



ATENEO DE DAVAO UNIVERSITY
HIGH SCHOOL

GRADE 9 - ENGLISH
SCOPE AND SEQUENCE
SY 2014-2015

First Quarter:

Content Standard:

The learner demonstrates understanding of how Anglo-American literature serves as a means of enhancing the self through using strategies in summarizing, assessing, and processing information in texts listened to and viewed; word derivation and formation strategies; distinctions between and among informative, journalistic, and literary writing; and appropriate and creative use of word order, punctuation marks, and interjections.

Performance Standard:

The learner transfers learning by composing and delivering lines of poetry and prose in a speech choir, jazz chant, or rap with appropriate and creative use of word order, punctuation marks, and interjections and effective use of verbal and non-verbal strategies.

Performance Tasks: Integrated with Social Studies

Performance Task: SPEECH CHOIR

G- compose and deliver lines of poetry and prose in a speech choir to air out your sentiments

R- PROACTIVISTS WHO controls a situation by making things happen or by preparing for possible future problems.

A- PESSIMISTS amid pressing local/national issues

S- corruption, climate change, poverty

P- to awaken and make people realize that there is hope and it can be done.

S- with appropriate and creative use of word order, punctuation marks, and interjections and effective use of verbal and non-verbal strategies.

Topics:

Vocabulary:

Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression.

Use synonyms of words to clarify meanings.

Provide words or expressions appropriate for a given situation.

Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.)

Grammar:

Use normal and inverted word order in creative writing.

Use appropriate punctuation marks and capitalization to convey meaning.

Reading:

Identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories.

Read a poem with proper pronunciation and appropriate emotion. (CRS)

Skim to determine key ideas and author's purpose.
Determine tone, mood, technique, and purpose of the author.

Explain how a selection may be influenced by culture, history, environment, or other factors.

Analyze literature as a means of discovering the self.

Comprehend written materials ranging from general interest to discipline specific, with emphasis on inferential and critical reading. (CRS)

Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.)

Literature:

Writing:

Compare and contrast text types (e.g. informative, journalistic, and literary writing).

Compose forms of literary writing.

Use appropriate punctuation marks and capitalization to convey meaning.

Use hyphens and dashes correctly.

Compose forms of literary writing.

Use interjections to convey meaning.

Write a script for a poetry reading.

Use contractions proficiently.

Use literary devices and techniques to craft poetic forms.

Use quotation marks effectively.

Make use of lyric poem's feature in an ad campaign.

Listening/Viewing:

Process information mentioned in the text listened to.

Summarize the contents of the material viewed.

Infer thoughts, feelings and intentions of the speaker.

Summarize the contents of the material viewed.

Assess the relevance and worth of ideas presented in the material viewed.

Draw generalizations and conclusions from the material viewed.

Comprehend oral materials ranging from general interest to discipline specific, with emphasis on inferential and critical listening.

Speaking:

Use the correct pitch, juncture, stress, intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs.

Facilitate smooth interaction through the use of verbal and non-verbal symbols.

Develop sensitivity to the socio-cultural dimension of communication situations.

Use the appropriate and effective speech conventions expected of speech choir presentations.

Use the appropriate and effective speech conventions expected of speech choir

presentations.

Textbook:

Teacher-made Work Sheets

References:

**DepEd Learning Guide for Grade 9 English
Grade 9 Curriculum Guide**