EFFECTIVE COMMUNICATION

Grade 11

Three-Term Budget Of Work (BOW)
for Learning Competencies

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First Term: EFFECTIVE COMMUNICATION IN INTERPERSONAL CONTEXTS (Personal, Interpersonal, Social, and Cultural)	
Content Standard	The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces.
Performance Standard	The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication.
Suggested Communicative Events	• Introducing oneself in diverse settings (formal/informal, online/offline) • Engaging in active listening and empathy-driven conversations

	• Writing personal narratives, journal entries, or digital reflections • Composing text messages, emails, or handwritten notes for personal purposes • Expressing emotions and giving affirmations appropriately • Resolving personal conflict through respectful dialogue • Creating digital diaries or vlogs that reflect personal experiences • Participating in intercultural conversations or community dialogues • Hosting or joining online forums on social issues or advocacies • Writing and delivering speeches for school, barangay, or youth assemblies • Crafting blog posts or social media content on cultural identity, heritage, or social causes • Writing advocacy letters or opinion pieces for community platforms • Engaging in storytelling events or spoken word poetry on social themes • Interviewing local leaders, elders, or cultural bearers for podcasts or community publications
Learning Competency	
Interpreting meaning in spoken, written, and multimodal personal, interpersonal, social, and cultural texts and how it is shaped by audience, purpose, context, values, and social norms • Determine how language and tone are used purposefully in discussing a variety of personal, interpersonal, social, and cultural topics. • Extract main points from spoken, written, and multimodal texts (e.g., recorded and live extended personal interactions, culturally significant communication events). • Analyze the content and intent of personal, interpersonal, social, and cultural communication (e.g., conversation, correspondence, speeches, media broadcasts, cultural performances). • Recognize underlying attitudes, assumptions, or perspectives related to social or cultural topics in various culturally significant communication events. • Use critical listening, reading, and viewing strategies, including cultural awareness and sensitivity, to interpret various forms of literary, media, and digital communication. • Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events	

(e.g., social media, podcasts, art exhibitions, festivals).
Engaging effectively in personal, interpersonal, social, and cultural communication using appropriate verbal and non-verbal strategies • Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of personal, interpersonal, social, and cultural topics. • Use politeness markers and conversation management signals and strategies (e.g., topic nomination, topic shift/control, turn-taking, back-channeling, feedback-giving, and topic termination). • Use appropriate non-verbal strategies to enhance the quality of personal, interpersonal, social, and cultural conversation. • Use culturally appropriate verbal and non-verbal strategies to communicate effectively in navigating diverse social and cultural settings. • Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.
Expressing ideas clearly and coherently in spoken, written, and multimodal forms for specific personal, interpersonal, social, and cultural purposes, audiences, and contexts • Compose well-structured personal, interpersonal, social, and cultural communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, articulating opinions, advocacy posts). • Engage in intrapersonal communication (e.g., diary writing, journaling, building a social media profile) to reflect on learning and experiences, set goals, and establish an online presence while safeguarding privacy. • Employ language and structure (e.g., use of transition/cohesive devices) appropriately and effectively for a variety of purposes. • Compose public-facing texts (e.g., blogs, commentaries, social media advocacy posts, or short opinion pieces) that promote inclusivity, equity, or social awareness. • Compose critical reviews of culturally significant texts (e.g., films, short stories, poetry, television series). • Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.
Reflecting on the processes of interpretation, engagement, and expression in personal, interpersonal, social,

and cultural communication

- Describe processes of interpretation, engagement, and expression used for communication in personal, interpersonal, social, and cultural contexts, demonstrating awareness of their purposes.
- Review one's participation in personal, interpersonal, social, and cultural communication, identifying strengths and areas for growth to improve communicative competence, personal effectiveness, and inclusive, ethical communication.
- Describe how cultural awareness and sensitivity influence processes of interpretation, engagement, and expression in diverse social contexts.

Note: The Budget of Work (BoW) for Effective Communication is not organized by week because the learning competencies are iterative and develop progressively. These competencies are also clustered based on how they are intended to be taught.

Second Term: EFFECTIVE COMMUNICATION IN ACADEMIC AND TRAINING CONTEXTS	
Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.
Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.
Suggested Communicative Events	• Participating in structured classroom discussions • Engaging in academic debates or panel discussions • Presenting research findings or investigative reports • Writing reflective essays, position papers, or critiques • Composing academic summaries, abstracts, or reaction papers • Collaborating in group presentations or peer feedback workshops • Recording video essays or oral presentations of projects
Learning Competency	
Interpreting meaning in spoken, written, and multimodal academic and technical texts and how it is shaped by audience, purpose, and context • Identify how content, structure, and language of spoken, written, and multimodal academic and technical texts are shaped by audience, purpose, and context.	

• Use critical listening, reading, and viewing strategies in comprehending academic and technical texts. • Interpret data represented in multimodal forms (e.g., charts, tables, figures). • Employ appropriate strategies in understanding unfamiliar vocabulary, including specialized terminology.
Engaging effectively in interactive communication in academic and training contexts • Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics. • Follow procedures, instructions, or processes in spoken, written, or multimodal forms (e.g., figures, diagrams, charts) to successfully achieve outcomes. • Participate constructively in academic or technical lectures, presentations, or discussions by formulating and asking questions, providing feedback, and responding appropriately. • Collaborate on academic and technical tasks (e.g., project proposals, technical reports, lectures, manuals) to leverage individual knowledge and skills and optimize common goals.
Expressing ideas clearly and coherently in spoken, written, and multimodal forms for academic and technical purposes, audiences, and contexts • Compose well-structured academic and technical texts, showing awareness of audience and purpose (e.g., presentations with visual aids, essays, research and analysis reports). • Explain concepts using appropriate academic and technical vocabulary and language, and multimodal representations (e.g., diagrams, graphs, charts, infographics). • Condense spoken, written, or multimodal texts into diagrams, charts, outline, summary, synopsis, or paraphrase. • Employ ethical considerations (e.g., citation methods, AI attribution/declaration, avoiding plagiarism) in producing extended spoken, written, or multimodal academic and technical texts.
Reflecting on the processes of interpretation, engagement, and expression in academic and technical communication • Describe processes of interpretation, engagement, and expression used for communication in academic and training contexts, demonstrating awareness of their purposes. • Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth to improve performance and shape life-long learning.

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Third Term: EFFECTIVE COMMUNICATION IN PROFESSIONAL AND WORKPLACE CONTEXTS	
Content Standard	The learners demonstrate effective communication in professional and work contexts through oral, written, and multimodal forms; they understand that professional and workplace interaction patterns are goal-oriented, concise, and context-specific, and that clarity, formality, hierarchical awareness, emotional regulation, cultural sensitivity, and ethical responsibility foster effective and professional workplace relationships.
Performance Standard	The learners compose types of correspondence following specific writing conventions; create professional profiles and resumés fit for purpose and audience; draft business case studies, project proposals, and business reports; propose job ads, corporate publications, or industry articles following brand alignment practices; and participate constructively in interviews, meetings, discussions, and negotiations.
Suggested Communicative Events	• Writing structured résumés, cover letters, and job/scholarship application letters • Simulating job interviews, mock business pitches, or networking introductions • Writing memos, incident reports, or meeting minutes • Crafting emails for formal requests, follow-ups, or inter-office correspondence • Role-playing client consultations, service calls, or elevator pitches • Delivering multimedia presentations using professional tools (e.g., Canva, PowerPoint) • Responding to customer feedback or complaints through written and oral communication
Learning Competency	
Interpreting meaning in spoken, written, and multimodal workplace and professional communication and how it is shaped by audience, purpose, and context • Identify how content, structure, and language of spoken, written, and multimodal workplace and professional	

communication are shaped by audience, purpose, and context. • Listen actively to workplace and professional communication (e.g., meetings, phone calls, presentations, instructions) to take accurate, well-organized notes for future reference and task completion.
Engaging effectively in interactive communication in workplace and professional contexts • Use language, tone, and structure appropriately for audience, purpose, and context in discussing workplace and professional matters. • Participate constructively in workplace and professional communication (e.g., conversations, meetings, negotiations, interviews, feedback sessions) by formulating and asking questions, providing feedback, and responding appropriately. • Collaborate on workplace and professional tasks (e.g., proposals, reports, presentations, projects) to leverage individual knowledge and skills, and optimize common goals.
Expressing ideas clearly and coherently in spoken, written, and multimodal forms for specific workplace and professional purposes, audiences, and contexts • Compose well-structured workplace and professional communication, showing awareness of audience and purpose (e.g., presentations with visual aids, emails, reports). • Use appropriate conventions (e.g., layout, font choice, bullets, bolds, italics) and concise language to deliver effective workplace and professional communication. • Produce professional profiles, resumés, and job and college applications, tailored for purpose and audience.
Reflecting on the processes of interpretation, engagement, and expression in workplace and professional communication • Describe processes of interpretation, engagement, and expression used for communication in professional and workplace contexts, demonstrating awareness of their purposes. • Review one's readiness to participate in professional and workplace communication, identifying strengths and areas for sustained career growth.

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QUARTERLY TO TRIMESTRAL MAPPING SUMMARY

TRIMESTRAL TERM	ORIGINAL QUARTERS MERGED	RATIONALE
TERM 1 Interpersonal Contexts	Quarter 1: Personal and Interpersonal Contexts + Quarter 2: Social and Cultural Contexts	Both quarters focus on communication in relational settings, from intimate personal interactions to broader social and cultural engagements. The progression from self to community creates a natural learning arc within one term.
TERM 2 Academic and Training Contexts	Quarter 3: Academic and Training Contexts (Retained as standalone term)	Academic communication requires distinct, discipline-specific skills including research writing, data interpretation, ethical citation practices, and formal presentation skills. This focus prepares learners for higher education requirements.
TERM 3 Professional/Workplace Contexts	Quarter 4: Professional and Work Contexts (Retained as standalone term)	Workplace communication has unique demands—goal-oriented language, hierarchical awareness, and professional conventions. Placing this at the end of the year aligns with learners' readiness to transition to employment or further training.

** Note: The consolidation of Quarters 1 and 2 into Term 1 allows for deeper integration of personal and social communication skills while maintaining the distinct specialized foci of academic (Term 2) and professional (Term 3) communication. The total instructional hours remain at 80 hours, distributed across three terms.*