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# CRITERION REFERENCE SHEET

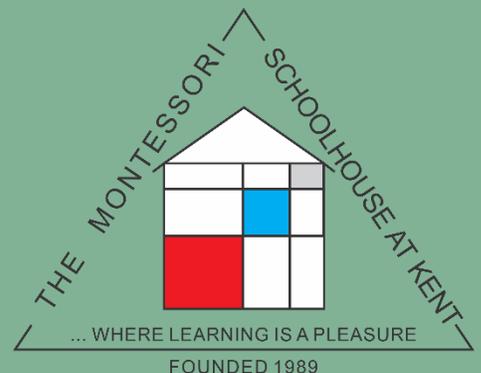
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**ENGLISH**  
**HIGH SCHOOL**  
**GRADES 7, 8, 9 & 10**  
**SECOND QUARTER, SY 2020-21**

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## SECOND QUARTER – CRITERION REFERENCE SHEET

### Grade 7

Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to

Use a search engine to conduct a guided search on a given topic

Navigate a website using essential features, e.g. using headings, links, etc.

Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material

Summarize key information from a text

Use analogy to describe or make a point

#### **Transcode information from linear to non-linear texts and vice-versa**

Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.

Use opinion-marking signals to share ideas

Compare and contrast the presentation of the same topic in different multimodal texts

Compare and contrast own opinions with those presented in familiar texts

#### **Recognize positive and negative messages conveyed in a text**

Make connections between texts to particular social issues, concerns, or dispositions in real life

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world

Observe the language of research, campaigns, and advocacies

The Rhetoric: Persuasive Device

## SECOND QUARTER – CRITERION REFERENCE SHEET

### Grade 8

Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to

Use a search engine to conduct a guided search on a given topic

Navigate a website using essential features, e.g. using headings, links, etc.

Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material

Summarize key information from a text

Use analogy to describe or make a point

#### **Transcode information from linear to non-linear texts and vice-versa**

Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.

Use opinion-marking signals to share ideas

Compare and contrast the presentation of the same topic in different multimodal texts

Compare and contrast own opinions with those presented in familiar texts

#### **Recognize positive and negative messages conveyed in a text**

Make connections between texts to particular social issues, concerns, or dispositions in real life

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world

Observe the language of research, campaigns, and advocacies

The Rhetoric: Persuasive Device

## SECOND QUARTER – CRITERION REFERENCE SHEET

### Grade 9

Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to

Use a search engine to conduct a guided search on a given topic

Navigate a website using essential features, e.g. using headings, links, etc.

Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material

Summarize key information from a text

Use analogy to describe or make a point

#### **Transcode information from linear to non-linear texts and vice-versa**

Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.

Use opinion-marking signals to share ideas.

Compare and contrast the presentation of the same topic in different multimodal texts

Compare and contrast own opinions with those presented in familiar texts

#### **Recognize positive and negative messages conveyed in a text**

Make connections between texts to particular social issues, concerns, or dispositions in real life

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world

Observe the language of research, campaigns, and advocacies

Identify key structural elements, e.g.: Exposition - Statement of position, arguments, Restatement of Positions and language features of an argumentative text, e.g.: modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; attitudes expressed through evaluative language; conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; declarative statements; rhetorical questions; passive voice

## SECOND QUARTER – CRITERION REFERENCE SHEET

### Grade 10

Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to

Use a search engine to conduct a guided search on a given topic

Navigate a website using essential features, e.g. using headings, links, etc.

Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material

Summarize key information from a text

Use analogy to describe or make a point

#### **Transcode information from linear to non-linear texts and vice-versa**

Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.

Use opinion-marking signals to share ideas

Compare and contrast the presentation of the same topic in different multimodal texts

Compare and contrast own opinions with those presented in familiar texts

#### **Recognize positive and negative messages conveyed in a text**

Make connections between texts to particular social issues, concerns, or dispositions in real life

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world

Observe the language of research, campaigns, and advocacies

Identify key structural elements, e.g.: Exposition - Statement of position, Arguments, Restatement of Positions and language features of an argumentative text, e.g.: modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; attitudes expressed through evaluative language; conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; declarative statements; rhetorical questions; passive voice

<b>WEEKLY PLAN – HIGH SCHOOL (ENGLISH)</b>	
<b>WEEKS</b>	<b>GRADE 7</b>
<b>Week 1</b> <b>October 5-9</b>	<p>Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.</p> <p>Use a search engine to conduct a guided search on a given topic.</p>
<b>Week 2</b> <b>October 12-16</b>	<p>Navigate a website using essential features, e.g. using headings, links, etc.</p> <p>Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material.</p>
<b>Week 3</b> <b>October 19-23</b>	<p>Summarize key information from a text.</p> <p>Use analogy to describe or make a point.</p>
<b>Week 4</b> <b>October 26-30</b>	<p><b>Transcode information from linear to non-linear texts and vice-versa.</b></p> <p><b>Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.</b></p>
<b>Week 5</b> <b>Nov 3-6</b>	<p>Compare and contrast own opinions with those presented in familiar texts</p> <p><b>Recognize positive and negative messages conveyed in a text</b></p> <p>Compare and contrast the presentation of the same topic in different multimodal texts</p>
<b>Week 6</b> <b>Nov 9-13</b>	<p>Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world.</p> <p>Observe the language of research, campaigns, and advocacies.</p>

<b>Week 7</b> <b>November 16-20</b>	The Rhetoric: Persuasive Device
<b>Week 8</b> <b>Nov 16-20</b>	<b>SUPPLEMENTARY ACTIVITIES</b>
<b>Week 8</b> <b>Nov 23-27</b>	<b>--- EXAM PREPARATION ---</b>

<b>WEEKLY PLAN – HIGH SCHOOL (ENGLISH)</b>	
<b>WEEKS</b>	<b>GRADE 8</b>
<b>Week 1</b> <b>October 5-9</b>	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.  Use a search engine to conduct a guided search on a given topic.
<b>Week 2</b> <b>October 12-16</b>	Navigate a website using essential features, e.g. using headings, links, etc.  Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material.
<b>Week 3</b> <b>October 19-23</b>	Summarize key information from a text.  Use analogy to describe or make a point.
<b>Week 4</b> <b>October 26-30</b>	<b>Transcode information from linear to non-linear texts and vice-versa.</b>  <b>Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.</b>
<b>Week 5</b> <b>Nov 3-6</b>	Compare and contrast own opinions with those presented in familiar texts  <b>Recognize positive and negative messages conveyed in a text</b>  Compare and contrast the presentation of the same topic in different multimodal texts

<b>Week 6 Nov 9-13</b>	Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world.  Observe the language of research, campaigns, and advocacies.
<b>Week 7 November 16-20</b>	The Rhetoric: Persuasive Device
<b>Week 8 Nov 16-20</b>	<b>SUPPLEMENTARY ACTIVITIES</b>
<b>Week 8 Nov 23-27</b>	<b>--- EXAM PREPARATION ---</b>

<b>WEEKLY PLAN – HIGH SCHOOL (ENGLISH)</b>	
<b>WEEKS</b>	<b>GRADE 9</b>
<b>Week 1 October 5-9</b>	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.  Use a search engine to conduct a guided search on a given topic.
<b>Week 2 October 12-16</b>	Navigate a website using essential features, e.g. using headings, links, etc.  Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material.
<b>Week 3 October 19-23</b>	Summarize key information from a text.  Use analogy to describe or make a point.
<b>Week 4 October 26-30</b>	<b>Transcode information from linear to non-linear texts and vice-versa.</b>  <b>Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.</b>

<p><b>Week 5</b> <b>Nov 3-6</b></p>	<p>Compare and contrast own opinions with those presented in familiar texts</p> <p><b>Recognize positive and negative messages conveyed in a text</b></p> <p>Compare and contrast the presentation of the same topic in different multimodal texts</p>
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<p><b>Week 7</b> <b>November 16-20</b></p>	<p>Identify key structural elements, e.g.: Exposition - Statement of position, Arguments, Restatement of Positions and language features of an argumentative text, e.g.: modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; attitudes expressed through evaluative language; conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; declarative statements; rhetorical questions; passive voice</p>
<p><b>Week 8</b> <b>Nov 16-20</b></p>	<p><b>SUPPLEMENTARY ACTIVITIES</b></p>
<p><b>Week 8</b> <b>Nov 23-27</b></p>	<p><b>--- EXAM PREPARATION ---</b></p>

<p><b>WEEKLY PLAN – HIGH SCHOOL (ENGLISH)</b></p>	
<p><b>WEEKS</b></p>	<p><b>GRADE 10</b></p>
<p><b>Week 1</b> <b>October 5-9</b></p>	<p>Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.</p> <p>Use a search engine to conduct a guided search on a given topic.</p>
<p><b>Week 2</b> <b>October 12-16</b></p>	<p>Navigate a website using essential features, e.g. using headings, links, etc.</p> <p>Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material.</p>

<b>Week 3</b> <b>October 19-23</b>	Summarize key information from a text.  Use analogy to describe or make a point.
<b>Week 4</b> <b>October 26-30</b>	<b>Transcode information from linear to non-linear texts and vice-versa.</b>  <b>Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.</b>
<b>Week 5</b> <b>Nov 3-6</b>	Compare and contrast own opinions with those presented in familiar texts  <b>Recognize positive and negative messages conveyed in a text</b>  Compare and contrast the presentation of the same topic in different multimodal texts
<b>Week 6</b> <b>Nov 9-13</b>	Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world.  Observe the language of research, campaigns, and advocacies.
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<b>Week 8</b> <b>Nov 16-20</b>	<b>SUPPLEMENTARY ACTIVITIES</b>
<b>Week 8</b> <b>Nov 23-27</b>	<b>--- EXAM PREPARATION ---</b>

## ENGLISH DAILY SCHEDULE

DAILY SCHEDULE HIGH SCHOOL	
DAYS	SCHEDULE (TIME)
<b>MONDAY</b>	<b>8:00 AM – 10:00 AM</b>
<b>TUESDAY</b>	<b>8:00 AM – 12:00 AM</b>

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<b>WEDNESDAY</b>	<b>10:00 AM – 12:00 AM</b>
<b>FRIDAY</b>	<b>10:00 AM – 12:00 AM</b>

**PREPARED BY:**

**AILEEN Q. ALDE  
TEACHER IN ENGLISH**

**NOTED:**

**PAZ V. ALCANTARA  
DIRECTRESS**