



## iEnglish 6 Course Syllabus

| FIRST GRADING PERIOD |            |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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| DAYS                 | LESSON NO. | CONTENT                                | CONTENT STANDARD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PERFORMANCE STANDARD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LEARNING COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| UNIT 1: MEDIA        |            |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 8                    | 1          | Getting on With Figures of Speech      | <ul style="list-style-type: none"><li>• Demonstrates understanding of various verbal elements in orally communicating information.</li><li>• Demonstrates understanding of various non-verbal elements in orally communicating information.</li><li>• Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience).</li><li>• Demonstrates understanding that English language is stress timed to support comprehension.</li></ul>                                                                                                                                      | <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.</li><li>• Prepares 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> | <ol style="list-style-type: none"><li>1. Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard.</li><li>2. Analyze sound devices (personification) in a text heard.</li><li>3. Analyze sound devices (irony and hyperbole) in a text heard.</li><li>4. Relate an experience appropriate to the occasion.</li></ol>                                                                                                                                                    |  |
|                      |            | Using Idiomatic Expressions in Writing | <ul style="list-style-type: none"><li>• Demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker’s/ author’s purpose and meaning.</li><li>• Demonstrates understanding of various linguistics nodes to comprehend various texts.</li><li>• Demonstrates understanding of text types to listen for different purposes from a variety of texts.</li><li>• Demonstrates understanding of text types in order construct feedback.</li><li>• Demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds.</li></ul> | <ul style="list-style-type: none"><li>• Reads with sufficient accuracy and fluency to support comprehension.</li><li>• Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning.</li><li>• Analyzes text types to effectively understand information/ message(s).</li></ul>                                                                                                                                                                          | <ol style="list-style-type: none"><li>5. Infer meaning of idiomatic expressions using context clues.</li><li>6. Infer meaning of idiomatic expressions using affixes.</li><li>7. Infer meaning of idiomatic expressions using roots.</li><li>8. Analyze sound devices (onomatopoeia, alliteration, assonance, consonance).</li><li>9. Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language).</li><li>10. Determine tone, mood, and purpose of the author.</li></ol> |  |
|                      |            | Revisiting the Verb Tenses             | <ul style="list-style-type: none"><li>• Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Uses literal information from texts heard to construct an appropriate feedback.</li><li>• Uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words.</li></ul>                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"><li>11. Self-correct when reading.</li><li>12. Read aloud grade level appropriate text with an accuracy rate of 95 – 100%.</li><li>13. Compare clear and coherent sentences using appropriate and coherent structures.</li></ol>                                                                                                                                                                                                                                                                  |  |
| 10                   | 3          |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |