

PRIVATE EDUCATION ASSISTANCE COMMITTEE

1 st Quarter													
Content	Content Standards	Performance Standards		Learning Competencies				Highest Thinking Skill to Assess			Highest Enabling Strategy to Use in Developing the Highest Thinking Skill to Assess		
		MINIMUM	BEYOND MINIMUM	MINIMUM	KUD CLASSIFICATION	BEYOND MINIMUM	KUD CLASSIFICATION	RBT Level	Assessment Technique			Enabling General Strategy	Teaching Strategy
									WW	QA	PC		
A. Nature and Elements of Communication 1. Effective Communication Skills 2. Intercultural Communication (8 hours)	The learner understands the nature and elements of oral communication in context.	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.		1. Explains why there is a breakdown of communication.	U			Analyzing			Role Playing on effective controlled and uncontrolled oral communication activities based on a given context.	Communication	Charade z Video Analysis
				2. Uses various strategies in order to avoid communication breakdown.	U			Applying		Written Exam Part II. Practical Exam		Connections	Group Roles Buzz Group Concept Mapping

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				3. Demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on a. culture b. gender	U			Applying				Connections	Reporting Reflection Log
B. Functions of Communication 1. Regulation/Control 2. Social Interaction 3. Motivation 4. Information 5. Emotional Expression (8 hours)	The learner values the functions/ purposes of oral communication.	The learner writes a 250-word essay of his/her objective observation and evaluation of the various speakers watched and listened to		1. Identifies strategies used by each speaker to convey his/her ideas effectively.	U			Analyzing			Essay writing about his/her observation and evaluation of the various speakers watched and listened to, based from a chosen video clip.	Communication	Panel Discussion/Real World
				2. Evaluates the effectiveness of an oral communication activity.	U			Evaluating				Reasoning and Proof	

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C. Communicative Competence Strategies in Various Speech Situations 1. Types of Communicative Strategy a. Nomination b. Restriction c. Turn-taking d. Topic control e. Topic shifting f. Repair g. Termination (14 hours)	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.	The learner demonstrates effective use of communicative strategy in a variety of speech situations.		1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies	U			Analyzing			Informal Debate	Communication	Think/Pair/Share Fast Talk Role Play Story Generator Discussion Skit Reflection Log One-Minute Paper

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2 nd Quarter													
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		MINIMUM	BEYOND MINIMUM	MINIMUM	KUD CLASSIFICATION	BEYOND MINIMUM	KUD CLASSIFICATION	RBT Level	Assessment Technique			Enabling General Strategy	Teaching Strategy
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D. Types of Speeches 1. According to purpose a. Expository/Informative Speech b. Persuasive Speech c. Entertainment Speech 2. Principles of Speech Delivery (24 hours)	The learner realizes the rigors of crafting one's speech.	The learner proficiently delivers various speeches using the principles of effective speech delivery		1. Distinguishes types of speeches.	U			Analyzing				Communication	Ted Talk Videos
				2. Uses principles of effective speech delivery focusing on o Articulation o Modulation o Stage Presence o Facial Expressions, Gestures and Movements o Rapport with the audience	D			Creating		Practical Exam	Vlog (Demonstrative Speech)	Problem Solving	Impromptu