ENGLISH

Grade 8

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

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Three-Term Budget Of Work
For Learning Competencies

First Term	
Content Standard	The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
Performance Standard	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

Week	Learning Competency
*	**Literary Text | Poetry and Prose** **Evaluating literary texts** ● Analyze literary texts as expressions of individual or communal values within: ○ Structural context: ■ Conflict: ● Character vs Character ● Character vs Society ● Character vs Nature/environment ■ Character ■ Characterization ■ Plot: ● Linear and flashback

	● Parallel ■ Rhyme and meter ■ Diction ■ Tone and mood ■ Style ■ Patterns and motifs ■ Figures of speech and sound devices ■ Point of view and narrative techniques ■ Organic unity ○ Biographical context ○ Historical context ○ Sociocultural context ○ Linguistic context: ■ Deictic: ● Speaker/narrator and time ● Speaker/narrator and place ● Speaker/narrator and situation ● Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.
*	**Literary Text | Poetry and Prose** **Publishing an original literary text that reflects culture** ● Identify one's meaning and purpose in selecting the type of literary text for composition. ● Compose literary texts using appropriate structure. ● Revise the literary texts for coherence and cohesion. ● Publish an original literary text that reflex culture: ○ Poem/prose

** Teachers may assign learning competencies per week depending on the needs of the learners.*

Second Term	
Content Standard	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts and journalistic texts: opinion editorials) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
Performance Standard	The learners analyze the style, form, and features of informational texts (persuasive texts and opinion editorials); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.

Week	Learning Competency
*	**Informational Text | Persuasive Text and Opinion Editorials** **Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function** ● Examine text structures for clarity of meaning and purpose: ○ Non-journalistic texts: ■ Persuasive text ○ Journalistic texts: ■ Opinion editorials ● Examine linguistic features as tools to achieve organizational efficiency in informational texts: ○ Diction and style ○ Transition devices ○ Sentence structure and function ● Extract significant information. ● Analyze the real-world issues/occurrences presented in informational texts.

	• Analyze supporting evidence to validate assertions and counterclaims:
	  ○ Factual knowledge
	  ○ Statistical inferences
	  ○ Informed opinion
	  ○ Personal testimony
	• Distinguish facts from claims/opinions:
	  ○ Self-evidence
	  ○ Anecdotal evidence
	  ○ Argument from authority
	  ○ Empirical evidence
	• Evaluate claims explicitly or implicitly made in a text:
	  ○ Claim of fact
	  ○ Claim of value
	  ○ Claim of policy
	• Analyze propaganda techniques used in informational texts for political correctness:
	  ○ Bandwagon vs Gliterring generalities
	  ○ Transfer propaganda techniques vs Half truths
	• Analyze persuasive techniques to support an argument:
	  ○ Ethos
	  ○ Pathos
	  ○ Logos
	• Draw inferences and conclusions to formulate sound judgment:
	  ○ Author's purpose and meaning
	  ○ Target audience:
	  ■ Hypothetical vs Real
	  ■ Experts vs Laypeople
	  ■ Managerial vs Rank-and-file
	• Analyze textual evidence to support an argument/general statement:
	  ○ Quoting
	  ○ Paraphrasing

	○ Summarizing ● Synthesize significant information.
	Informational Text | Expository Text, News, and Press Releases, Features **Publishing a multimodal informational text for one's purpose and target audience** ● Identify the text type appropriate for one's topic, purpose, and target audience. ● Organize significant information using various technique. ● Determine one's thesis as the central idea of the paper. ● Compose the informational text based on the chosen text type. ● Apply multimodal elements appropriate to the chosen text delivery/ies. ● Revise the text for coherence. ● Revise the text for cohesion (diction, syntax, and style). ● Edit the text for textual consistency. ● Publish a multimodal informational text for one's purpose and target audience: ○ Persuasive text ○ Opinion editorials, sports and science and technology stories

** Teachers may assign learning competencies per week depending on the needs of the learners.*

Third Term	
Content Standard	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: sports and Science and Technology articles) and transactional texts (letter of inquiry) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
Performance Standard	The learners analyze the style, form, and features of informational texts (sports and Science and Technology articles) and transactional texts (letter of inquiry); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (sports and Science and Technology articles) using appropriate forms and structures that represent their meaning, purpose, and target audience.

Week	Learning Competency
*	**Informational Text | Sports and Science and Technology Stories** **Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function** ● Examine text structures for clarity of meaning and purpose: ○ Journalistic texts: ■ Sports articles as news, features, and editorials ■ Science and technology articles as news, features, and editorials ● Examine linguistic features as tools to achieve organizational efficiency in informational texts: ○ Diction and style ○ Transition devices ○ Sentence structure and function ● Examine how visual elements are used as tools to achieve the intended meaning of informational texts:

	○ Vectors (for scientific, mathematical, or technical topics) and viewpoint ○ Technical editing ○ Animations ● Extract significant information. ● Analyze the real-world issues/occurences presented in informational texts. ● Evaluate claims explicitly or implicitly made in a text: ○ Claim of fact ○ Claim of value ○ Claim of policy ● Draw inferences and conclusions to formulate sound judgment: ○ Author's purpose and meaning ○ Target audience: ■ Hypothetical vs Real ■ Experts vs Laypeople ■ Managerial vs Rank-and-file ● Analyze how non-linear texts represent and/or summarize the contents of informational texts: ○ Photographs ○ Cartoons/sketches ● Determine the veracity of the information presented: ○ Credibility of the author ○ Accuracy of information ○ Relevance ○ Timeliness ○ Objectivity ○ Coverage ● Analyze textual evidence to support an argument/general statement: ○ Quoting ○ Paraphrasing ○ Summarizing ● Assess the quality of journalistic articles based on standard development principles:

	○ Simplicity and brevity ○ Precision ○ Objectivity and factuality ○ Fairness and balance ○ Ethics ● Synthesize significant information.
*	**Informational Text | Sports and Science and Technology Stories** **Publishing a multimodal informational text for one's purpose and target audience** ● Identify the text type appropriate for one's topic, purpose, and target audience. ● Organize significant information using various technique. ● Determine one's thesis as the central idea of the paper. ● Compose the informational text based on the chosen text type. ● Apply multimodal elements appropriate to the chosen text delivery/ies. ● Revise the text for coherence. ● Revise the text for cohesion (diction, syntax, and style). ● Edit the text for textual consistency. ● Publish a multimodal informational text for one's purpose and target audience: ○ Opinion editorials, sports and science and technology stories
*	**Transactional Text** **Evaluating letters for clarity of purpose and meaning** ● Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities: ○ Letter of inquiry ● Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: ○ Parts and formats ○ Organizational patterns ○ Politeness strategies (etiquette)

	• Examine the sender's voice for clarity of purpose and meaning:
	  ○ Diction
	  ○ Style
	  ○ Tone and register
	  ○ Point of view
	  ○ Sentence structure
	• Examine how ethics is established in transmitting informal and formal correspondences across modalities.

*	**Transactional Text** **Sending letters to communicate with and respond to senders** • Identify one's purpose and meaning in writing letters. • Compose a letter of inquiry. • Revise for coherence and cohesion. • Edit for consistency of diction, style, tone and register, point of view, and grammar. • Send correspondences to communicate with and respond to senders within the bounds of ethics.

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