USER ADVISORY

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The Grade 7 and Grade 8 CMaps were written by the PEAC JHS Trainers, and some of them were used as exemplars, serving as presentation samples and workshop activities during the 2024 and 2025 In-Service Training for Junior High School Teachers in private schools.

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Unit Curriculum Map

Q1 **English 7**   Philippine Poetry

DepED — DEPARTMENT OF EDUCATION

PEAC — PRIVATE EDUCATION ASSISTANCE COMMITTEE — Trustee of the Fund for Assistance to Private Education

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
First Quarter **A.** Philippine Literature in English (Poetry)	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.	The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic); evaluate poetry for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem) that represents their meaning, purpose, and target audience, and reflects their local and national identity.	**A.1.** Identify 4 notable features or characteristics (e.g. indigenous themes, cultural diversity, historical significance, and community and social consciousness) of Philippine poetry.	**A.1.** Multiple Choice	**A.1.** Cluster Diagram	**A.1.** Graphic Organizer (Cluster Diagram)	**A.1.** Pride in Filipino identity
			A.2. Identify 13 elements and devices (*i.e. persona, persona's tension or dilemma, rhyme and meter, diction, tone and mood, style, patterns and motif; 10 figures of speech like simile, metaphor, personification, hyperbole, onomatopoeia, alliteration, assonance, symbolism, irony, apostrophe; sound*	**A.2.** Identification	**A.2.** Gallery Walk	**A.2.** Worksheet (Gallery Walk Worksheet)	**A.2.** Expressions of Filipino aspirations

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			devices, theme, imagery) of Philippine poetry.				
			A.3. Differentiate 3 types of Philippine poetry (i.e. lyric, narrative, dramatic).	**A.3.** Extended-Response (Paragraph Writing)	**A.3.** Venn Diagram, Chunking	**A.3.** Graphic Organizer (Venn Diagram)	**A.3.** Respect for individual differences
			A.4. Distinguish the features of the 3 literary reading lenses (i.e. Biographical context, Historical context, and Sociocultural context).	**A.4.** Constructed Response (Short Answer - sentences, paragraph)	**A.4.** Jigsaw	**A.4.** Graphic Organizer (Jigsaw)	**A.4.** Cooperation
First Quarter **A.** Philippine Literature in English (Poetry)	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry) for clarity of meaning, purpose, and target audience as a foundation for publishing original	The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic); evaluate poetry for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem) that represents their meaning, purpose,	**A.5.** Analyze the 3 fundamental principles (*i.e. maxims, universal truths, philosophies*) presented in the literary text as a means of valuing other people and their various circumstances in life.	**A.5.** Constructed Response (Short Answer - sentences, paragraph)	**A.5.** Graphic Organizer (Four Corners)	**A.5.** Graphic Organizer (Four Corners) Text: Ballad of a Mother's Heart by Jose La Villa Tierra https://frailthoughts.blogspot.com/2011/01/ballad-of-mothers-heart-by-jose-la.html	**A.5.** Respect for cultural diversity
			A.6. Analyze literary texts as expressions of individual or	**A.6.** Constructed Response (Short Answer -	**A.6.** Graphic Organizer (Compass Point)	**A.6.** Graphic Organizer	**A.6.** Empathy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	literary texts that reflect local and national identity.	and target audience, and reflects their local and national identity.	communal values within structural context (13 elements and devices of Philippine poetry, i.e. *persona, persona's tension or dilemma, rhyme and meter, diction, tone and mood, style, patterns and motif, figures of speech and sound devices, theme, imagery*).	sentences, paragraph)		(Compass Point, CER Table) Text: Like the Molave by Rafael Zulueta Da Costa https://www.scribd.com/doc/258013612/Like-the-Molave-Text	
			A.7. Analyze literary texts as expressions of individual or communal values within the 3 literary reading lenses (*i.e. biographical context, historical context, sociocultural context*)	**A.7.** Literary/Poetry Analysis	**A.7.** Exploring Literary Perspective Organizer	**A.7.** Literary/Poetry Analysis Chart Text: To The Filipino Youth https://www.kapitbisig.com/philippines/poems-written-by-dr-jose-rizal-to-the-philippine-youth-by-dr-jose-rizal-english-version-of-a-la-juventud-filipina_610.html	**A.7.** Respect for diverse perspective

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
First Quarter **A.** Philippine Literature in English (Poetry)	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.	The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic); evaluate poetry for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem) that represents their meaning, purpose, and target audience, and reflects their local and national identity.	**A.8.** Identify one's meaning and purpose in selecting the type of literary text for composition	**A.8-A.10.** Compose and Publish an Original Multimodal Poem	**A.8-A.10.** Scaffold L1: EXPLORING FILIPINO POET (Learning & Observing)	**A.8-A.10.** Revising, Final Writing & Publishing via Jamboard, Google Docs, Wix, LMS, Grade 7 Curriculum Guide for Philippine poetry samples, and MS Sway	**A.8-A.10.** Nationalism, Appreciation for Diversity, and Resilience
			A.9. Revise the literary texts (poem) for coherence and cohesion		**A.8-A.10.** Scaffold L2: NOVICE FILIPINO POET (Writing & Feedbacking)		
			A.10. Compose and publish an original literary text that reflects culture using an appropriate structure.		**A.8-A.10.** Scaffold L3: BUDDING FILIPINO POET (Revising & Publishing)		

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Second Quarter **A.** Philippine Prose	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (prose) that represents their meaning, purpose, and target audience, and reflects their local and national identity.	**A.1.** Identify 5 notable features or characteristics (*i.e. colonial legacy and postcolonial identity; social realism and socio-political commentary; regionalism and cultural diversity; family, community and identity; magic realism and mythical elements*) of Philippine prose.	**A.1.** Identification	**A.1.** Memory Palace	**A.1.1**. [Memory Palace Worksheet](#) **A.1.2**. Text titled "Footnote to Youth" by Jose Garcia Villa https://marananerica.wordpress.com/wp-content/uploads/2014/07/footnote-to-youth-by-jose-garcia-villa.pdf **A.1.3**. Text titled "May Day Eve" by Nick Joaquin https://xpressenglish.com/our-stories/may-day-eve/	**A.1.** Cultural Understanding
			A.2. Identify 6 elements of story (i.e. *character, setting, plot "linear or nonlinear", theme, point of view, conflict "character vs. character vs. society*	**A.2.** Multiple Choice	**A.2.** Category Chunking	**A.2.1**. Chunking Graphic Organizer **A.2.2** [Story Unpacking Graphic Organizer](#)	**A.2.** Respect & Love

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			vs. nature/environment) and 5 narrative techniques (*characterization, flashback and foreshadowing, symbolism, organic unity, figures of speech*).			**A.2.3.** Text Used for Elements of Story and Narrative techniques Discussion titled "How My Brother Leon Brought Home a Wife" by Manuel E. Arguilla https://teacherkarizza.wordpress.com/wp-content/uploads/2015/10/how-my-brother-leon-brought-home-a-wife.pdf	
			A.3. Differentiate 2 types of Philippine prose (*i.e. short story and novel*).	**A.3.** Compare and Contrast	**A.3.** T-Chart	**A.3.1.** T-Chart Graphic Organizer **A.3.2.** Sample Text for Short Story titled "The Fence" by Jose Garcia Villa https://khevinstinct.wordpress.com/2014/01/19/the-fence-by-jose-garcia-villa/ **A.3.3.** Sample Summary for the Novel titled	**A.3.1** Acceptance & Reconciliation **A.3.2.** Peace Education Integration

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						"Thousand Year Eve" by Angelo Rodriguez Lacuesta *(For Scanning Technique Only)* https://www.studocu.com/ph/document/rizal-technological-university/understanding-the-self/thousand-year-eve-by-angelo-rodriguez-lacuesta/33799372	
			A.4. Identify 10 figures of speech (*e.g. allusion, metonymy, synecdoche, paradox, oxymoron, euphemism, allegory, juxtaposition, anaphora, epiphany*) commonly used in prose (e.g. short story and novel).	**A.4.** Identification	**A.4.** Mnemonics	**A.4.** Mnemonics Worksheet	**A.4.** Effective Communicator
			A.5. Analyze the 3 fundamental principles (*i.e. maxims, universal truths, and philosophies*) presented in the literary text as a	**A.5.** CER Table	**A.5.** Stick It Together	**A.5.1**. CER Table Organizer **A.5.2.** Stick It Together Organizer	**A.5.** Fairness and Equality

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			means of valuing other people and their various circumstances in life. (EN7LIT-II-2)			**A.5.3.** Sample Text Used for CER titled "The World is an Apple" by Alberto S. Tolentino https://ischoolserics onalieto.wordpress. com/2012/03/23/the -world-is-an-apple- by-alberto-s- florentino/	
			A.6. Analyze literary texts as expressions of individual or communal values within 11 structural contexts (*i.e. elements of a story like character, setting, plot "linear or nonlinear", theme, point of view, conflict "character vs. character vs. society vs. nature/environment, and the narrative techniques like characterization, flashback and foreshadowing, symbolism, organic*	**A.6.** Text Analysis	**A.6.** Four Corners	**A.6.1.** Four Corners Organizer **A.6.2.** Sample Text Used for Text Analysis titled "The Wedding Dance" by Amador T. Daguio https://gabrielslibrar y.blogspot.com/201 0/04/wedding- dance-amador-t- daguio.html	**A.6.** Cultural Understanding and Sacrifice

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			unity, figures of speech). (EN7LIT-II-1)				
			A.7. Analyze literary texts as expressions of individual or communal values within the 3 literary reading lenses (*e.g. biographical context, historical context, sociocultural context*). (EN7LIT-II-1)	**A.7.** Analysis Paper Using Reading Lenses	**A.7.** Placemat Organizer Activity for Group Consensus *(aligns with the structural context on organic unity competency)*	**A.7.1.** Placemat Organizer **A.7.2.** Sample Text Used for Text Analysis titled "Scent of Apples" by Bienvenido N. Santos http://tinyurl.com/2s3carty	**A.7.** Peace Education Integration on Gender Equality
	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (prose) that represents their meaning, purpose, and target audience, and reflects their local and national identity.	**A.8.** Identify one's meaning and purpose in selecting the type of literary text for composition. (EN7LIT-II-3)	**A.8. – A.11.** Performance Task: Composing and Publishing a Multimodal Short Story	**A.8. – A.10. Scaffold 1:** Text Analysis Modeling **Scaffold 2:** Story Conferencing **Scaffold 3:** Draft writing with story elements and narrative techniques checklist for revisions	**A.8 – A.11.1.** Story Organizer Template **A.8 – A.11.2.** Story Elements and Narrative Techniques Checklist https://buglas-writers.medium.com/scent-of-apples-1881bb480b79 **A.8 – A.11.3.** Rubric for a Publishable Short Story	**A.8. – A.11.1.** Effective Communicator **A.8. – A.11.2.** Creativity & Collaboration

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Third Quarter/ **A.** Informational Text *(Expository Text, News & Press Releases, and Features)*	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (expository texts and journalistic texts: news and press releases, and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	The learners analyze the style, form, and features of informational texts (expository texts, news and press releases, and features); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience.	**A.1.** Identify 2 text types *(i.e. non-journalistic expository text and journalistic text)* appropriate for one's topic, purpose, and target audience.	**A.1.** Identification	**A.1.** Cluster Diagram Making	**A.1.** Samples of newspaper articles, feature stories, and informational essays Cluster Diagram Graphic Organizer	**A.1.-A.4.** Excellence & Integrity
			A.2. Identify 4 techniques *(i.e. sequence or process, comparison and contrast, cause and effect, problem and solution)* of developing non-journalistic expository texts.	**A.2.** Matching Type	**A.2.** Jigsaw	**A.2.** Excerpts from expository texts illustrating the four structures Jigsaw Graphic Organizer	
			A.3. Differentiate the 2 types of journalistic texts *(news & press releases and features).*	**A.3.** Compare & Contrast	**A.3.** Venn Diagram	**A.3.** Samples of news reports, press releases, and feature articles Venn diagram templates	
			A.4. Determine 1 thesis statement as the central idea of a journalistic text *(i.e.*	**A.4** Identification	**A.4** Swap Talk	**A.4.** Printed news/feature articles,	

TOPIC/ QUARTER		CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
				news & press releases, and features).			highlighters, Thesis statement guide Swap Talk Worksheet	
				A.5. Differentiate the 3 types of author's purpose and meaning *(i.e. to inform, to persuade, and to entertain).*	**A.5** Compare and Contrast	**A.5** Category Chunking	**A.5** Samples of articles showing author's purpose https://bitly.cx/vm0lo	**A.5** Integrity
				A.6. Describe 6 types of target audience *(i.e. hypothetical vs. real, experts vs. lay people, and managerial vs. rank-and-file).*	**A.6** Multiple Choice	**A.6** Swap Talk	**A.6** Worksheet for swap talk Text: The Mats by Francisco Arcellana https://bitly.cx/LxWcV	**A.6** Respect for individual differences
				A.7. Distinguish facts from claims/opinions based on the 3 types of statements or assertions *(i.e. statement of facts, statement of opinions, and statement of fact-based opinions).*	**A.7** Matching Type	**A.7** Gamification	**A.7** Printed sample articles stating facts, opinions, or fact-based opinions Sample worksheets https://bitly.cx/v3wmZ https://bitly.cx/QmFwm	**A.7-A.8.** Truthfulness

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.8. Identify 3 types of textual evidence *(quoting, paraphrasing, and summarizing)* to support an argument or general statement.	**A.8** Identification	**A.8** Gallery Walk	**A.8** https://bitly.cx/fgkc Sample story for students to quote, paraphrase or summarize Text: How My Brother Leon Brought Home a Wife" by Manuel Arguilla https://bitly.cx/85qP	
			A.9. Determine 3 linguistic features *(i.e. diction and style, transition devices, 3 logical sentence structures [i.e. coherence, cohesion, and consistency], and function)* as tools to organize ideas in informational texts. (Merged)	**A.9** Multiple Choice	**A.9** Cluster Diagram	**A.9** Cluster diagram worksheet Text: Footnote to Youth by Jose Garcia Villa https://bitly.cx/Tw9ME	**A.9** Excellence
			A.10. Describe 3 types of visual elements *(i.e. vectors (for scientific, mathematical, or technical topics) and*	**A.10.** Compare and Contrast	**A.10.** Cluster Diagram Making	**A.10.** Tri-Venn Diagram	**A.10.** Respect for individual differences

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			viewpoint, technical editing, and animations) are used as tools to achieve the intended meaning of informational texts.				
			A.11. Identify 4 types of non-linear texts *(i.e. graphs, charts, infographics, graphical organizers)* that represent and/or summarize the contents of informational texts.	**A.11.** Multiple Choice	**A.11.** Gamification	**A.11.** Printed Handouts & Worksheets on Non-Linear Texts	**A.11.-A.12.** Excellence
			A.12. Identify 4 propaganda techniques *(i.e. testimonial vs. plain folks, and stereotyping vs. fear appeals)* used in informational texts for political correctness.	**A.12.** Identification	**A.12.** Gallery Walk	**A.12.** Gallery Walk Worksheet	
Third Quarter/ **A.** Informational Text *(Expository Text, News & Press Releases, and Features)*	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts	The learners analyze the style, form, and features of informational texts (expository texts, news and press releases, and features); evaluate	**A.13.** Examine 2 text structures *(i.e. non-journalistic expository text and journalistic text)* for clarity of meaning and purpose.	**A.13.** Constructed Response (Short Answer - Sentences/Paragraph)	**A.13.** Text Analysis	**A.13.** Sample Texts: Non-Journalistic "India's 'Untouchables' Face Violence, Discrimination" by	**A.13.-A.14.** Respect for Cultural and Social Diversity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	(expository texts and journalistic texts: news and press releases, and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience.				Hillary Mayell from National Geographic Journalistic "India's Women Fight Back Against Gender-Based Violence" from BBC News or The Guardian	
			A.14. Examine 3 linguistic features *(i.e. diction and style, transition devices, sentence structure and function)* as tools to organize ideas in informational texts.	**A.14.** C.E.R.	**A.14.**Text Analysis: annotations	**A.14.** Sample text to be examined: https://tinyurl.com/howasiansvieweachother	
			A.15. Analyze 3 types of textual evidence *(quoting, paraphrasing, and summarizing)* to support an argument or general statement.	**A.15.** C.E.R.	**A.15.** CER Sentence Choice	**A.15.**Sentence choice strips/slide presentation Sample news article with *quoting, paraphrasing, and summarizing:* https://tinyurl.com/42e997yh	**A.15.** Integrity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.16. Analyze how 4 non-linear texts *(i.e. graphs, charts, infographics, graphical organizers)* represent and/or summarize the extracted significant information *(i.e. real world issues/ occurrences)* presented in informational texts.	**A.16.** C.E.R.	**A.16.** Jigsaw	**A.16.** Jigsaw Graphic Organizer Sample articles with non-linear texts: https://www.unicef. org/water-sanitation-and-hygiene-wash https://tinyurl.com/b drujd7k	**A.16.-A.17.** Social Responsibility
			A.17. Examine 3 types of visual elements *(i.e. vectors (for scientific, mathematical, or technical topics) and viewpoint, technical editing, and animations)* are used as tools to achieve the intended meaning of informational texts.	**A.17.** C.E.R.	**A.17.** Four corners	**A.17.**Sample video/image/text excerpt of the visual elements being used: https://tinyurl.com/h zkrmcet	
			A.18. Analyze 4 propaganda techniques *(testimonial vs. plain folks, and stereotyping vs. fear appeals)* used in informational texts	**A.18.** CER	**A.18.** Close Reading with text annotation	**A.18.** Sample media (ads, posters, headlines), propaganda technique handouts, CER worksheet	**A.18.** Integrity and Respect for Diversity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			for political correctness.				
			A.19. Draw inferences and conclusions to formulate sound judgment based on 2 elements of effective writing *(i.e. author's purpose and meaning, and target audience).*	**A.19.** CER	**A.19.** Close Reading with text annotation	**A.19.** Short texts (editorials, blogs), inference graphic organizers, text annotation sheets	**A.19.** Discernment and Empathy
			A.20. Assess the veracity and quality of non-journalistic expository text and journalistic articles based on 8 standard development principles *(i.e. credibility of the author, accuracy & objectivity of information, relevance, timeliness, coverage, simplicity and brevity, fairness and balance, and ethics).*	**A.20.** Text Analysis: Truth-O-Meter	**A.20.** Close Reading with text annotation	**A.20.** Evaluation rubrics, article handouts, comparison table	**A.20.** Objectivity and Critical Media Literacy
Third Quarter/ **A.** Informational Text *(Expository Text, News & Press Releases, and Features)*	The learners demonstrate their multiliteracies and communicative competence in	The learners analyze the style, form, and features of informational texts (expository texts,	**A.21.** Organize significant information *(i.e. real world issues or occurrences)* using 4 various techniques	**A.21-A.25. Performance Task:** Composing and Publishing an Original and	**A.21. MODELLING** Creating a graphic organizer or visual presentation using	**A.21.** Canva, Piktochart, Google Sheets/Docs, infographic samples, real data	**A.21.** Creativity and Social Awareness

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	evaluating informational texts (expository texts and journalistic texts: news and press releases, and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	news and press releases, and features); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience.	*(i.e. graphs, charts, infographics, graphical organizers).*	Multimodal Newsletter *(containing expository text, news & press releases, and features)*	real data and other information	sources (e.g., PSA, DOH)	
			A.22. Compose 3 informational texts *(expository text, news and press releases, and features)* based on the chosen text type.		**A.22. GUIDED PRACTICE** Composing an expository article, a news report, and a feature story **CHECKPOINT:** Reviewing individual drafts by peer review	**A.22.** Graphic organizers, writing templates, rubrics for each text type, student samples, online publishing tools	**A.22.** Self-expression and Discipline
			A.23. Apply 3 types of visual elements *(i.e. vectors [for scientific, mathematical, or technical topics] and viewpoint, technical editing, and animations)* appropriate to the chosen text delivery/ies.		**A.23. INDEPENDENT PRACTICE "Make It Clear with Visuals!"** Using the drafts they have composed in their Guided Practice, students create a **digital slide or infographic** using 3 visual elements: vector, viewpoint and animation. Please click: **CHECKPOINT**	**A.23.** Canva or Google Slides	**A.23.** Creativity & Clarity in Communica-tion

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.24. Revise 1 informational text *(i.e. non-journalistic expository text and journalistic text)* based on 3 logical structures *(i.e. coherence, cohesion, and consistency).*		**A.24.** For **INDEPENDENT PRACTICE** Applying the REVISION Process CHECKPOINT	**A.24.** Graphic Organizer (Revision Process)	**A.24.** Critical Thinking
			A.25. Publish 3 multimodal informational texts *(i.e. expository text, news and press releases, and features)* for one's purpose and target audience.		**A.25.** For **INDEPENDENT** PRACTICE Publishing three **multimodal informational texts**, each serving a specific purpose and targeting a defined audience Please click: **CHECKPOINT**	**A.25.** Canva, Google Docs/Slides, or Microsoft Publisher	**A.25.** Purposeful- ness & Creativity of Expression

Unit Curriculum Map

Q4 **English 7** — Informational Texts *(Expository Essays)* and Transactional Texts *(Letter of Request)*

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Fourth Quarter/ **A.** Informational Texts *(Expository Essays)* and Transactional Texts *(Letter of Requests)*	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.	**A.1.** Identify the 6 parts *(i.e., heading, inside address, salutation, body, and closing)*; 3 structures *(i.e., opening, body, and closing)*; and 3 formats *(i.e., handwritten, printed, and emailed)* of formal and informal letters of request.	**A.1** Identification	**A.1** Letter Detective Game and Labelling Exercise	**A.1** Labelling Activity worksheet https://www.teachstarter.com/us/teaching-resource/the-parts-of-a-letter-interactive-activity-us/	**A.1** Excellence and Integrity
			A.2. Differentiate between formal and informal tone, diction, and style used in letters based on the sender's purpose, audience, and context.	**A.2** Short Paragraph	**A.2** Venn Diagram	**A.2** Letter generator tool and letter parts guide	**A.2.-A.3.** Respect and Cultural Sensitivity
			A.3. Identify how context *(social, cultural, or professional)* influences the format and politeness strategies of the letter.	**A.3** Scenario-based Multiple Choice Test	**A.3** Role-play: Write and perform letters of request	**A.3** sample letters in various contexts and role play templates Slides on cultural norms and	

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						politeness strategies	
			A.4. Recognize how the writer's voice, tone, and sentence structure reflect clarity of intent and appropriateness of message.	**A.4** Short-answer quiz / Identification	**A.4** Swap Talk	**A.4** Sample expository essays/student-generated letters of request, swap talk guidelines, feedback sheets	**A.4-A.5.** Responsibility and Accountability
			A.5. Identify an expository essay's 5 structures *(introduction, thesis statement, supporting ideas/ key points, explanatory details, and conclusion)* and purpose, including 3 organizational patterns *(i.e., cause-effect, comparison-contrast, and classification).*	**A.5** Identification: Multiple Choice	**A.5** Chunking: Structure and organizational patterns of expository essays	**A.5** Worksheets (sample expository essays for annotation)	
			A.6. Identify 3 key linguistic features *(i.e., diction and style, transition devices, and sentence structure)* to organize and clarify ideas in expository essays.	**A.6** Matching Type	**A.6** Highlighting and Color-Coding Exercises	**A.6** Printed copies of expository essays, highlighters, color coding guide	**A.6-A.7.** Critical Thinking

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			A.7. Distinguish 4 forms of supporting evidence *(i.e., facts, statistics, expert opinions, personal testimony)* used to validate ideas.	**A.7.** Multiple Choice	**A.7.** Gamification	**A.7.** Mentimeter	
			A.8. Differentiate the 3 types of claims *(i.e., fact, value, and policy)* made in the text.	**A.8.** Compare and Contrast	**A.8.** 3-Column Comparison Table	**A.8.** 3-Column Comparison Worksheet	**A.8.** Respect for Truth
Fourth Quarter/ **A.** Informational Texts *(Expository Essays)* and Transactional Texts *(Letter of Requests)*	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms	**A.9.** Analyze the distinguishing features of formal and informal letters of request across different modalities *(handwritten, printed, and emailed)* to infer the sender's meaning and purpose.	**A.9.** Format Analysis Task	**A.9.** Graphic Organizer	**A.9.** Writing Letters of Request	**A.9.** Discernment
			A.10. Analyze how different milieus *(social, cultural, and professional contexts)* influence the structure and rhetoric of informal and formal correspondences across modalities by examining their parts and formats,	**A.10.** Comparative Analysis of Milieus	**A.10.** Claim Evidence Reason	**A.10.** Writing Across Cultures	**A.10.** Respect for Cultural and Social Diversity

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		and structures that represent their meaning, purpose, and target audience.	organizational patterns, and politeness strategies (etiquette).				
			A.11. Examine the sender's voice to determine clarity of purpose and meaning by analyzing diction, style, tone and register, point of view, and sentence structure.	**A.11.** Article Analysis	**A.11.** Essay Annotation	**A.11.** Arti**cle:** The need for Filipino kids to go back to basic reading	**A.11** Critical Thinking
			A.12. Examine how ethical principles *(honesty, respect, confidentiality, and appropriateness)* are established when transmitting informal and formal correspondences across different modalities *(handwritten, printed, digital).*	**A.12.** Ethical Reflection Analysis Writing	**A.12.** Text Analysis	**A.12.** Article: Social media benefits and risks: pre-teens and teenagers	**A.12.-A.13.** Respect and Integrity
			A.13. Examine text structures for clarity of meaning and purpose in an expository essay.	**A.13.** Written Response (Analytical)	**A.13.** Text Structure Analysis	**A.13.** Article: Sinigang is the best	

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			A.14. Examine 3 linguistic features *(diction and style, transition devices, and sentence structure and function)* as tools to achieve organizational efficiency in an expository essay.	**A.14.** Paragraph Writing (Explanatory)	**A.14.** Close Reading (Guided Linguistic Feature Analysis)	**A.14.** Article: Bracing for Balikbayans	**A.14.-A.15.** Empathy and Stewardship
			A.15. Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.	**A.15.** Short answer Questions	**A.15.** Close Reading with text annotation	**A.15.** Article: The Problem of Marine Plastic Pollution	
			A.16. Analyze 4 forms of supporting evidence *(factual knowledge, statistical inferences, informed opinion, and personal testimony)* to validate assertions and counterclaims.	**A.16.**CER	**A.16.** CER Open Books	**A.16.** Article: The Environmental Impact of Fast Fashion, Explained	**A.16.-A.17.** Discernment
			A.17. Evaluate 3 types of claims *(claim of fact, claim of value, claim of policy)*	**A.17.** CER	**A.17.** Group Consensus	**A.17.** Placemat Organizer	

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			explicitly or implicitly made in a text.			Article: [How SOcial Media Impacts Student Focus, Study Habits, and Grades](#)	
			A.18. Draw inferences and conclusions to formulate sound judgment by analyzing the author's purpose and meaning, and by identifying the target audience *(hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file).*	**A.18** CER	**A.18** Reading Response	**A.18.** [Reading Response Organizer](#) Article: [Philippines' jeepney transition plan runs into gridlock - Nikkei Asia](#)	**A.18.-A.19.** Critical Thinking
			A.19. Analyze 3 ways of incorporating textual evidence *(quoting, paraphrasing, and summarizing)* to effectively support an argument or general statement.	**A.19** CER	**A.19** Evidence Hunt	**A.19.** [Evidence Hunt](#) Worksheet Article: [WHAT IS AN EDUCATED FILIPINO? - by Francisco Benitez	PDF	Philippines	Food Security](#)	
Fourth Quarter/ **A.** Informational Texts *(Expository Essays)*	The learners demonstrate their multiliteracies and	The learners analyze the style, form, and features of	**A.20.** Compose 1 letter of request.	**A.20-A.25 Performance Task:** Composing and	**A.20 SCAFFOLD 1 Modelling**	**A.20-26**	**A.20-22** Respect, Clarity, Integrity, Empathy

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and Transactional Texts *(Letter of Requests)*	communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.	informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.		Publishing an Original Multimodal Expository Essay	Analyze and Deconstruct sample text Identify structure, tone, and purpose of texts. **Checkpoint 1:** Reflection notes or worksheet on features **SCAFFOLD 2 Guided Practice** Draft a Letter of Request Plan and write the first draft with a template. **Checkpoint 2** Draft of a letter of request	Letter of Request Template and Samples Expository Essay Outline Template and Samples Multimodal Planning Sheet Peer Feedback Form Final Project Rubric Student Reflection Sheet	
			A.21. Revise for coherence, cohesion, and text consistency *(diction, style, tone and register, point of view, and grammar).*		**A.21 Checkpoint 3** Revise Letter Use peer feedback and teacher input for revision.		
			A.22. Send correspondences to		**A.22 SCAFFOLD 3**		

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				communicate with and respond to senders within the bounds of ethics.		**Independent Practice** Finalize and Send Letter of Request Send or simulate sending professionally **Checkpoint 4:** Sent letter (printed, emailed)		
				A.23. Compose 1 original multimodal expository essay.		**A.23 SCAFFOLD 1: Modelling** Analyze a sample Expository Essay **SCAFFOLD 2: Guided Practice** Draft a multimodal Expository Essay with outline and 2 multimodal elements		**A.23-26** Discipline Responsibility Excellence
				A.24. Revise 1 text *(expository essay)* for coherence, cohesion *(diction, syntax, and style),* and textual consistency.		**A.24. Checkpoint 1:** Explain one's topic and integrated at least 2 multimodal elements		

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			A.25. Apply 4 multimodal elements *(visual, auditory, spatial, and textual)* appropriate to the chosen text delivery/ies.		**A.25. SCAFFOLD 3** <u>**Independent Practice**</u> Applying multimodal elements in the chosen text delivery <u>**Checkpoints**</u> Four modes are correctly integrated Layout/design supports the message		
			A.26. Publish 1 multimodal (e.g., paper-based, digital, audio-visual) informational text (expository essay) for one's purpose and target audience.		**A.26 SCAFFOLD 3** <u>**Independent Practice**</u> Publishing & Performance Finalize, publish, and present a multimodal informational text that reflects purpose, audience awareness, and ethics		