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning</p> <p>EN7LC-I-a-5.1: Listen to important points signal by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-a-5.2: Note the changes in <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p>
		2	<p>EN7LC-I-b-5.1: Listen to important points signal by volume, <u>projection</u>, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-b-5.2: Note the changes in volume, <u>projection</u>, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p>
		3	<p>EN7LC-I-c-5.1: Listen to important points signal by volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-c-5.2: Note the changes in volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech that affect meaning</p>
		4	<p>EN7LC-I-d-5.1: Listen to important points signaled by volume, projection, pitch, <u>stress</u>, intonation, juncture, and rate of speech</p> <p>EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, <u>stress</u>, intonation, juncture, and rate of speech that affect meaning</p>
		5	<p>EN7LC-I-e-5.1: Listen to important points signaled by volume, projection, pitch, stress, <u>intonation</u>, juncture, and rate of speech</p> <p>EN7LC-I-e-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u>, juncture, and rate of speech that affect meaning</p>
		6	<p>EN7LC-I-f-5.1: Listen to important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u>, and rate of speech</p> <p>EN7LC-I-f-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u>, and rate of speech that affect meaning</p>
		7	<p>EN7LC-I-g-5.1: Listen to important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u></p> <p>EN7LC-I-g-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning</p>
		8	<p>EN7LC-I-h-5.1: Listen to important points signaled by <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u></p> <p>EN7LC-I-h-5.2: Note the changes in <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u> that affect meaning</p>
		9	<p>EN7LC-I-i-5.1: Listen to important points signaled by <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u></p> <p>EN7LC-I-i-5.2: Note the changes in <u>volume</u>, <u>projection</u>, <u>pitch</u>, <u>stress</u>, <u>intonation</u>, <u>juncture</u>, and <u>rate of speech</u> that affect meaning</p>

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B. Oral Language and Fluency Quarter 1

Domain	December 2012	December 2013
Oral Language and Fluency	<p>Quarter 1</p> <ul style="list-style-type: none"> Use the right stress, intonation, phrasing, and pacing when reading short written passages aloud and engaging in interpersonal communication Use appropriate volume and enunciation that meet the needs of an oral communication situation Observe correct pronunciation of critical vowel and consonant sounds Observe the right syllable stress pattern in three categories: two-syllable word stress, compound noun stress, and words with stress derived from suffixes Observe the right sentence stress using the Rhythm Rule guidelines for both stressed and unstressed words Distinguish between and among the rising-falling intonation, rising intonation, and non-final intonation patterns Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed 	<p>EN7F-I-a-3.11: Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc.</p> <p>EN7F-I-a-3.11.1: Read words phrases, clauses, sentences, and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends, and glides</p> <p>EN7OL-I-b1.14: Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations</p> <p>EN7OL-I-b-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences, and paragraphs</p> <p>EN7OL-I-c-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences, and paragraphs</p> <p>EN7OL-I-d-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages</p> <p>EN7OL-I-e-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages</p> <p>EN7OL-I-f-1.14.4: Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions, and with statements</p> <p>EN7OL-I-g-1.14.4: Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions, and with statements</p> <p>EN7OL-I-h-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)</p> <p>EN7OL-I-i-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)</p>

C. Vocabulary Enhancement Quarter 1

Domain	December 2012	December 2013
Vocabulary Enhancement	<p>Quarter 1</p> <ul style="list-style-type: none"> Establish semantic relationships of words as well as familiar, colloquial, and idiomatic expressions Determine words or expressions in a selection that are similar or opposite Determine words or expressions in a selection that have causal or associative relations Determine words or expressions in a selection that have time (temporal) or place (locative) relations Distinguish between familiar and colloquial expressions commonly used in casual or informal conversations Distinguish between colloquial language and slang Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations Select an appropriate familiar, colloquial, or idiomatic word or expression as a substitute for another word or expression Explain why familiar, colloquial, and idiomatic expressions are used more often in oral communication 	<p>EN7V-I-a-22: Distinguish between slang and colloquial expressions in conversations</p> <p>EN7V-I-a-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang</p> <p>EN7V-I-b-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang</p> <p>EN7V-I-c-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations</p> <p>EN7V-I-d-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations</p> <p>EN7V-I-e-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression</p> <p>EN7V-I-f-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression</p> <p>EN7V-I-g-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication</p> <p>EN7V-I-h-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication</p> <p>EN7V-I-i-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication</p>

D. Reading Comprehension Quarter 1

Domain	December 2012	December 2013
Reading Comprehension	<p>Quarter 1</p> <ul style="list-style-type: none"> Use different reading styles (scan, skim, read closely, etc.) to suit the text and one's purpose for reading Scan for specific information Skim rapidly for major ideas using headings as guide Read closely to find answers to specific questions, note sequence of events, etc. Use non-linear visuals as comprehensive aids in content texts <ul style="list-style-type: none"> Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc. Give the meaning of signs and symbols used (road signs, prohibited signs, etc.) and evaluate their effectiveness Locate places and follow directions using a map 	<p>EN7RC-I-a-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose</p> <p>EN7SS-I-a-1.5.2: Scan for specific information</p> <p>EN7SS-I-b-1.5.1: Skim for major ideas using headings as guide</p> <p>EN7RC-I-c-7.1: Read intensively to find answers to specific questions</p> <p>EN7RC-I-d-7.1: Read intensively to find answers to specific questions</p> <p>EN7RC-I-e-2.15: Use non-linear visuals as comprehensive aids in content texts</p> <p>EN7SS-I-e-1.2: Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.</p> <p>EN7SS-I-f-1.2: Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.</p> <p>EN7SS-I-g-1.2: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)</p> <p>EN7SS-I-h-1.2: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)</p> <p>EN7RC-I-i-14: Follow directions using a map</p>

E. Literature Quarter 1

Domain	December 2012	December 2013
Literature	<p>Quarter 1</p> <ul style="list-style-type: none"> Show understanding and appreciation of various literary types e.g. stories (legends, fables, myths, folktales), poems, essays, dramas (with emphasis on Philippine literature) Identify the elements of a literary form which distinguishes it from other literary forms: short story, poem, essay, drama Explain the characteristics of fables, legends, myths, and folktales Point out the author's technique for characterization Determine the text structure of essays Explain poetic devices, use of local color, figurative language, and sensory images in literary forms 	<p>EN7LT-I-a-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-a-2: Describe the different literary genres during the pre-colonial period</p> <p>EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends</p> <p>EN7LT-I-b-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-b-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p>EN7LT-I-c-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-c-2.2.1: Express appreciation for sensory images used</p> <p>EN7LT-I-d-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-d-2.2.2: Explain the literary devices used</p> <p>EN7LT-I-e-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-e-2.2.2: Explain the literary devices used</p> <p>EN7LT-I-f-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-f-2.2.3: Determine the tone, mood, technique, and purpose of the author.</p> <p>EN7LT-I-g-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-g-2.3: Draw similarities and differences of the featured selections in relation to the theme</p> <p>EN7LT-I-h-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-h-2.3: Draw similarities and differences of the featured selections in relation to the theme</p> <p>EN7LT-I-i-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-i-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p>

F. Writing Quarter 1

Domain	December 2012	December 2013
Writing	<p>Quarter 1</p> <ul style="list-style-type: none"> Distinguish between oral and written modes of language use with emphasis on their exclusive features and properties Compare and contrast the basic features and kinds of paragraph <u>Recognize the features of literary writing and academic writing</u> Recognize the common purposes for writing <u>Recognize the parts of a simple paragraph based on writing purpose</u> Follow steps in crafting a simple paragraph of five to seven sentences <u>Retell a chosen myth or legend in a series of three five-to-seven-sentence paragraphs</u> Revise a series of simple paragraphs in terms of content, style, and mechanics collaboratively and independently 	<p>EN7WC-I-a-4: Distinguish between oral and written language use</p> <p>EN7WC-I-a-4.1: Recognize the common purposes for writing</p> <p>EN7WC-I-b-4.2: <u>Differentiate literary writing from academic writing</u></p> <p>EN7WC-I-c-4.2: Differentiate literary writing from academic writing</p> <p>EN7WC-I-d-4.3: Identify basic features and kinds of paragraph</p> <p>EN7WC-I-e-4.3: Identify basic features and kinds of paragraph</p> <p>EN7WC-I-e-2.8.1: Recognize the parts of a simple paragraph</p> <p>EN7WC-I-f-2.8.1: Recognize the parts of a simple paragraph</p> <p>EN7WC-I-g-4.4: Sequence steps in writing a simple paragraph</p> <p>EN7WC-I-h-2.2: Retell a chosen myth or legend in a series of <u>simple paragraphs</u></p> <p>EN7WC-I-i-2.2: Retell a chosen myth or legend in a series of simple paragraphs</p>

G. Viewing Comprehension Quarter 1

Domain	December 2012	December 2013
<p>Viewing Comprehension</p>	<p>Quarter 1</p> <ul style="list-style-type: none"> • Extract information from a program viewed • Organize information from a program viewed (Moved to Q2) • Distinguish basic genres of program viewed • Validate the information derived from the genres of the program viewed • Observe details, sequence, and relationships of events • Narrate events logically • Form mental images of the information conveyed by a program viewed (moved to Q2) • Raise questions about a program viewed • Answer the questions raised from a program viewed 	<p>EN7VC-I-a-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed</p> <p>EN7VC-I-b-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed</p> <p>EN7VC-I-c-3.1.3: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)</p> <p>EN7VC-I-d-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)</p> <p>EN7VC-I-e-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)</p> <p>EN7VC-I-f-9: Organize information from a material viewed</p> <p>EN7VC-I-g-9: Organize information from a material viewed</p> <p>EN7VC-I-h-10: Determine the truthfulness and accuracy of the material viewed</p> <p>EN7VC-I-i-10: Determine the truthfulness and accuracy of the material viewed</p>

H. Grammar Quarter 1

Domain	December 2012	December 2013
Grammar	<p>Quarter 1</p> <ul style="list-style-type: none"> Formulate grammatically correct sentences Observe <u>rules</u> on subject-verb agreement Observe consistent tense Observe rules on pronoun-antecedent agreement Formulate correct simple sentences Formulate compound sentences 	<p>EN7G-I-a-11: Observe correct subject-verb agreement</p> <p>EN7G-I-b-11: Observe correct subject-verb agreement</p> <p>EN7G-I-c-11: Observe correct subject-verb agreement</p> <p>EN7G-I-d-11: Observe correct subject-verb agreement</p> <p>EN7G-I-e-11: Observe correct subject-verb agreement</p> <p>EN7G-I-f-11: Observe correct subject-verb agreement</p> <p>EN7G-I-g-11: Observe correct subject-verb agreement</p> <p>EN7G-I-h-11: Observe correct subject-verb agreement</p> <p>EN7G-I-i-11: Observe correct subject-verb agreement</p>

Sample Lesson for New Competencies in Grade 7

New Learning Competencies:

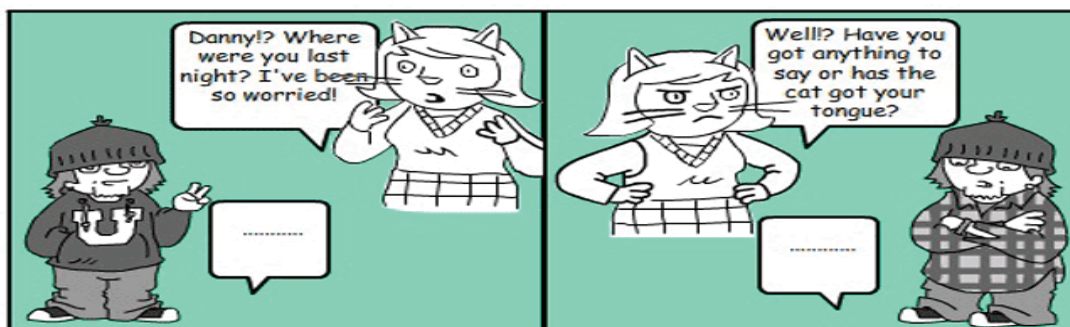
Lesson 1

Focus:

- Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.

A. Introduction/Preparatory Activities:

1. Ask the students to read the comic strips below.



Source: <http://kibishipaul.com/blog1/2008/02/16/idiotic-idioms-3-cat-got-your-tongue-text/>

Idiotic Idioms 5

kibishipaul



Source: <http://kibishipaul.com/blog1/2008/04/07/idiotic-idioms-5-know-the-ropes/>

- Ask the students to share their ideas about the meaning of the expressions “cat got your tongue” and “know the ropes” based on the given comic strips.

B. Body/Developmental Activities:

- Introduce idiomatic expressions.

An idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom’s individual elements. In other words, idioms don’t mean exactly what the words say. They have, however, hidden meanings.

- Show students a slideshow presentation depicting different idiomatic expressions, their meanings, and the appropriate situations in which they are used. Ask them what other situations can the idiomatic expressions be used.
- For practice, ask the students to find a partner. Give each pair of student a piece of paper with an idiomatic expression and its meaning. Instruct each pair of student to write a dialogue using the assigned idiomatic expression. Have each pair present in front of the class. Ask the other students to identify the idiomatic expression and its meaning based on the given dialogue by their classmates.
- Ask students to answer the following exercise:

Exercise: Write the letter of the correct idiomatic expression that will complete each sentence.

Idiomatic Expression	Meaning
A. KEEP YOUR NOSE CLEAN	Stay out of trouble
B. TRICKS OF THE TRADE	Clever or expert way of doing something
C. FOOT THE BILL	Pay, often unwillingly or for another person
D. KEEP YOUR HAIR ON	Calm down, don’t get angry
E. DOWN IN THE DUMPS	Sad or depressed
F. FACE THE MUSIC	Deal with an unpleasant situation
G. FIGHT TOOTH AND NAIL	Fight fiercely, with great energy and determination
H. BROKE	To have no money
I. HIT THE HAY	Go to bed
J. EASY AS PIE	Very easy

1. Being into the construction business for the last 10 years, I know all the _____.
2. I've been feeling _____ lately because of the tragedy.
3. _____ and stay out of jail.
4. The lawyer knows her client is innocent. She will _____ for him in the courtroom.
5. Jean forgot to bring money to the restaurant, so Franz had to _____.
6. I am sorry to have dented your car. But _____! I promise to pay for the repair.
7. What he did was wrong but at least he had the courage to _____.
8. He said the exam was hard but I found it as _____.
9. I need to borrow money from my father cause right now I'm _____.
10. It's already past midnight. It's time for you to _____.

C. Conclusion/Evaluation

Ask the students to make a comic strip similar to the one that they had in class. Instruct the students that the comic strip should make use of idiomatic expressions.

RUBRIC FOR COMICS

CATEGORY	4	3	2	1
<i>Idiomatic Expression</i>	Idiomatic expressions are used correctly and appropriately.	Idiomatic expressions are used correctly.	Idiomatic expressions are used fairly.	Idiomatic expressions are used poorly.
<i>Panels/Layout</i>	All four panels are complete in a creative, organized format.	All four panels are complete with an appropriate cause-and-effect relationship.	All three panels are complete with an appropriate cause-and-effect relationship.	All two panels are complete with an appropriate cause-and-effect relationship.
<i>Illustration</i>	Strip contains four completed (colored) drawings in a creative, organized format.	Strip contains four completed (colored) drawings.	Strip contains three completed (colored) drawings.	Strip contains two completed (colored) drawings.
<i>Grammar/Mechanics</i>	There are no more than two errors.	There are no more than three errors.	There are no more than four errors.	There are five or more errors.

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