

# CURRICULUM MAP

## *Soaring to New Heights in Language 6 (Second Edition)*

*Dear Teacher,*

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) for each grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph).

Happy teaching!

**ABIVA PUBLISHING HOUSE, INC.**

### Curriculum Map Components and Content Sources

<b>Key Stage Standards</b>	Taken from the DepEd Curriculum Guide for English
<b>Grade Level Standards</b>	Taken from the DepEd Curriculum Guide for English
<b>Content Standards</b>	Taken from the DepEd Curriculum Guide for English
<b>Performance Standards</b>	Taken from the DepEd Curriculum Guide for English
<b>Content</b>	Taken from the worktext: <b><i>Soaring to New Heights in Language 6 (Second Edition)</i></b>
<b>K to 12 Learning Competencies (MELCs included)</b>	Taken from the DepEd Curriculum Guide for English. <b>The Most Essential Learning Competencies (MELCs)</b> mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
<b>21st-Century Skills</b>	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
<b>Teaching Strategies/Differentiated Instruction</b>	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
<b>Assessment</b>	Assessment tools and strategies categorized as either Formative or Summative
<b>Values Integration</b>	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
<b>Resources</b>	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



**LEARNING SKILLS (Competencies):** Communication • Collaboration • Critical thinking/problem solving • Creativity  
**LITERACY SKILLS (Foundation Literacies):** Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy  
**LIFE SKILLS (Character Qualities):** Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

<b>Key Stage Standard</b>	Students should be able to construct meanings and communicate them using creative, appropriate, and grammatically correct oral and written language.
---------------------------	--

<b>Grade Level Standards</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
------------------------------	--

## 1st Quarter

<b>Unit 1: Golden Moments</b>		<b>Time Frame: 50 days</b>	
<b>Content Standards</b>	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various linguistic nodes to comprehend various texts;</li> <li>• text types to listen for different purposes from a variety of texts; and</li> <li>• text types in order to construct feedback.</li> </ul> <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various verbal elements in communicating information orally;</li> <li>• various nonverbal elements in communicating information orally; and</li> </ul>	<b>Performance Standards</b>	<p><i>Listening Comprehension</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>• analyze text types to effectively understand information/ message(s);</li> <li>• use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and</li> <li>• use literal information from texts heard to construct an appropriate feedback.</li> </ul> <p><i>Grammar</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and</li> <li>• speak and write using good command of the conventions of standard English.</li> </ul> <p><i>Oral Language</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• orally communicate information, opinions, and ideas effectively to</li> </ul>

	<ul style="list-style-type: none"> <li>the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience.)</li> </ul> <p><i>Fluency</i> The learner demonstrates understanding that . . .</p> <ul style="list-style-type: none"> <li>English language is stress timed to support comprehension; and</li> <li>a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner. . .</p> <ul style="list-style-type: none"> <li>demonstrates understanding of different formats to write for a variety of audiences and purposes; and</li> <li>express ideas effectively in formal and informal compositions to fulfill their own purposes for writing.</li> </ul> <p><i>Viewing</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>the forms and conventions of print, non-print, and digital materials to understand various viewing texts;</li> <li>various forms and conventions of print, non-print, and digital materials;</li> <li>the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and</li> <li>construction, deconstructions, and reconstruction of print, nonprint, and digital materials.</li> </ul> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>nonverbal communication to communicate with others; and</li> </ul>		<p>different audiences using a variety of literary activities;</p> <ul style="list-style-type: none"> <li>orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and</li> <li>prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><i>Fluency</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>read with sufficient accuracy and fluency to support comprehension; and</li> <li>use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>draft texts using different text types for a variety of audiences and purposes;</li> <li>edit texts using appropriate text types for a variety of audiences and purposes;</li> <li>rewrite/revise texts using appropriate text types for a variety of audiences and purposes; and</li> <li>publishe texts using appropriate text types for a variety of audiences and purposes.</li> </ul> <p><i>Viewing</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>apply knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print film, and moving texts;</li> <li>evaluate effectively the message constructed and conveyed in various viewing texts;</li> <li>apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, nonprint, and digital materials; and</li> </ul>
--	---	--	--

# CURRICULUM MAP

Soaring to New Heights in Language 6 (Second Edition)

	<ul style="list-style-type: none"> <li>verbal and nonverbal elements of communication to respond back.</li> </ul>		<ul style="list-style-type: none"> <li>apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.</li> </ul> <p><i>Attitude</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message;</li> <li>use paralanguage and nonverbal cues to respond appropriately; and</li> <li>use a variety of strategies to provide appropriate feedback.</li> </ul>
--	---	--	--

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> In the Beginning  (Sentences; Subjects and Predicates)	<b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> Infer the speaker's tone, mood, and purpose  <b>EN6SS-IIIa-1.8.1</b> <b>EN6SS-IIIa-1.8.2</b> <b>EN6SS-IIIa-1.8.3</b> <b>EN6SS-IIIa-1.8.4</b> <b>EN6SS-IIIa-1.8.10</b> <b>EN6SS-IIIa-1.8.11</b> Use a particular kind of sentence for a specific purpose and audience -asking permission	How can you make story telling more fun and interesting?	Story telling can be made more fun and interesting by using complete and varied sentences.	<b>Communication</b> Understanding the parts of a sentence and its various types  <b>Communication, Collaboration, Creativity, Cultural Literacy, and Social and Cultural Awareness</b> Creating myths/legends in both oral and written forms  <b>Critical Thinking</b> Understanding the effects of lighting in film	<b>Motivation</b> Group game on origin of words  <b>Guided Listening Activity</b>  <b>Deductive and Inductive Methods in Teaching Grammar</b>  <b>Direct Instruction on the Concepts of Myths and Legends and Their Creation</b> Oral and written forms  <b>Cooperative Learning on the Development of a</b>	<b>Diagnostic</b> Spelling pretest and drills (sentence completion; rearranging letters)  <b>Formative</b> <ul style="list-style-type: none"> <li>Post-listening exercises (listen to evaluate the speaker's intention)</li> <li>Grammar drills and exercises (types of sentences, subjects and predicates, normal and inverted word order, punctuation marks)</li> </ul>	Having respect for and learning the acceptance of others' ideas and culture	<ul style="list-style-type: none"> <li>strips of pink and blue colored paper or cartolina</li> <li>picture of a clear and clean river with lilies or the likes (if possible, a picture of clean Pasig River)</li> <li>strips of manila paper on which sentences are written</li> <li>flash cards or chart of spelling words</li> <li>DVDs of films (e.g., <i>Harry</i></li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>-responding to questions -making requests -following and giving directions -expressing opinions/emotions -asserting</p> <p><i>Identify sentence parts</i></p> <p><i>Identify and use subjects and verbs in sentences</i></p> <p><i>Identify simple and complete subjects and predicates</i></p> <p><i>Identify hard-to-find subjects</i></p> <p><i>Distinguish different kinds of sentences according to structure</i></p> <p><i>Create a myth orally using complete and varied sentences</i></p> <p><i>Write a legend listened to using different word orders and</i></p>			<p>scenes</p>	<p><b>Myth and a Legend</b></p> <p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, revising, sharing</p> <p><b>Horn Method of Teaching Spelling</b> Pretest, Identifying common spelling patterns, Drill, Seatwork</p> <p><b>Deductive Method in Teaching Lighting in Film</b></p>	<ul style="list-style-type: none"> <li>• Group tasks (story chains: create a myth in spoken format; create a legend in written format; shoot stills from a favorite movie)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p><i>Potter series, Twilight, or Breaking Dawn) that make use of good lighting techniques</i></p>
--	---	--	--	---------------	---	---	--

	<p><i>dialogues</i></p> <p><i>Spell commonly misspelled words with double consonants</i></p> <p><b>EN6VC-Ia-5.1.1</b> Describe different forms and conventions of film and moving pictures (lights)</p>							
<p><b>LESSON 2</b> Your Hero, My Hero</p> <p><i>(Fragments and Run-on Sentences; Direct and Reported Speech)</i></p>	<p><i>Summarize information from a biography listened to</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-III-1.6</b> <b>EN6F-III-1.3</b> <b>EN6F-III-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b></p>	<p>How can a person touch lives and inspire people to inspire others?</p>	<p>By learning about great men and women and their contribution to humanity, a person can touch lives and inspire others as well.</p>	<p><b>Communication and Collaboration</b> Summarizing the biography of a hero/heroine using correct and complete sentences, and direct and reported speech</p> <p><b>Cultural Literacy and Social and Cultural Awareness</b> Being aware of heroes &amp; heroines and their contribution to their countries and the world</p> <p><b>Creativity and Collaboration</b> Preparing a script</p>	<p><b>Motivation</b> Name favorite local and/or foreign heroes/heroines and their contributions</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening Activity</b></p> <p><b>Deductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction on the Concept of Biography and Listening Strategies to Collect Information</b></p> <p><b>Cooperative Learning</b></p>	<p><b>Diagnostic</b></p> <ul style="list-style-type: none"> <li>• Spelling pretest and drills</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (pair work; read a biography; listen to summarize biographies of heroes/heroines)</li> <li>• Grammar drills and exercises (sentence fragments, run-on sentences, direct and reported speech)</li> <li>• Pair task (read and summarize biographies of heroes)</li> <li>• Individual writing task (three-</li> </ul>	<p>Having courage to make a change not just for oneself but for others and the rest of the world</p>	<ul style="list-style-type: none"> <li>• copies of the biography of heroes and a heroine</li> <li>• pictures of different heroes/heroines</li> <li>• flash cards or chart of spelling words</li> </ul>

# CURRICULUM MAP

## Soaring to New Heights in Language 6 (Second Edition)

	<p><b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Correct sentence fragments and run-on sentences</i></p> <p><i>Identify direct and reported speech</i></p> <p><i>Change direct speech to reported speech</i></p> <p><i>Write about a hero or heroine that had inspired you to become a better person</i></p> <p><i>Spell words ending in -cy and -sy</i></p> <p><i>Spell words related to Greek and Roman mythologies</i></p> <p><b>EN6VC-Ic-5.1.3</b> Describe different forms and conventions of film and moving pictures (direction)</p>			<p>and practicing directing skills for a shooting of a scene</p>	<p>Summarizing biographies</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, sharing, reviewing, rewriting</p> <p><b>Horn Method of Teaching Spelling</b></p> <p><b>Deductive Method in Teaching Direction and Blocking in Film</b></p>	<p>paragraph piece on a chosen hero/heroine)</p> <ul style="list-style-type: none"> <li>• Group task (prepare a script and direct a shooting of a scene following direction and blocking conventions in film)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	--	--	--	--	--	--	--	--



# CURRICULUM MAP

## Soaring to New Heights in Language 6 (Second Edition)

<p><b>LESSON 3</b> Vivid Occurrences <i>(Sentence Patterns)</i></p>	<p><b>EN6LC-IIId-2.2</b> Note down relevant information from text heard <i>Distinguish different sentence patterns</i>  <i>Identify the components of basic sentence patterns</i>  <i>Use basic sentence patterns correctly</i></p> <p><b>EN6OL-Ia-1.17</b> Relate an experience appropriate to the occasion</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b> <b>EN6F-IIId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b></p>	<p>How do the natural and human-made forces around you affect your growth as a person and build your character?</p>	<p>Struggles with forces around you can help you set up your goals and prepare you to meet your destiny.</p>	<p><b>Communication</b> Delivering a speech related to a given occasion and drafting a news report while utilizing different sentence patterns</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Drafting a news report</li> <li>• Demonstrating a character sketch</li> </ul>	<p><b>Motivation</b> Picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Public speaking and news writing</p> <p><b>Cooperative Learning</b> Relaying experiences related to a given occasion</p> <p><b>Guided Writing Activity</b> Prewriting, writing, sharing, revising</p> <p><b>Horn Method of Teaching Spelling</b></p> <p><b>Read Aloud</b></p> <p><b>Deductive Method in Teaching Characterization</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen and note details; answer questions with complete sentences)</li> <li>• Grammar drills and exercises (sentence parts and patterns)</li> <li>• Group task (narrate an experience related to a given occasion; observe the given speech pattern)</li> <li>• Individual writing task (news report)</li> <li>• Performance activity (demonstrate a characterization as described by an author)</li> <li>• Film analysis (focus on a film character)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery</li> </ul>	<p>Being persistent and tenacious in the face of struggles</p>	<ul style="list-style-type: none"> <li>• cutouts of pictures from newspapers and magazines showing people in their winning moments</li> <li>• strips of paper on which sentences are written</li> <li>• flash cards or chart of spelling words</li> </ul>
---	--	---	--	--	---	---	--	---





# CURRICULUM MAP

Soaring to New Heights in Language 6 (Second Edition)

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p><b>EN6F-III-1.7</b>  <b>EN6F-IIIb-1.6</b>  <b>EN6F-IIIb-1.3</b>  <b>EN6F-IIIb-1.7</b>  <b>EN6F-IIIc-1.6</b>  <b>EN6F-IIIc-1.3</b>  <b>EN6F-IIIc-1.7</b>          Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Write a news report of a significant event using different sentence patterns</i></p> <p><i>Spell commonly misspelled words with double consonants</i></p> <p><i>Spell words related to Geometry</i></p> <p><b>EN6VC-Id-5.1.4</b>          Describe different forms and conventions of film and moving pictures (characterization)</p> <p><b>EN6F-IIIId-3.5</b>  <b>EN6F-IIIId-3.2</b>  <b>EN6F-IIIId-3.6</b>  <b>EN6F-IIIe-3.5</b>  <b>EN6F-IIIe-3.2</b>  <b>EN6F-IIIe-3.6</b>  <b>EN6F-IIIf-3.5</b></p>					<p>test</p> <ul style="list-style-type: none"> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	---	--	--	--	--	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	EN6F-III f-3.2 EN6F-III f-3.6 EN6F-III g-3.5 EN6F-III g-3.2 EN6F-III g-3.6 EN6F-III h-3.5 EN6F-III h-3.2 EN6F-III h-3.6 EN6F-III i-3.5 EN6F-III i-3.2 EN6F-III i-3.6 EN6F-III j-3.5 EN6F-III j-3.2 EN6F-III j-3.6 Observe accuracy, appropriate rate, and proper expressions in dialogs							
<b>LESSON 4</b> Distant Images  <i>(Nouns)</i>	<i>Listen to a selection to identify nouns</i>  EN6F-II b-1.6 EN6F-II b-1.3 EN6F-II b-1.7 EN6F-II c-1.6 EN6F-II c-1.3 EN6F-II c-1.7 EN6F-II d-1.6 EN6F-II d-1.3 EN6F-II d-1.7 EN6F-II g-1.6 EN6F-II g-1.3 EN6F-II g-1.7 EN6F-II h-1.6 EN6F-II h-1.3 EN6F-II h-1.7 EN6F-II i-1.6 EN6F-II i-1.3 EN6F-II i-1.7	Why do we have to know how people in the past lived their lives?	By studying how people in the past lived their lives we may discover that then as now, people have always had the same struggles and aspirations which is to make life better.	<b>Communication and Collaboration</b> <ul style="list-style-type: none"> <li>Using nouns and noun phrases</li> <li>Giving directions to a specific location</li> </ul> <b>Cultural Literacy and Social and Cultural Awareness</b> Learning about the way of living of people in the past as well as their accomplishments	<b>Motivation</b> Name game; classify the names  <b>Guided Listening Activity</b>  <b>Read Aloud</b>  <b>Inductive and Deductive Methods in Teaching Grammar</b>  <b>Direct Instruction</b> How to give directions and write letters of advice	<b>Diagnostic</b> Spelling pretest and drills  <b>Formative</b> <ul style="list-style-type: none"> <li>Post-listening exercises (listen to note nouns and fill in blanks)</li> <li>Grammar drills and exercises (nouns and noun phrases)</li> <li>Pair work (give directions in locating one's place; take turns reading a given text)</li> <li>Performance activity (act out a</li> </ul>	<ul style="list-style-type: none"> <li>Having respect for the elderly and the past</li> <li>Developing a strong sense of determination to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>letter seeking/ giving advice taken from a magazine or a newspaper column, written on manila paper or cartolina</li> <li>flash cards or chart of spelling words</li> <li>clips of famous lines that have gone viral or have become commonplace in Filipino homes</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b></p> <p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use nouns and their kinds</i></p> <p><i>Identify and use possessive pronouns</i></p> <p><i>Identify and use gender of nouns</i></p> <p><b>EN6G-Ia-2.3.1</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span></p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns</p> <p><b>EN6G-Ib-2.3.2</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span></p> <p>Compose clear and coherent sentences using appropriate grammatical</p>			<p><b>Creativity and Collaboration</b> Acting out a dialog</p> <p><b>Critical Thinking/ Problem Solving</b> Understanding the function of dialog in films</p>	<p><b>Cooperative Learning</b> Giving directions in locating one's place</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, rewriting, sharing</p> <p><b>Horn Method of Teaching Spelling</b></p> <p><b>Guided Viewing</b></p> <p><b>Deductive Method in Teaching Dialogue</b></p>	<p>dialog from a favorite movie or TV series; analysis of a short dialog)</p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	---	--	--	---	--	---	--	--



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p>structures: -pluralization of irregular nouns</p> <p><i>Identify and use noun phrases in sentences</i></p> <p><i>Give directions on how to find a place</i></p> <p><i>Pronounce words with correct sound patterns</i></p> <p><i>Write a letter of advice</i></p> <p><i>Spell words in their plural form</i></p> <p><i>Spell words related to Social Studies</i></p> <p><b>EN6VC-If-5.1.6</b> Describe different forms and conventions of film and moving pictures (dialog)</p> <p><b>EN6F-III d-3.5</b> <b>EN6F-III d-3.2</b> <b>EN6F-III d-3.6</b> <b>EN6F-III e-3.5</b> <b>EN6F-III e-3.2</b> <b>EN6F-III e-3.6</b> <b>EN6F-III f-3.5</b> <b>EN6F-III f-3.2</b></p>							
--	--	--	--	--	--	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>EN6F-III f-3.6 EN6F-III g-3.5 EN6F-III g-3.2 EN6F-III g-3.6 EN6F-III h-3.5 EN6F-III h-3.2 EN6F-III h-3.6 EN6F-III i-3.5 EN6F-III i-3.2 EN6F-III i-3.6 EN6F-III j-3.5 EN6F-III j-3.2 EN6F-III j-3.6</p> <p>Observe accuracy, appropriate rate, and proper expressions in dialogs</p>							
<p><b>LESSON 5</b> Come Fly with Me  (Nouns of Direct Address; Appositives)</p>	<p>EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.7</p> <p>Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony, and hyperbole) in a text heard</p> <p><i>Evaluate a variety of literary text</i></p> <p>EN6F-II b-1.6 EN6F-II b-1.3 EN6F-II b-1.7</p>	<p>What do we realize from our knowledge of people and places?</p>	<p>Knowing about people and places makes us realize that we are not alone in pursuing our dream of building and maintaining a beautiful world.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicating using nouns of direct address and appositives</li> <li>Asking and offering help</li> </ul> <p><b>Cultural Literacy and Social and Cultural Awareness</b> Learning about and appreciating how people lived in the past</p> <p><b>Critical Thinking</b> Listening to analyzed figures</p>	<p><b>Motivation</b> Tableau game; ask about past experiences in writing a poem</p> <p><b>Read Aloud</b></p> <p><b>Deductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Figures of sounds and polite way of asking for and offering help</p> <p><b>Cooperative Learning</b> Asking and offering help</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercise (figures of sounds in poetry)</li> <li>Grammar drills and exercises (nouns of direct address, appositives)</li> <li>Group tasks (role-play a situation showing how they would help others; spelling drills)</li> <li>Individual writing task (poem)</li> </ul>	<ul style="list-style-type: none"> <li>Having respect for the people of the past and their contributions</li> <li>Being polite to people</li> </ul>	<ul style="list-style-type: none"> <li>strips of paper on which names of historical places/sites are written</li> <li>picture of a person who needs help</li> <li>box</li> <li>strips of paper on which cross-curriculum words are written</li> <li>flash cards or chart of spelling words</li> <li>candies or cookies</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

<p>EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 EN6F-II d-1.6 EN6F-II d-1.3 EN6F-II d-1.7 EN6F-II g-1.6 EN6F-II g-1.3 EN6F-II g-1.7 EN6F-II h-1.6 EN6F-II h-1.3 EN6F-II h-1.7 EN6F-II i-1.6 EN6F-II i-1.3 EN6F-II i-1.7 EN6F-III b-1.6 EN6F-III b-1.3 EN6F-III b-1.7 EN6F-III c-1.6 EN6F-III c-1.3 EN6F-III c-1.7 Read grade level text with accuracy, appropriate rate, and proper expression</p> <p>EN6F-III d-3.5 EN6F-III d-3.2 EN6F-III d-3.6 EN6F-III e-3.5 EN6F-III e-3.2 EN6F-III e-3.6 EN6F-III f-3.5 EN6F-III f-3.2 EN6F-III f-3.6 EN6F-III g-3.5 EN6F-III g-3.2 EN6F-III g-3.6 EN6F-III h-3.5</p>				<p>of sounds</p> <p><b>Creativity</b> Writing a poem</p> <p><b>Creativity and Collaboration</b> Role-playing a situation showing how they would ask and offer help</p> <p><b>Work Ethics</b> Doing well what was assigned as a member/leader of the group</p>	<p><b>Guided Writing Activity</b> Prewriting, writing, revising, publishing</p> <p><b>Horn Method in Teaching Spelling</b></p> <p><b>Guided Viewing</b></p> <p><b>Deductive Method in Teaching Acting</b></p>	<ul style="list-style-type: none"> <li>• Acting game (charades)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	--	--	--	---	---	--	--	--



# CURRICULUM MAP

Soaring to New Heights in Language 6 (Second Edition)

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p><b>EN6F-IIIh-3.2</b>  <b>EN6F-IIIh-3.6</b>  <b>EN6F-IIIi-3.5</b>  <b>EN6F-IIIi-3.2</b>  <b>EN6F-IIIi-3.6</b>  <b>EN6F-IIIj-3.5</b>  <b>EN6F-IIIj-3.2</b>  <b>EN6F-IIIj-3.6</b>          Observe accuracy, appropriate rate, and proper expressions in dialogs</p> <p><i>Identify and use nouns of direct address</i></p> <p><i>Identify and use appositives</i></p> <p><i>Ask for and offer help</i></p> <p><b>EN6WC-Ia-2.2.2</b>  <b>EN6WC-Ib-2.2.2</b>          Write a 3-line 4-stanza poem</p> <p><i>Spell commonly misspelled words</i></p> <p><i>Spell words related to Christian Living Education</i></p> <p><b>EN6VC-Ie-5.1.5</b>          Describe different forms and conventions of film</p>							
--	--	--	--	--	--	--	--	--



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	and moving pictures (acting)							
<p><b>LESSON 6</b> How Do You Do It?  (Gerunds, Infinitive)</p>	<p><i>Listen to a process to follow directions</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use gerund phrases correctly</i></p>	<p>How are people around the globe different from or similar to each other?</p>	<p>People around the globe follow different customs and manners but their feelings, sentiments, and aspirations are the same.</p>	<p><b>Communication</b> Using gerunds and infinitives; sending good wishes to a friend who is migrating to another country; writing a research report</p> <p><b>Critical Thinking/ Problem Solving</b> Understanding the effect of setting in film</p> <p><b>Collaboration</b> Role-playing a scenario of sending good wishes to a friend who is migrating to another country</p> <p><b>Cultural Literacy and Social and Cultural Awareness</b> Respecting people of different cultural background</p>	<p><b>Motivation</b> “Find Someone Who...” game, mill around activity</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Listening to follow directions, using correct tone and expression according to one’s message, and writing a report</p> <p><b>Cooperative Learning</b> Using correct tone and expression according to one’s message</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, sharing</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (paper folding)</li> <li>• Grammar drills and exercises (gerunds and gerund phrases, infinitives and infinitive phrases)</li> <li>• Pair work (roleplaying; send good wishes to a friend who is moving away; per review of report)</li> <li>• Individual writing task (research report)</li> <li>• Film analysis in terms of setting</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in</li> </ul>	<p>Having respect for other people despite cultural differences</p> <ul style="list-style-type: none"> <li>• pair of scissors</li> <li>• flash cards or chart of spelling words</li> </ul>	



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p><i>Identify and use infinitives and infinitive phrases in sentences</i></p> <p><i>Send good wishes to a best friend with correct tone and expression</i></p> <p><i>Write a report based on people and places</i></p> <p><i>Spell words ending in -sion and -tion</i></p> <p><i>Spell words related to Physical Education</i></p> <p><b>EN6VC-Ig-5.1.7</b> Describe different forms and conventions of film and moving pictures (setting)</p>				<p><b>Horn Method in Teaching Spelling</b></p> <p><b>Guided Viewing</b></p> <p><b>Deductive Method in Teaching Setting</b></p>	<p>Unit/Summative Test (unit ender)</p>		
--	---	--	--	--	--	---	--	--

\*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

\*\*These columns are add-on components provided by the Author/s.

## 2nd Quarter

<b>Unit 2: Facing the Winds of Change</b>		<b>Time Frame: 50 days</b>	
<b>Content Standards</b>	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various linguistic nodes to comprehend various texts;</li> <li>• text types to listen for different purposes from a variety of texts; and</li> <li>• text types in order to construct feedback.</li> </ul> <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various verbal elements in communicating information orally;</li> <li>• various nonverbal elements in communicating information orally; and</li> <li>• the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience).</li> </ul> <p><i>Fluency</i> The learner demonstrates understanding that . . .</p> <ul style="list-style-type: none"> <li>• English language is stress timed to support comprehension; and</li> <li>• a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and</li> </ul>	<b>Performance Standards</b>	<p><i>Listening Comprehension</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• analyze text types to effectively understand information/message(s);</li> <li>• use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and</li> <li>• use literal information from texts heard to construct an appropriate feedback.</li> </ul> <p><i>Grammar</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and</li> <li>• speak and write using good command of the conventions of standard English.</li> </ul> <p><i>Oral Language</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities;</li> <li>• orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes; and</li> <li>• prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><i>Fluency</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• read with sufficient accuracy and fluency to support comprehension;</li> </ul>

	<p>meaning.</p> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> <li>demonstrates understanding of different formats to write for a variety of audiences and purposes; and</li> <li>expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.</li> </ul> <p><i>Viewing</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>the forms and conventions of print, nonprint, and digital materials to understand various viewing texts;</li> <li>various forms and conventions of print, nonprint, and digital materials;</li> <li>the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and</li> <li>construction, deconstruction, and reconstruction of print, nonprint, and digital materials.</li> </ul> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>nonverbal communication to communicate with others; and</li> <li>verbal and nonverbal elements of communication to respond back.</li> </ul>		<p>and</p> <ul style="list-style-type: none"> <li>use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>draft texts using different text types for a variety of audiences and purposes;</li> <li>edit texts using appropriate text types for a variety of audiences and purposes;</li> <li>rewrite/revise texts using appropriate text types for a variety of audiences and purposes; and</li> <li>publish texts using appropriate text types for a variety of audiences and purposes.</li> </ul> <p><i>Viewing</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>apply knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print film, and moving texts;</li> <li>evaluate effectively the message constructed and conveyed in various viewing texts;</li> <li>apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and</li> <li>apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.</li> </ul> <p><i>Attitude</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message;</li> <li>use paralanguage and nonverbal cues to respond appropriately; and</li> <li>use a variety of strategies to provide appropriate feedback.</li> </ul>
--	---	--	---

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> The Child in the Mirror  (<i>Personal Pronouns</i>)</p>	<p><b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> Infer the speaker's tone, mood, and purpose</p> <p><i>Identify and use personal and possessive pronouns</i></p> <p><i>Distinguish antecedents and make them agree in person, number, and gender</i></p> <p><i>Correct sentences with vague, missing antecedents and/or pronoun shifts</i></p> <p><b>EN6G-If-4.4.1</b> <span style="background-color: #000080; color: white; padding: 2px;">MELC</span> <b>EN6G-If-4.4.3</b> <b>EN6G-If-4.4.2</b> Compose clear and coherent sentences using appropriate grammatical structures:</p>	<p>How do bodily changes affect you and your relationship with others?</p>	<p>Bodily changes affect us in different ways and should therefore be accepted as a part of growing up.</p>	<p><b>Communication</b> Using personal and possessive pronouns and observing correct pronoun-antecedent agreement; observing proper intonation; composing a short opinion piece</p> <p><b>Critical Thinking</b> Understanding the effect of costume in film</p> <p><b>Collaboration</b> Practicing proper intonation</p> <p><b>Adaptability</b> Being able to adapt to an environment and the people around it</p>	<p><b>Motivation</b> Pair work; share one's baby pictures to a seatmate and note the differences in their physical appearance</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Proper intonation</p> <p><b>Cooperative Learning</b> Using proper intonation</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, rewriting, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen to recognize mood)</li> <li>• Grammar drills and exercises (personal and possessive pronouns, pronoun-antecedent agreement)</li> <li>• Pair work (read-aloud a dialog)</li> <li>• Individual writing task (short opinion piece)</li> <li>• Film viewing and analysis in terms of costume</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative</li> </ul>	<ul style="list-style-type: none"> <li>• Being open to criticism</li> <li>• Being tactful in communicating with others</li> </ul>	<ul style="list-style-type: none"> <li>• copy of the poem "Change" by Sara Teasdale</li> <li>• baby pictures</li> <li>• flash cards or chart of spelling words</li> <li>• clips of scenes from the following movies (focus on costume): <ul style="list-style-type: none"> <li>– <i>Beauty and the Beast</i></li> <li>– <i>Enchanted</i></li> <li>– <i>Tangled</i></li> <li>– <i>Prince Caspian</i></li> <li>– <i>Twilight</i></li> </ul> </li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>- pronoun-reference agreement (number, case, gender)</p> <p><b>EN6OL-IIa-3.7</b> <b>EN6OL-IIb-3.7</b> <b>EN6OL-IIc-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose</p> <p><b>EN6F-III d-3.5</b> <b>EN6F-III d-3.2</b> <b>EN6F-III d-3.6</b> <b>EN6F-III e-3.5</b> <b>EN6F-III e-3.2</b> <b>EN6F-III e-3.6</b> <b>EN6F-III f-3.5</b> <b>EN6F-III f-3.2</b> <b>EN6F-III f-3.6</b> <b>EN6F-III g-3.5</b> <b>EN6F-III g-3.2</b> <b>EN6F-III g-3.6</b> <b>EN6F-III h-3.5</b> <b>EN6F-III h-3.2</b> <b>EN6F-III h-3.6</b> <b>EN6F-III i-3.5</b> <b>EN6F-III i-3.2</b> <b>EN6F-III i-3.6</b> <b>EN6F-III j-3.5</b> <b>EN6F-III j-3.2</b> <b>EN6F-III j-3.6</b> Observe accuracy,</p>				<p><b>Guided Viewing</b></p> <p><b>Deductive Method in Teaching</b> Costume in films</p>	<p>Test (unit ender)</p>		
--	--	--	--	--	--	--------------------------	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>appropriate rate, and proper expressions in dialogs</p> <p><i>Write opinions about a particular person</i></p> <p><i>Spell words with ei or ie</i></p> <p><i>Spell words related to Health Education</i></p> <p><i>Describe different forms and conventions of film and moving pictures (costuming)</i></p>							
<p><b>LESSON 2</b> Living with Constant Change  (<i>Intensive and reflexive Pronouns</i>)</p>	<p><i>Listen to analyze, understand, and appreciate literary devices</i></p> <p><i>Identify and use intensive and reflexive pronouns</i></p> <p><i>Stress the right syllables in oral speech</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b></p>	<p>How does one deal with environmental change?</p>	<p>Change is a reality that one must accept and deal with.</p>	<p><b>Literacy</b> Appreciating literature</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Knowing how to pronounce words or put the stress on the right syllable</li> <li>Using intensive and reflexive pronouns</li> <li>Drafting a short composition</li> </ul> <p><b>Adaptability</b> Knowing how to</p>	<p><b>Motivation</b> Picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Literary devices and stress</p> <p><b>Read Aloud</b></p> <p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, sharing, rewriting</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercise (listen to identify the literary device used)</li> <li>Grammar drills and exercises (intensive and reflexive pronouns)</li> <li>Read-aloud words and sentences observing proper stress</li> <li>Individual writing</li> </ul>	<ul style="list-style-type: none"> <li>Being responsible for one's actions</li> <li>Being open to changes that could occur with the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>pictures of galaxy/galaxies or that of the universe</li> <li>strip of cartolina on which a sentence is written</li> <li>flash cards or chart of spelling words</li> <li>box with pieces of paper on which cross-curriculum words are written</li> <li>permanent</li> </ul>



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p> <b>EN6F-IIId-1.7</b>  <b>EN6F-IIg-1.6</b>  <b>EN6F-IIg-1.3</b>  <b>EN6F-IIg-1.7</b>  <b>EN6F-IIh-1.6</b>  <b>EN6F-IIh-1.3</b>  <b>EN6F-IIh-1.7</b>  <b>EN6F-IIi-1.6</b>  <b>EN6F-IIi-1.3</b>  <b>EN6F-IIi-1.7</b>  <b>EN6F-IIIb-1.6</b>  <b>EN6F-IIIb-1.3</b>  <b>EN6F-IIIb-1.7</b>  <b>EN6F-IIIc-1.6</b>  <b>EN6F-IIIc-1.3</b>  <b>EN6F-IIIc-1.7</b>            Read grade level text with accuracy, appropriate rate, and proper expression   <i>Write a paragraph about adapting to change</i>   <i>Spell words with /ā/ sound spelled as ei</i>   <i>Spell words related to Science</i>   <b>EN6VC-Ic-5.1.3</b>            Describe different forms and conventions of film and moving pictures (direction)         </p>			<p>           adapt oneself to a new environment   <b>Critical Thinking</b>            Understanding the effect of camera work in films         </p>	<p> <b>Horn Method in Teaching Spelling</b>   <b>Guided Viewing</b>   <b>Deductive Method in Teaching</b>            Camera work/direction         </p>	<p>           task (paragraph about adapting to change)  <ul style="list-style-type: none"> <li>• Film viewing and identification of types of camera shots used</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul> </p>	<p>           marker           <ul style="list-style-type: none"> <li>• bond paper</li> <li>• crayons</li> <li>• movie clips depicting different terms used in camera work</li> </ul> </p>
--	--	--	--	--	---	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

<p><b>LESSON 3</b> Heart Changes</p> <p><i>(Relative Pronouns)</i></p>	<p><b>EN6LC-IIIa-2.2</b> Note significant details</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b></p> <p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use relative pronoun</i></p> <p><i>React on the content of the material presented</i></p>	<p>What changes does a child undergo as he/she grows up?</p>	<p>As he/she grows up, a child realizes that he/she does not only go through physical change but also emotional change.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Using relative pronouns</li> <li>Expressing agreement or disagreement using the right words</li> <li>Writing a diary entry</li> </ul> <p><b>Collaboration</b> Expressing agreement or disagreement using the right words</p> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>Adjusting to new things around him/her; being able to satisfy his/her growing curiosity</li> <li>Building one's ideas of career path</li> </ul> <p><b>Critical Thinking</b> Understanding the function of sound editing in film</p>	<p><b>Motivation</b> Picture prompts</p> <p><b>Guided Listening</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Using polite expressions and writing a diary entry</p> <p><b>Cooperative Learning</b> Using polite expressions when agreeing or disagreeing</p> <p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p> <p><b>Inductive Method in Teaching</b> Sound editing and mixing</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercises (listen to a song to note details)</li> <li>Grammar drills and exercises (reflexive pronouns)</li> <li>Group work (agree/disagree on a situation using polite expressions)</li> <li>Individual writing task (diary entry)</li> <li>Film viewing and analysis in terms of sounds effects and editing</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Spelling mastery test</li> <li>Lesson-ender test</li> <li>Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>Being loyal to family and friends</p> <ul style="list-style-type: none"> <li>video of "April Come She Will" by Simon and Garfunkel from YouTube</li> <li>copy of the incomplete lyrics of the song "April Come She Will" written on manila paper</li> <li>copy of an excerpt from the book <i>The Diary of Anne Frank</i></li> <li>flash cards or chart of spelling words</li> <li>movie clips with good sound effects and editing</li> </ul>
--	---	--	---	---	---	---	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6OL-IIIa-1.27</b> Provide evidence to support opinions</p> <p><i>Express agreement or disagreement using the right word, phrase, or expression</i></p> <p><b>EN6OL-IVa-3.6</b> Summarize information conveyed through discussion</p> <p><i>Write a diary entry</i></p> <p><i>Spell words ending in -eous and -ious</i></p> <p><i>Spell words related to Science</i></p> <p><i>Describe different forms and conventions of film and moving pictures (sound editing)</i></p>							
<p><b>LESSON 4</b> Show Me a Sign</p> <p><i>(Subjunctive Mood)</i></p>	<p><i>Listen to situations to identify road signs</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b></p>	<p>How do signs and symbols contribute to world peace and order?</p>	<p>Following signs and symbols wherever you go helps maintain peace and order in the world.</p>	<p><b>Critical Thinking and Communication</b> Reading road signs</p> <p><b>Communication</b> Using the subjunctive</p>	<p><b>Motivation</b> Picture prompts, road signs</p> <p><b>Guided Listening Activity</b></p> <p><b>Read Aloud</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (identify signs; listen and match)</li> </ul>	<p>Having self-discipline</p>	<ul style="list-style-type: none"> <li>• posters of signs and symbols</li> <li>• copy of the song “If I Were a Rich Man” from the musical <i>Fiddler on the</i></li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b> <b>EN6F-IIId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b></p> <p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use sentences in the subjunctive mood</i></p> <p><i>Ask for and/or give suggestions using the subjunctive mood</i></p> <p><i>Create signs or symbols and explain their meaning</i></p> <p><i>Spell words with /ē/ sound spelled as ie</i></p>			<p>mood; asking for and giving suggestions</p> <p><b>Initiative</b> Initiating a move to maintain peace and order to foster good and healthy relationships</p> <p><b>Collaboration</b> Asking for and giving suggestions in a brainstorming session</p> <p><b>Critical Thinking</b> Analyzing characters in print, nonprint, and digital materials</p>	<p><b>Inductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Meaning of road signs and the concept of brainstorming</p> <p><b>Cooperative Learning</b> Brainstorming and using the subjunctive mood</p> <p><b>Guided Writing</b> Prewriting, writing, reviewing, sharing, publishing</p> <p><b>Recalling Concepts Learned in the Previous Lessons on Characterization</b></p>	<p>signs to given situations)</p> <ul style="list-style-type: none"> <li>• Grammar drills and exercises (subjunctive mood)</li> <li>• Group work (brainstorm and give suggestions using the subjunctive mood; share character analysis)</li> <li>• Character analysis (written and visual format)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p><i>Roof</i></p> <ul style="list-style-type: none"> <li>• music player</li> <li>• flash cards or chart of spelling words</li> </ul>
--	--	--	--	--	--	--	---

	<p><i>Spell words related to Social Studies</i></p> <p><b>EN6VC-Ii-3.3.1</b> <b>EN6VC-Ii-3.3.2</b> <b>EN6VC-Ii-3.3.3</b> Analyze the characters used in print, nonprint, and digital materials (age and gender, race and nationality, attitude and behavior)</p>							
<p><b>LESSON 5</b> Boxed Ideas  <i>(Subject-Verb Agreement)</i></p>	<p><b>EN6LC-Ila-3.2</b> Distinguish various types of informational/factual text</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIib-1.6</b></p>	<p>How does technology help build a better world?</p>	<p>Continuous search for and discovery of new things plus careful and correct handling of such discoveries help raise the standard of living and build a better world.</p>	<p><b>Scientific Literacy, ICT Literacy, and Financial Literacy</b> Learning about the changes brought about by technological innovations</p> <p><b>Literacy</b> Distinguishing various types of informational text</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Using correct subject-verb agreement</li> <li>Writing a personal narrative</li> </ul>	<p><b>Motivation</b> Picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Types of informational text</p> <p><b>Cooperative Learning</b> Stating factual information and responding to question words</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercise (listen to identify different types of informational text)</li> <li>Grammar drills and exercises (subject-verb agreement)</li> <li>Group work (describe an item and answer questions that begin with common question words)</li> <li>Individual writing task (personal narrative)</li> </ul>	<p>Learning the concept of sustainability; acting and responding in the present with an eye for the future</p>	<ul style="list-style-type: none"> <li>realia or pictures of modern gadgets such as SIM cards, computer microchips, smart television, digital camera, etc.</li> <li>box or basket</li> <li>additional grammar exercise written on manila paper</li> <li>picture of students' favorite technology</li> <li>five balls</li> <li>CD or cassette player</li> <li>copy of any</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><b>EN6G-Ih-3.9</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span> Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement</p> <p><i>State factual information about technology based on question words</i></p> <p><i>Write a personal narrative by using dialogues and description of actions, and by describing feelings to show response to situations</i></p> <p><i>Spell words ending in -ible and -able</i></p> <p><i>Spell words related to Technology</i></p>			<p><b>Collaboration</b> Responding to question words</p> <p><b>Critical Thinking</b> Analyzing setting in print, nonprint, and digital materials</p>	<p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, revising, sharing, publishing</p> <p><b>Horn Method in Teaching Spelling</b></p> <p><b>Inductive and Deductive Methods in Teaching Setting in Film</b></p>	<ul style="list-style-type: none"> <li>• Film viewing and analysis in terms of setting (period film)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>lively song</p> <ul style="list-style-type: none"> <li>• flash cards or chart of spelling words</li> <li>• copy of a period film</li> </ul>
--	--	--	--	--	--	---	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6VC-II-3.3.4</b> Analyze the setting used in print, nonprint, and digital materials (urban or rural; affluent or poor)</p>							
<p><b>LESSON 6</b> Talking Prints</p> <p><i>(Verb Tenses, Aspects of Verbs, Question Tags, Modal Auxiliaries)</i></p>	<p><i>Listen to a selection to note causes and effects</i></p> <p><b>EN6G-Ic-3.2</b> <b>MELC</b> <b>EN6G-Id-3.3</b> <b>EN6G-Ie-3.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -tenses of verbs -aspects of verbs -modals</p> <p><i>Recognize and correct inappropriate shifts in verb tense and aspect</i></p> <p><i>Use the right tag question to complete a sentence</i></p> <p><b>EN6OL-IIIb-1.28</b> Make a stand based on informed opinion</p>	<p>How important is it to continue with the advancements in communications technology and why do we have to ride along with every change?</p>	<p>Communications technology is changing by the minute and keeping up with such changes will manifest in our way of living.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Using verbs correctly</li> <li>Stating one's stand with supporting details</li> <li>Writing a film review</li> </ul> <p><b>Scientific Literacy and ICT Literacy</b> Learning about the advancements brought by communications technology</p> <p><b>Leadership and Collaboration</b> Making a stand based on informed opinion</p> <p><b>Critical Thinking</b> Inferring the target audience of films</p>	<p><b>Motivation</b> Object prompts; picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Stating a stand and writing a film review</p> <p><b>Cooperative Learning</b> Making a stand with supporting information</p> <p><b>Guided Writing</b> Prewriting, writing, rewriting, sharing, publishing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercise (identify cause and effect)</li> <li>Grammar drills and exercises (tenses and aspects of verbs; tag questions; modal auxiliary verbs)</li> <li>Group work (make a stand for or against a selected topic)</li> <li>Individual writing task (film review) with peer review</li> <li>Film viewing; analysis of target audience</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Spelling mastery test</li> <li>Lesson-ender test</li> </ul>	<p>Having respect for discoveries of the age and the men behind them</p>	<ul style="list-style-type: none"> <li>an ordinary letter envelope and an airmail letter envelope</li> <li>gift cards on which two verbs in the base form are written</li> <li>strips of cartolina on which verbs in the base form are written</li> <li>box with strips of paper on which the words <i>first line</i>, <i>second line</i>, and <i>third line</i> are written</li> <li>flash cards of verbs in the base form</li> <li>copies of a film review cut or copied from newspapers</li> <li>flash cards or</li> </ul>



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6OL-IIIa-1.27</b> Provide evidence to support opinions</p> <p><i>Write a film review</i></p> <p><i>Spell words in -cede, -ceed, or -sede</i></p> <p><i>Spell words related to Communications Technology</i></p> <p><b>EN6VC-IIc-3.7</b> Infer the target audience</p>				<p><b>Inductive and Deductive Methods in Teaching About Audiences</b></p>	<ul style="list-style-type: none"> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>chart of spelling words</p>
--	---	--	--	--	---	---	--------------------------------

\*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.  
 \*\*These columns are add-on components provided by the Author/s.

3rd Quarter

<b>Unit 3: In the Heart of a Rainbow</b>		<b>Time Frame: 50 days</b>	
<b>Content Standards</b>	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various linguistic nodes to comprehend various texts;</li> <li>• text types to listen for different purposes from a variety of texts; and</li> </ul>	<b>Performance Standards</b>	<p><i>Listening Comprehension</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• analyze text types to effectively construct meaning from a variety of text for a variety of purposes;</li> <li>• use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and</li> </ul>

	<ul style="list-style-type: none"> <li>• text types in order to construct feedback.</li> </ul> <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various verbal elements in communicating information orally;</li> <li>• various nonverbal elements in communicating information orally; and</li> <li>• the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience).</li> </ul> <p><i>Fluency</i> The learner demonstrates understanding that . . .</p> <ul style="list-style-type: none"> <li>• English language is stress timed to support comprehension; and</li> <li>• a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> <li>• demonstrates understanding of different formats to write for a variety of audiences and purposes; and</li> <li>• expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.</li> </ul> <p><i>Viewing</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• the forms and conventions of print, non-print, and</li> </ul>		<ul style="list-style-type: none"> <li>• use literal information from texts heard to construct an appropriate feedback.</li> </ul> <p><i>Grammar</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and</li> <li>• speak and write using good command of the conventions of standard English.</li> </ul> <p><i>Oral Language</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>• orally communicate information, opinions, and ideas effectively to different audiences using a variety of literary activities;</li> <li>• orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and</li> <li>• prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><i>Fluency</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• read with sufficient accuracy and fluency to support comprehension; and</li> <li>• use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• draft texts using different text types for a variety of audiences and purposes;</li> <li>• edit texts using appropriate text types for a variety of audiences and purposes;</li> <li>• rewrite/revise texts using appropriate text types for a variety of</li> </ul>
--	---	--	---

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>digital materials to understand various viewing texts;</p> <ul style="list-style-type: none"> <li>various forms and conventions of print, non-print, and digital materials;</li> <li>the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and</li> <li>construction, deconstruction, and reconstruction of print, nonprint, and digital materials.</li> </ul> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>nonverbal communication to communicate with others; and</li> <li>verbal and nonverbal elements of communication to respond back.</li> </ul>		<p>audiences and purposes; and</p> <ul style="list-style-type: none"> <li>publish texts using appropriate text types for a variety of audiences and purposes.</li> </ul> <p><i>Viewing</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>apply knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print film and moving texts;</li> <li>evaluate effectively the message constructed and conveyed in various viewing texts;</li> <li>apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and</li> <li>apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.</li> </ul> <p><i>Attitude</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>apply knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message;</li> <li>use paralanguage and non-verbal cues to respond appropriately; and</li> <li>use a variety of strategies to provide appropriate feedback.</li> </ul>
--	--	--	--

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> Reaching Out</p> <p><i>(Adjectives)</i></p>	<p><b>EN6LC-IIIId-3.1.13</b> Make a stand</p> <p><b>EN6G-IIa-5.5</b> <span style="background-color: #000080; color: white; padding: 2px;">MELC</span>  <b>EN6G-IIa-5.2</b>  <b>EN6G-IIb-5.5.1</b>  <b>EN6G-IIb-5.2.1</b></p>			<p><b>Communication</b> Using adjectives correctly; comparing an incident with a similar one in the past writing a feature article</p>	<p><b>Motivation</b> Picture prompts; elicit emotions</p> <p><b>Guided Listening Activity</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening exercise (listen to identify one's</li> </ul>	<ul style="list-style-type: none"> <li>Having compassion for others in times of need</li> <li>Being resilient</li> </ul>	<ul style="list-style-type: none"> <li>news article about a tragedy or disaster, local or foreign</li> <li>feature article written on a chart</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>Compose clear and coherent sentences using appropriate grammatical structures: -order and degrees of regular adjectives -order and degrees of irregular adjectives</p> <p><i>Use expressions too+ adjective + nominal as well as phrases consisting of adjective + enough</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b></p>			<p><b>Collaboration</b> Comparing an incident with a similar one in the past</p> <p><b>Initiative and Adaptability</b> Rising from the effects of calamities and willingness to extend help to others</p> <p><b>Critical Thinking</b> Inferring purposes of visual media</p>	<p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Comparing an incident with a similar one in the past and writing a feature article</p> <p><b>Read Aloud</b></p> <p><b>Cooperative Learning</b> Comparing orally an incident with another similar one in the past</p> <p><b>Guided Writing</b> Prewriting, writing, revising, proofreading, publishing</p> <p><b>Horn Method in Teaching Spelling</b></p> <p><b>Inductive Method in Teaching the Purposes of Visual Media</b></p>	<p>stand)</p> <ul style="list-style-type: none"> <li>• Read-aloud activities</li> <li>• Grammar drills and exercises (adjectives; degrees of comparison of adjectives; <i>too + adjective + nominal</i>; <i>adjective + enough</i>)</li> <li>• Group work (use adjectival expressions in sharing about a past volunteer activity; talk about a past disaster experience)</li> <li>• Individual writing task (feature article)</li> <li>• Viewing and analysis of purposes of various visual media pieces</li> <li>• Pair task (create a dialogue to summarize the lesson)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender</li> </ul>	<ul style="list-style-type: none"> <li>• flash cards or chart of spelling words</li> <li>• pictures of various visual media pieces as identified in the TG</li> </ul>
--	--	--	--	--	---	--	---

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Compare orally an incident with another similar incident in the past</i></p> <p><i>Write a feature article that describes a misfortune</i></p> <p><i>Spell words with prefixes mis-, dis-, and il-</i></p> <p><i>Spell words related to Science</i></p> <p><b>EN6VC-IIId-3.8</b> Infer purpose of visual media</p>					<p>test</p> <ul style="list-style-type: none"> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
<p><b>LESSON 2</b> Owning One's Pain</p> <p><i>(Adjectives in a Series; Compound Adjectives)</i></p>	<p><i>Listen to a story to note sequence of events</i></p> <p><b>EN6G-IIa-5.5</b> <span style="background-color: #000080; color: white; padding: 2px;">MELC</span> <b>EN6G-IIa-5.2</b> <b>EN6G-IIb-5.5.1</b> <b>EN6G-IIb-5.2.1</b> Compose clear and coherent sentences using appropriate grammatical</p>			<p><b>Communication</b> Using compound adjectives and adjectives in a series correctly; giving oral descriptions; writing descriptive paragraphs</p> <p><b>Collaboration</b> Being able to orally</p>	<p><b>Motivation</b> Picture prompts; elicit related personal knowledge</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (listen to note sequence of events)</li> <li>• Grammar drills and exercises (adjectives in a</li> </ul>	<p>Having empathy or feeling for others</p>	<ul style="list-style-type: none"> <li>• picture or a painting</li> <li>• strips of manila paper or cartolina</li> <li>• flash cards or chart of spelling words</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>structures: -order and degrees of regular adjectives -order and degrees of irregular adjectives</p> <p><i>Identify compound adjectives</i></p> <p><i>Write sentences using compound adjectives</i></p> <p><i>Give oral descriptions on people and objects</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b></p>			<p>describe people and objects</p> <p><b>Persistence and Adaptability</b> Pushing oneself ahead to achieve goals</p>	<p><b>Teaching Grammar</b></p> <p><b>Direct Instruction</b> Giving oral descriptions and writing descriptive paragraphs</p> <p><b>Read Aloud</b></p> <p><b>Cooperative Learning</b> Giving oral descriptions on people and objects</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p>series, compound adjectives)</p> <ul style="list-style-type: none"> <li>• Pair work (talk about a given picture using multiple adjectives; read-aloud activity; create a dialogue that makes use of a series of adjectives)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	---	--	--	--	--	---	--	--



# CURRICULUM MAP

Soaring to New Heights in Language 6 (Second Edition)

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Write descriptive paragraphs on people, animals, or objects</i></p> <p><i>Spell compound adjectives correctly</i></p> <p><i>Spell words related to Mathematics</i></p>							
<p><b>LESSON 3</b> Greening My World  <i>(Participles and Participial phrases)</i></p>	<p><b>EN6LC-IIc-3.2</b> Distinguish various types of informational/actual text</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b></p>			<p><b>Communication</b> Using participles and participial phrases correctly; making proper introductions</p> <p><b>Collaboration</b> Making proper introductions</p> <p><b>Critical Thinking</b> Using social media properly</p> <p><b>Literacy</b> Filling out forms</p>	<p><b>Motivation</b> Picture prompts; comparison and contrast</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Concepts of narrative and informational texts, making proper introductions and filling out forms</p> <p><b>Read Aloud</b></p> <p><b>Cooperative</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (listen to distinguish narrative from informational text)</li> <li>• Grammar drills and exercises (participles and participial phrases; dangling participles)</li> <li>• Group work (introduce one person to another)</li> <li>• Individual writing task (sign up for a social media)</li> </ul>	<p>Caring for nature</p>	<ul style="list-style-type: none"> <li>• crayons</li> <li>• flash cards or chart of spelling words</li> </ul>



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use participles and participial phrases</i></p> <p><i>Identify and correct dangling participles</i></p> <p><i>Make proper introduction</i></p> <p><b>EN6WC-IIa-3.7</b> Fill-out forms accurately and efficiently (biodata, application forms, etc.)</p> <p><i>Spell words ending in -ise and -ze</i></p> <p><i>Spell words related to Music</i></p>				<p><b>Learning</b> Making introductions</p> <p><b>Guided Writing</b> Filling out forms</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p>account)</p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
<p><b>LESSON 4</b> I, Too, Can!  (Adverbs; Intensifiers)</p>	<p><b>EN6LC-IIId-2.2</b> Note down relevant information from text heard</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b></p>			<p><b>Communication</b> Using adverbs and intensifiers correctly; interviewing a personality; sending a message through</p>	<p><b>Motivation</b> Picture prompts</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening Activity</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (listen to note down</li> </ul>	<p>Being passionate and idealistic in all pursuits.</p>	<ul style="list-style-type: none"> <li>• an enlarged picture of Benjamin Franklin cut out into a jigsaw puzzle with sentences written at the</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

<p>EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 EN6F-II-d-1.6 EN6F-II-d-1.3 EN6F-II-d-1.7 EN6F-II-g-1.6 EN6F-II-g-1.3 EN6F-II-g-1.7 EN6F-II-h-1.6 EN6F-II-h-1.3 EN6F-II-h-1.7 EN6F-II-i-1.6 EN6F-II-i-1.3 EN6F-II-i-1.7 EN6F-IIIb-1.6 EN6F-IIIb-1.3 EN6F-IIIb-1.7 EN6F-IIIc-1.6 EN6F-IIIc-1.3 EN6F-IIIc-1.7 Read grade level text with accuracy, appropriate rate, and proper expression</p> <p>EN6G-II-f-6.5 <b>MELC</b> EN6G-II-c-6.6 EN6G-II-d-6.7 EN6G-II-e-6.8 Compose clear and coherent sentences using appropriate grammatical structures: -adverbs of place and time</p>				<p>an advertisement</p> <p><b>Creativity</b> Writing a slogan for an advertisement</p> <p><b>Critical Thinking</b> Observing responsibilities when engaging through social media</p> <p><b>Persistence</b> Learning to work hard toward a definite goal</p>	<p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Conducting interviews, preparing slogans for an advertisement, and uploading photos on social media</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p>relevant information)</p> <ul style="list-style-type: none"> <li>• Grammar drills and exercises (adverbs and intensifiers; double negatives)</li> <li>• Individual tasks (conduct an interview; make a slogan; upload a picture on social media)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>back</p> <ul style="list-style-type: none"> <li>• cutout advertisements from magazines and newspapers</li> <li>• flash cards or chart of spelling words</li> </ul>
---	--	--	--	---	--	--	---

# CURRICULUM MAP

## Soaring to New Heights in Language 6 (Second Edition)

	<p>-adverbs of intensity -adverbs of frequency -adverbs of manner</p> <p><i>Identify and correct errors on double negatives in sentences</i></p> <p><i>Conduct an interview asking the correct questions</i></p> <p><i>Write a slogan for an advertisement</i></p> <p><i>Follow the correct procedure of uploading a picture on Facebook</i></p> <p><i>Spell homophones or words that sound alike</i></p> <p><i>Spell words related to Home Economics and Livelihood Education (HELE)</i></p>							
<p><b>LESSON 5</b> Nature's Gifts  (Infinitive Phrases as Adverbs)</p>	<p><i>Listen to an article to repeat given information verbatim or word for word</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b></p>			<p><b>Communication</b> Using infinitive phrases as adverbs; employing appropriate style of speaking and adjusting language, gestures, rate, and volume according to purpose; writing an editorial piece</p>	<p><b>Motivation</b> Picture prompts; elicit and process responses</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening</b></p> <p><b>Inductive Method in Teaching Grammar</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen to repeat information verbatim)</li> <li>• Grammar drills and exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Giving appreciation for the beauty of nature</li> <li>• Learning the concept of integrity</li> </ul>	<ul style="list-style-type: none"> <li>• picture of a rich forest—green and lush vegetation, with birds flying and a nearby river flowing abundantly</li> <li>• picture of a denuded</li> </ul>

# CURRICULUM MAP

## Soaring to New Heights in Language 6 (Second Edition)

<p>EN6F-IIId-1.3 EN6F-IIId-1.7 EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIg-1.7 EN6F-IIh-1.6 EN6F-IIh-1.3 EN6F-IIh-1.7 EN6F-IIi-1.6 EN6F-IIi-1.3 EN6F-IIi-1.7 EN6F-IIlb-1.6 EN6F-IIlb-1.3 EN6F-IIlb-1.7 EN6F-IIlc-1.6 EN6F-IIlc-1.3 EN6F-IIlc-1.7 Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use infinitive phrases as adverbs</i></p> <p><b>EN6OL-IIlg-1.19</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span> Present a coherent, comprehensive report on differing viewpoints on an issue</p> <p><i>Employ appropriate style of speaking, adjusting language, gestures, rate, and</i></p>	<p><b>Communication, Collaboration, and Critical Thinking</b> Conducting a research and presenting an oral report on a chosen topic</p> <p><b>Scientific Literacy</b> Learning about the mysteries of our planet</p> <p><b>Critical Thinking</b> Evaluating forms of media and deconstructing media messages</p>	<p><b>Direct Instruction</b> Use of gestures, rates, and volumes when speaking and on writing an editorial</p> <p><b>Cooperative Learning</b> Conducting a research and presenting an oral report on a chosen topic</p> <p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p> <p><b>Activating Prior Knowledge</b> (media messages)</p> <p><b>Inductive and Deductive Methods in Teaching About Media Literacy</b> Focus on evaluation of media forms and deconstruction of media messages</p>	<p>(infinitive phrases as adverbs)</p> <ul style="list-style-type: none"> <li>• Group tasks (research and present an oral report on a chosen topic; brainstorm ideas for an editorial piece; discuss and deconstruct a chosen TV or online advertisement)</li> <li>• Individual task (write an editorial)</li> <li>• Analysis of clips from TV programs or YouTube videos that utilize various persuasion techniques</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>forest—empty sky and dried up river</p> <ul style="list-style-type: none"> <li>• pictures of animals/plants gone extinct</li> <li>• advanced assignment: printouts of the students' chosen topic for the speaking activity</li> <li>• flash cards or chart of spelling words</li> <li>• clips from TV programs or YouTube videos that make use of persuasion</li> </ul>
---	--	---	---	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><i>volume according to audience and purpose</i></p> <p><b>EN6WC-IIIe-2.2.10</b> Write a 3-paragraph editorial article</p> <p><i>Spell words ending in -uous and -ous</i></p> <p><i>Spell words related to Physical Education (PE)</i></p> <p><b>EN6VC-IIIa-6.1</b> <b>MELC</b> <b>EN6VC-IIIa-6.2</b> <b>EN6VC-IIIb-6.1</b> <b>EN6VC-IIIb-6.2</b> Identify real or make-believe, fact, or non-fact images</p> <p><b>EN6VC-IIIc-7.1</b> <b>EN6VC-IIId-7.1</b> Identify the values suggested in the visual media</p> <p><b>EN6VC-IVa-7.1</b> <b>MELC</b> <b>EN6VC-IVa-7.2</b> <b>EN6VC-IVa-7.3</b> <b>EN6VC-IVb-7.1</b> <b>EN6VC-IVb-7.2</b> <b>EN6VC-IVb-7.3</b> Determine images/ideas that are</p>							
--	---	--	--	--	--	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>explicitly used to influence viewers (stereotypes, point of view, <b>propagandas</b>)</p> <p><b>EN6VC-IVd-1.4</b> <b>MELC</b>  <b>EN6VC-IVe-1.4</b>  <b>EN6VC-IVf-1.4</b>  <b>EN6VC-IVg-1.4</b>  <b>EN6VC-IVh-1.4</b>  <b>EN6VC-IVi-1.4</b>  <b>EN6VC-IVj-1.4</b>          Make connections between information viewed and personal experiences</p>							
<p><b>LESSON 6</b> Places of Interests</p> <p><i>(Degrees of Comparison of Adverbs; Adjectives vs Adverbs)</i></p>	<p><i>Listen to identify the point of view of a story</i></p> <p><b>MELC</b> <i>Form and use degrees of comparison of <b>adverbs</b></i></p> <p><b>MELC</b> <i>Distinguish adjectives from <b>adverbs</b></i></p> <p><i>Use bad, badly, good and well correctly in sentences</i></p> <p><b>EN6F-IIId-1.6</b>  <b>EN6F-IIId-1.3</b>  <b>EN6F-IIId-1.7</b>  <b>EN6F-IIg-1.6</b>  <b>EN6F-IIg-1.3</b>  <b>EN6F-IIg-1.7</b></p>			<p><b>Communication</b> Using adjectives and adverbs correctly; sharing one's analysis</p> <p><b>Critical Thinking</b> Analyzing visual design; conducting a research</p> <p><b>Initiative, Persistence, Curiosity, and Critical Thinking</b> Conducting a research and preparing a report</p> <p><b>Scientific Literacy and Cultural Literacy</b> Understanding</p>	<p><b>Motivation</b> Picture prompts</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening</b></p> <p><b>Activate Prior Knowledge</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Point of view, visual design, and research process</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (listen to identify the point of view)</li> <li>• Grammar drills and exercises (degrees of comparison of adverbs; distinguish adjectives from adverbs)</li> <li>• Group work (analyze a picture based on the elements of visual design and composition)</li> </ul>	<ul style="list-style-type: none"> <li>• Having respect and appreciation for Mother Nature</li> <li>• Having appreciation for the preservation of nature</li> </ul>	<ul style="list-style-type: none"> <li>• pictures of scenic spots</li> <li>• a painting</li> <li>• a beautiful photo or poster</li> <li>• strips of paper on which guidelines on writing a letter on fundraising are written</li> <li>• flash cards or chart of spelling words</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b></p> <p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Give an analysis or interpretation of visual designs</i></p> <p><i>Interpret visual design in nonprint and digital materials</i></p> <p><i>Follow the correct order of the research process</i></p> <p><i>Spell homophones</i></p> <p><i>Spell words related to Music</i></p>			<p>nature's gifts for humankind</p>	<p><b>Cooperative Learning</b> Giving an analysis of visual designs</p> <p><b>Deductive Method in Teaching About the Elements of Visual Design and Composition and the Research Process</b></p> <p><b>Guided Writing Activity</b> Prewriting, writing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<ul style="list-style-type: none"> <li>• Individual task (interpret the slides of a PowerPoint presentation)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	--	--	--	-------------------------------------	--	---	--	--

\*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

\*\*There is no content provided by the Author/s for these columns.



## 4th Quarter

<b>Unit 4: Treading the Path of Dreams</b>		<b>Time Frame: 50 days</b>	
<b>Content Standards</b>	<p><i>Listening Comprehension</i>            The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various linguistic nodes to comprehend various texts;</li> <li>• text types to listen for different purposes from a variety of texts; and</li> <li>• text types in order to construct feedback.</li> </ul> <p><i>Grammar</i>            The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i>            The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>• various verbal elements in communicating information orally;</li> <li>• various nonverbal elements in communicating information orally; and</li> <li>• the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience).</li> </ul> <p><i>Fluency</i>            The learner demonstrates understanding that . . .</p> <ul style="list-style-type: none"> <li>• English language is stress timed to support comprehension; and</li> <li>• a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and</li> </ul>	<b>Performance Standards</b>	<p><i>Listening Comprehension</i>            The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• analyze text types to effectively construct meaning from a variety of text for a variety of purposes;</li> <li>• use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and</li> <li>• use literal information from texts heard to construct an appropriate feedback.</li> </ul> <p><i>Grammar</i>            The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>• use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and</li> <li>• speak and write using good command of the conventions of standard English.</li> </ul> <p><i>Oral Language</i>            The learner should be able. . .</p> <ul style="list-style-type: none"> <li>• orally communicate information, opinions, and ideas effectively to different audiences using a variety of literary activities;</li> <li>• orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and</li> <li>• prepare for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>meaning.</p> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> <li>demonstrates understanding of different formats to write for a variety of audiences and purposes; and</li> <li>expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.</li> </ul> <p><i>Viewing</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>the forms and conventions of print, nonprint, and digital materials to understand various viewing texts;</li> <li>various forms and conventions of print, non-print, and digital materials;</li> <li>the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and</li> <li>construction, deconstruction, and reconstruction of print, nonprint, and digital materials.</li> </ul> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> <li>nonverbal communication to communicate with others; and</li> <li>verbal and nonverbal elements of communication to respond back.</li> </ul>		<p><i>Fluency</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>read with sufficient accuracy and fluency to support comprehension; and</li> <li>use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.</li> </ul> <p><i>Writing and Composition</i> The learner should be able to . . .</p> <ul style="list-style-type: none"> <li>draft texts using different text types for a variety of audiences and purposes;</li> <li>edit texts using appropriate text types for a variety of audiences and purposes;</li> <li>rewrite/revise texts using appropriate text types for a variety of audiences and purposes; and</li> <li>publish texts using appropriate text types for a variety of audiences and purposes.</li> </ul> <p><i>Viewing</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>apply knowledge of the various forms and conventions of print, nonprint, and digital materials to appropriately comprehend print, nonprint film, and moving texts;</li> <li>evaluate effectively the message constructed and conveyed in various viewing texts;</li> <li>apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and</li> <li>apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.</li> </ul> <p><i>Attitude</i> The learner should be able to. . .</p> <ul style="list-style-type: none"> <li>apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message;</li> </ul>
--	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

- use paralanguage and nonverbal cues to respond appropriately; and
- use a variety of strategies to provide appropriate feedback.

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> Old Stars, New Stars</p> <p><i>(Prepositions and Prepositional Phrases)</i></p>	<p><i>Determine the characteristics of a parable and an anecdote listened to</i></p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-III-1.6</b> <b>EN6F-III-1.3</b> <b>EN6F-III-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy,</p>			<p><b>Communication</b> Using prepositions and prepositional phrases properly; participating in group discussion observing proper protocols; taking down notes from different sources</p> <p><b>Collaboration</b> Observing appropriate behavior and using appropriate strategies (verbal and nonverbal) in a group discussion</p> <p><b>Curiosity, Persistence, Initiative, Work Ethics, and Scientific Literacy</b> Learning more about the sun, stars, and</p>	<p><b>Motivation</b> Game of <i>pabitin</i>; picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Activating Prior Knowledge</b></p> <p><b>Direct Instruction</b> Concepts of parable and anecdote, protocols in conducting group discussions, and strategies in taking down notes from different sources</p> <p><b>Cooperative Learning</b> Observing proper</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (identify whether the prepositional phrase is used as an adjective or adverb; distinguish anecdote from a parable)</li> <li>• Grammar drills and exercises (prepositional phrases; prepositions in idiomatic expressions)</li> <li>• Group work (conduct a group discussion on a chosen topic)</li> <li>• Pair work (say the given expressions through nonverbal cues)</li> </ul>	<p>Having the determination to succeed no matter how impossible a task may be</p>	<ul style="list-style-type: none"> <li>• <i>pabitin</i> with at least fifteen stars (on which names of constellations are written) and goodies and wishes of good cheer tied to each</li> <li>• music player and a recording of a lively song</li> <li>• advanced assignment about galaxy, stars, and heavenly bodies</li> <li>• pieces of Oslo paper</li> <li>• colored markers (red, blue, or black)</li> <li>• chips (yellow, red, blue, green, violet)</li> <li>• word cards of cross-</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>appropriate rate, and proper expression</p> <p><b>EN6G-IIg-7.3.1</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span>  <b>EN6G-IIg-7.3.2</b>          Compose clear and coherent sentences using appropriate grammatical structures:          -prepositions and prepositional phrases</p> <p><i>Use prepositional phrases as adjectives and as adverbs</i></p> <p><i>Identify prepositional phrases in idiomatic expressions</i></p> <p><b>EN6OL-IIId-5</b>          Share brief impromptu remarks about topics of interest</p> <p><b>EN6SS-IIId-1.7</b>          Gather relevant information from various sources          -online references</p> <p><i>Spell words with /ə/</i></p>			planets	<p>protocols in group discussions</p> <p><b>Horn Method in Teaching Spelling</b></p>	<ul style="list-style-type: none"> <li>• Individual work (prepare direct quotation notes and summary notes)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>curriculum words</p> <ul style="list-style-type: none"> <li>• flaglets of different colors (red, blue, yellow, green, and violet)</li> <li>• flash cards or chart of spelling words</li> </ul>
--	--	--	--	---------	--	--	---

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><i>sound spelled as er, or and ar</i></p> <p><i>Spell correctly names of satellites</i></p>							
<p><b>LESSON 2</b> Traversing the Galaxy  (Conjunctions)</p>	<p><b>EN6LC-IVa-3.1.14</b> <b>EN6LC-IVb-3.1.14</b> <b>EN6LC-IVc-3.1.14</b> Restate portions of a text heard to clarify meaning</p> <p><b>EN6G-IIh-8.3</b> <span style="background-color: #000080; color: white; padding: 2px;">MELC</span> <b>EN6G-IIh-8.4</b> <b>EN6G-IIi-8.3</b> <b>EN6G-IIi-8.4</b> <b>EN6G-IIj-8.3</b> <b>EN6G-IIj-8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate <b>conjunctions</b></p> <p><i>Make travel arrangements using the correct words or phrases</i></p> <p><b>EN6F-IIIId-3.5</b> <b>EN6F-IIIId-3.2</b> <b>EN6F-IIIId-3.6</b> <b>EN6F-IIIe-3.5</b> <b>EN6F-IIIe-3.2</b></p>			<p><b>Communication</b> Using different conjunctions properly; making travel arrangements using correct words and phrases; writing a letter of application</p> <p><b>Collaboration</b> Using proper expressions when making travel arrangements</p> <p><b>Curiosity, Initiative, Persistence, Collaboration, and Scientific Literacy</b> Understanding that sacrifices are part of the greater effort to achieve scientific discoveries</p>	<p><b>Motivation</b> Pair work; draw an alien; combine sentences using conjunction; picture prompts</p> <p><b>Read Aloud</b></p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive and Deductive Methods in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Proper expressions to use when making travel arrangements and strategies when writing a letter of application</p> <p><b>Activating Prior Knowledge</b></p> <p><b>Cooperative Learning</b> Making travel arrangements</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercise (listen to supply missing words)</li> <li>• Grammar drills and exercises (conjunctions)</li> <li>• Pair work (role-playing: client and travel agent; use correct words and phrases in making travel arrangements)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>Being persistent in pursuing scientific discoveries</p>	<p>flash cards or chart of spelling words</p>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIe-3.6</b> <b>EN6F-III f-3.5</b> <b>EN6F-III f-3.2</b> <b>EN6F-III f-3.6</b> <b>EN6F-III g-3.5</b> <b>EN6F-III g-3.2</b> <b>EN6F-III g-3.6</b> <b>EN6F-III h-3.5</b> <b>EN6F-III h-3.2</b> <b>EN6F-III h-3.6</b> <b>EN6F-III i-3.5</b> <b>EN6F-III i-3.2</b> <b>EN6F-III i-3.6</b> <b>EN6F-III j-3.5</b> <b>EN6F-III j-3.2</b> <b>EN6F-III j-3.6</b> Observe accuracy, appropriate rate, and proper expressions in dialogs</p> <p><b>EN6WC-IIa-3.7</b> Fill out forms accurately and efficiently (biodata, application forms, etc.)</p> <p><i>Spell four-syllable words</i></p> <p><i>Spell words related to Science</i></p>				<p>using the correct words and phrases</p> <p><b>Guided Writing Activity</b> Prewriting, writing, reviewing, checking, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>			
<p><b>LESSON 3</b> Trekking the Path to Peace  <i>(Noun Clauses)</i></p>	<p><b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> <b>EN6LC-Ie-2.11.1</b> <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b></p>			<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Using noun clauses properly; extending and expressing</li> </ul>	<p><b>Motivation</b></p> <p>Picture prompts; discuss mood and its relevance; share about one's experience in</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Post-listening</li> </ul>	<p>Having respect for and learning the acceptance of each other despite differences in</p>	<ul style="list-style-type: none"> <li>pictures showing different emotions like: soldiers at war, adults arguing,</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6LC-lf-2.11.1</b> <b>EN6LC-lf-2.11.2</b> <b>EN6LC-lf-2.11.3</b> Infer the speaker's tone, mood, and purpose</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use noun clauses in sentences</i></p> <p><i>Extend and express</i></p>			<p>sympathy</p> <ul style="list-style-type: none"> <li>• Writing a persuasive essay</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Extending and expressing sympathy according to the situation</li> <li>• Working together despite differences to achieve peace</li> </ul> <p><b>Critical Thinking/ Problem Solving and Social and Cultural Awareness</b> Understanding how peace can be achieved despite differences</p>	<p>relating to other people</p> <p><b>Guided Listening Activity</b></p> <p><b>Inductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Communication methods when expressing sympathy and empathy and steps in writing a persuasive essay</p> <p><b>Read Aloud</b></p> <p><b>Cooperative Learning</b> Expressing sympathy according to the situation</p> <p><b>Guided Writing</b> Prewriting, writing, rewriting, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p>exercise (listen to determine mood)</p> <ul style="list-style-type: none"> <li>• Grammar drills and exercises (noun clauses)</li> <li>• Group work (role-play a given situation showcasing sympathy)</li> <li>• Individual writing task (persuasive essay) with peer review</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>religion and other beliefs</p>	<p>a family celebrating an occasion, a lone aging person, a group of persons attacking a woman in a dark alley, a person comforting a friend, a very peaceful village (teacher can have any picture available at the moment)</p> <ul style="list-style-type: none"> <li>• two boxes; strips of paper with words or phrases written on them</li> <li>• flash cards or chart of spelling words</li> </ul>
--	---	--	--	---	---	---	-----------------------------------	---



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><i>sympathy directly and simply</i></p> <p><b>EN6WC-IVi-2.2.11</b> <span style="background-color: #0056b3; color: white; padding: 2px;">MELC</span> <b>Compose</b> a three-paragraph <b>persuasive essay on self-selected topic</b></p> <p><i>Spell words ending in -ence and -ense</i></p> <p><i>Spell words related to Art</i></p>							
<p><b>LESSON 4</b> A Well-Traveled Path  <i>(Adjective Clauses)</i></p>	<p><b>EN6LC-IIId-2.2</b> Note down relevant information from text heard</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b> <b>EN6F-IIId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b></p>			<p><b>Communication</b> Using adjective clauses properly; introducing a personality; writing a report outline</p> <p><b>Collaboration</b> Introducing a speaker to the audience using proper expressions</p> <p><b>Initiative, Persistence, and Adaptability</b> Understanding that dreaming is the first step in working towards the goal of a perfect world</p>	<p><b>Motivation</b> “End of the String” game; picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Activating Prior Knowledge</b></p> <p><b>Inductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Guidelines to observe when introducing a personality to an audience and strategies in preparing a report outline</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen to distinguish fact from opinion)</li> <li>• Grammar drills and exercises (adjective clauses)</li> <li>• Group work (research on a famous personality and introduce him/her to the class)</li> <li>• Individual writing task (outlining)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> </ul>	<p>Having faith in the thought that it is still possible to attain a perfect world</p>	<ul style="list-style-type: none"> <li>• string (1 meter long)</li> <li>• music player</li> <li>• recording of a lively song</li> <li>• a list of facts and opinions written on strips of paper</li> <li>• list of consequences, questions, or actions that the “It” will accomplish</li> <li>• flash cards or chart of spelling words</li> </ul>

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p><b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use adjective clauses</i></p> <p><b>EN6OL-IIa-3.7</b> <b>EN6OL-IIb-3.7</b> <b>EN6OL-IIc-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose</p> <p><b>EN6WC-IIb-1.1.6.1</b> Plan a composition using an outline or other graphic organizer</p> <p><i>Spell common words derived from non-English language</i></p> <p><i>Spell words related to Social Studies</i></p>				<p><b>Cooperative Learning</b> Introducing a speaker to an audience using proper expressions</p> <p><b>Guided Writing Activity</b> Outlining</p> <p><b>Horn Method of Teaching Spelling</b></p>	<ul style="list-style-type: none"> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	--	--	--	--	---	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

<p><b>LESSON 5</b> Painting a New World (Adverb Clause)</p>	<p><b>EN6LC-If.2.11.1</b> <b>EN6LC-If-2.11.2</b> <b>EN6LC-If-2.11.3</b> Infer the speaker's tone, mood, and purpose</p> <p><b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> <b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-IId-1.6</b> <b>EN6F-IId-1.3</b> <b>EN6F-IId-1.7</b> <b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> <b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> <b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b> <b>EN6F-IIi-1.7</b> <b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> <b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-1.7</b> Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Identify and use adverb clauses</i></p>			<p><b>Communication</b> Using adverb clauses properly; observing proper manners during a telephone conversation; writing a problem-solution research report; preparing a slide presentation for a report</p> <p><b>Collaboration</b> Observing proper manners in a telephone conversation</p> <p><b>Critical Thinking/ Problem Solving</b> Writing a problem-solution research report</p> <p><b>Initiative</b> Understanding various environmental problems and the urgent need to address them</p>	<p><b>Motivation</b> Sketch their idea of a perfect world; picture prompts</p> <p><b>Guided Listening Activity</b></p> <p><b>Activate Prior Knowledge</b></p> <p><b>Deductive Method in Teaching Grammar</b></p> <p><b>Cooperative Learning</b> Using proper expressions during a telephone conversation</p> <p><b>Direct Instruction</b> Proper telephone manners and steps in writing a problem-solution research report and preparing a slide presentation</p> <p><b>Read Aloud</b></p> <p><b>Guided Writing</b> Prewriting, writing, rewriting, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen to observe telephone etiquette)</li> <li>• Grammar drills and exercises (adverb clauses)</li> <li>• Pair work (act out a telephone conversation based on a given situation)</li> <li>• Individual task (write a problem-solution research report; create a slide presentation based on the written research report)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery test</li> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>	<p>Having concern for the environment</p>	<ul style="list-style-type: none"> <li>• bond paper</li> <li>• coloring materials</li> <li>• flashcards or a chart of spelling words</li> </ul>
---	---	--	--	---	--	---	---	---



# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p><i>Observe correct telephone manners in making a call</i></p> <p><i>Act out a telephone conversation</i></p> <p><b>EN6F-III d-3.5</b>  <b>EN6F-III d-3.2</b>  <b>EN6F-III d-3.6</b>  <b>EN6F-III e-3.5</b>  <b>EN6F-III e-3.2</b>  <b>EN6F-III e-3.6</b>  <b>EN6F-III f-3.5</b>  <b>EN6F-III f-3.2</b>  <b>EN6F-III f-3.6</b>  <b>EN6F-III g-3.5</b>  <b>EN6F-III g-3.2</b>  <b>EN6F-III g-3.6</b>  <b>EN6F-III h-3.5</b>  <b>EN6F-III h-3.2</b>  <b>EN6F-III h-3.6</b>  <b>EN6F-III i-3.5</b>  <b>EN6F-III i-3.2</b>  <b>EN6F-III i-3.6</b>  <b>EN6F-III j-3.5</b>  <b>EN6F-III j-3.2</b>  <b>EN6F-III j-3.6</b></p> <p>Observe accuracy, appropriate rate, and proper expressions in dialogs</p> <p><b>EN6WC-II h-2.2.9</b>          Write a 4-paragraph composition showing</p>							
--	---	--	--	--	--	--	--	--

# CURRICULUM MAP

*Soaring to New Heights in Language 6 (Second Edition)*

	<p>-problem and solution</p> <p><i>Create and show a slide presentation of your completed research report using Microsoft PowerPoint</i></p> <p><i>Spell common French words</i></p> <p><i>Spell words related to Science</i></p>							
<p><b>LESSON 6</b> Science in our Minds  (Interjections; Punctuation Marks)</p>	<p><i>Listen to a selection to infer what punctuation marks to use in the sentence</i></p> <p><b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> <b>EN6F-II d-1.6</b> <b>EN6F-II d-1.3</b> <b>EN6F-II d-1.7</b> <b>EN6F-II g-1.6</b> <b>EN6F-II g-1.3</b> <b>EN6F-II g-1.7</b> <b>EN6F-II h-1.6</b> <b>EN6F-II h-1.3</b> <b>EN6F-II h-1.7</b> <b>EN6F-II i-1.6</b> <b>EN6F-II i-1.3</b> <b>EN6F-II i-1.7</b> <b>EN6F-III b-1.6</b> <b>EN6F-III b-1.3</b> <b>EN6F-III b-1.7</b> <b>EN6F-III c-1.6</b> <b>EN6F-III c-1.3</b> <b>EN6F-III c-1.7</b></p>			<p><b>Communication</b> Using interjections probably including related punctuation marks; presenting a cohesive oral version of a research report to a panel; writing a book report</p> <p><b>Collaboration</b> Presenting an audio-visual report of a research work to a panel</p> <p><b>Curiosity and Scientific Literacy</b> Understanding how curious ideas led to real inventions and</p>	<p><b>Motivation</b> Group work, illustration of the world 500 years from now</p> <p><b>Guided Listening Activity</b></p> <p><b>Read Aloud</b></p> <p><b>Inductive Method in Teaching Grammar</b></p> <p><b>Direct Instruction</b> Guidelines to observe in presenting a research report and writing a book report</p>	<p><b>Diagnostic</b> Spelling pretest and drills</p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Post-listening exercises (listen to infer correct punctuation marks)</li> <li>• Grammar drills and exercises (interjections; punctuation marks)</li> <li>• Group work (present a research work through a slide presentation)</li> <li>• Individual writing task (book report)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Spelling mastery</li> </ul>	<p>Having the passion to turn scientific ideas into reality</p>	<ul style="list-style-type: none"> <li>• pencil</li> <li>• white cartolina</li> <li>• crayons or colored pens</li> <li>• flash cards or chart of spelling words</li> </ul>



# CURRICULUM MAP

Soaring to New Heights in Language 6 (Second Edition)

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph)

Copyright 2021

ABIVA PUBLISHING HOUSE, INC.

All rights reserved.

	<p>Read grade level text with accuracy, appropriate rate, and proper expression</p> <p><i>Use appropriate interjections to express emotions</i></p> <p><i>Use different punctuation marks</i></p> <p><b>EN6OL-IIIg-1.19</b> <b>MELC</b>  <b>EN6OL-IIIh-1.19</b>  <b>EN6OL-IIIi-1.19</b>  <b>EN6OL-IIIj-1.19</b>  Present a coherent, comprehensive report on differing viewpoints on an issue</p> <p><i>Write a book report based on a science fiction read</i></p> <p><i>Spell hyphenated words</i></p> <p><i>Spell some literary terms</i></p>			discoveries	<p><b>Cooperative Learning</b> Presenting an oral report of a research work</p> <p><b>Guided Writing Activity</b> Prewriting, writing, revising, rewriting, sharing</p> <p><b>Horn Method in Teaching Spelling</b></p>	<p>test</p> <ul style="list-style-type: none"> <li>• Lesson-ender test</li> <li>• Corresponding section in Unit/Summative Test (unit ender)</li> </ul>		
--	--	--	--	-------------	--	--	--	--

\*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

\*\*There is no content provided by the Author/s for these columns.