



Blessed Sacrament Catholic School

S.Y. 2017 - 2018

BUDGET OF WORK IN ENGLISH 4

QUARTER: 3rd Quarter

GRAMMAR

No. of days: 30

Reference/S: (Language Lessons) : English Basics and Beyond; **(Reading Lessons) :** English Basics and Beyond

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice. See the description below as your guide.

UNIT TOPIC: POEM and

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day1	<ul style="list-style-type: none">- I can read simple sentences and recalling details in a story read- I can give the meaning of words using context clues- I can initiate conversations with peers in a variety of school settings- I can note down information derived from video clips					
Day 2	<ul style="list-style-type: none">- I can interpret a chart					
Day 3	<ul style="list-style-type: none">- I can recognize adverbs of manner- I can spell words correctly.					
Day 4	<ul style="list-style-type: none">- I can recognize adverbs of time- I can spell words correctly.					
Day 5	SCHOLASTIC					
Day 6	<ul style="list-style-type: none">- I can infer characters' feelings and traits- I can identify the meanings of words through prefixes- I can express one's ideas in a conversational manner- I can interpreting visual ideas					
Day 7	<ul style="list-style-type: none">- I can interpret a pie graph- I can read with automaticity high frequency sight words					
Day 8-9	<ul style="list-style-type: none">- I can Recognizing Adverbs of Location or Place- I can Spell words correctly					
Day 10	<ul style="list-style-type: none">- SCHOLASTIC					
Day 11	<ul style="list-style-type: none">- I can determine the meaning of words through context clues- I can recall details and make inferences on the poem read- I can ask questions and observations- I can explain how well they listened to their classmate's answers to the questions- I can find more information about the author of the poem- I can make a comic strip with utterances					
Day 12	<ul style="list-style-type: none">- I can Analyze figures of speech (personification and hyperbole)					
Day 13 – 14	<ul style="list-style-type: none">- I can recognize and identify adverbs of frequency- I can spell words correctly.					
Day 15	<ul style="list-style-type: none">- SCHOLASTIC					
Day 16	<ul style="list-style-type: none">- I can draw conclusions- I can identify the meanings of unfamiliar words through suffixes- I can make a peer and group conversation- I can write about the features of the pictures- I can illustrate a favorite scene					
Day 17	<ul style="list-style-type: none">- Information Technology					
Day 18	<ul style="list-style-type: none">- I can identify and use prepositions in meaningful sentences- I can Spell words correctly.					
Day 19	<ul style="list-style-type: none">- I can identify and use prepositions in meaningful sentences- I can Spell words correctly.					
Day 20	<ul style="list-style-type: none">- SCHOLASTIC					
Day 21	<ul style="list-style-type: none">- I can identify Elements of the Story- I can use Context Clues- I can share experiences					



Blessed Sacrament Catholic School

S.Y. 2017 - 2018

BUDGET OF WORK IN ENGLISH 5

QUARTER: 3rd

UNIT TOPIC: TEXT TYPES;PREPOSITIONS & ADJECTIVES

No. of days: 30

Reference/S: Vision 5 Integrated Reading and Language for Communication Arts in English Castillo, Cruz et. al

DIRECTION: To student, kindly indicate the level of your performance in **each** learning target by putting a (✓)check in your choice. See the description below as your guide.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
WEEK 1 Day 1	<ul style="list-style-type: none">I can distinguish fact from opinion statement.I can identify meaning of the unfamiliar words.					
Day 2	<ul style="list-style-type: none">I can distinguish persuasive textI can write persuasive text					
Day 3 -4	<ul style="list-style-type: none">I can distinguish preposition.I can use preposition to write sentences					
Day 5	SCHOLASTIC AEP					
WEEK 2 DAY 1	<ul style="list-style-type: none">I can identify features of problem and solution textI can write problem and solution text					
Day 2	<ul style="list-style-type: none">I can interpret a graph.					
Day 3	<ul style="list-style-type: none">I can identify the prepositional phrase used.I can use prepositional phrase in writing a sentences/text					
Day 4	<ul style="list-style-type: none">I can write cause and effect paragraph					
Day 5	SCHOLASTIC AEP					
WEEK 3 DAY 1	<ul style="list-style-type: none">I can infer speaker's toneI can infer speaker's mood.I can infer speaker's purpose.					
Day 2	<ul style="list-style-type: none">I can analyze diagrams.I can organize information from secondary sources in preparation for writing					
Day 3-4	<ul style="list-style-type: none">I can identify adjectivesI can distinguish kinds of adjectives.I can use adjectives to write sentences.					
Day 5	SCHOLASTIC AEP					
Week 4 Day 1 - 2	<ul style="list-style-type: none">I can identify different text types.I can write an open letter.I can give meaning to unfamiliar word using context clues.I cans summarize the text read.					
Day 3 -4	<ul style="list-style-type: none">I can distinguish order of adjectives.I can use order of adjectives to write sentences.					
Day 5	SCHOLASTIC AEP					
Week 5 Day 1 - 2	<ul style="list-style-type: none">I can identify different text types.I can give meaning to unfamiliar word using context clues.					
Day 3	<ul style="list-style-type: none">I can distinguish order of adjectives.I can use order of adjectives to write sentences.					
Day 4	<ul style="list-style-type: none">can write informative text					
Day 5	SCHOLASTIC AEP					
WEEK 6 DAY 1	<ul style="list-style-type: none">I can distinguish cause and effect textI can write cause and effect text					
DAY 2	<ul style="list-style-type: none">I can identify the parts of the Newspaper					
Day 3	<ul style="list-style-type: none">I can write sentences expressing opinions and emotions.					
Day 4	<ul style="list-style-type: none">I can write a cause and effect essay.					
Day 5	SCHOLASTIC AEP					
WEEK 7	COMPLETION OF REQUIREMENTS ; THIRD PERIODIC TEST					

Prepared by:

Checked by:

Approved by:

Miss Marrie Jay G. Javier
English Teacher

Miss Mary Jane A. Palatiao
Assessment & Instruction Coordinator, BSCS

Miss Meddy L. Sanchez
School Principal, BSCS

LEGEND:

- 4 - I know (can do) it well enough to make connections that weren't taught.
- 3 - I know (can do) everything that was taught without making mistakes.
- 2- I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
- 1- With help, I know (can do) some of what was taught.
- 0 - I don't know (can't do) any of it.



Blessed Sacrament Catholic School

S.Y. 2017 - 2018

BUDGET OF WORK IN ENGLISH 7

QUARTER: **3rd Quarter**

UNIT TOPIC: **PERIOD OF EMERGENCE**

No. of days: **35 days**

Reference/S: Language in Literature 7 (Vibal) ; Essential English 7

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day 1	• Describe Philippine literature in the Period of Emergence.					
Day 2	• Identify the distinguishing features of a revolutionary poem.					
Day 3-4	• Identify the sound devices found in a poem.					
	• Define each sound device found in a poem.					
	• Explain how the elements of poetry contribute to its theme.					
Day 5	• Deepen: Poetic Devices and Understanding Activities					
Day 6	• Define what connotation or shades of meaning of words is.					
	• Identify words with similar definitions but different connotations.					
Day 7-8	• Identify words/connectors that signal chronological, logical sequence.					
Day 9-10	• Describe what journal writing is.					
	• Identify types of journal writing.					
	• Compose journal writing.					
Day 11	• Use the universe of the text to activate one's schema.					
	• Identify the distinguishing features of a revolutionary short story					
Day 12	• Describe the characters of a short story.					
	• Analyze the plot of a short story.					
	• Determine the point of view used in a short story.					
	• Explain the literary devices used in a short story.					
Day 13	• Define what word collocation is.					
	• Identify collocations used in a selection.					
	• Create word collocations.					
Day 14	• Define what a panel discussion is.					
	• Identify the procedures and guidelines of a panel discussion.					
	• Listen to a panel discussion closely.					
Day 15	• Observe the procedures and guidelines of a panel discussion.					
	• Prepare information necessary to carry out a panel discussion.					
	• Express ideas, opinions, feelings and emotions to enrich the topic/theme of the panel discussion.					
Day 16-17	• Differentiate active from passive voice of the verb.					
	• Change an active voice to the passive voice of the verb and vice-versa.					
Day 18-19	• Describe what a travelogue is.					
	• Identify the parts and features of a travelogue.					
	• Compose a travelogue.					
Day 20	• Differentiate hyponymous from hypernymous words.					
	• Categorize words as hyponym or hypernym.					
Day 21-22	• Differentiate direct from reported speech.					
	• Change direct speech to indirect/reported speech and vice-versa.					
Day 23-24	• Describe what an anecdote is.					
	• Identify the parts and features of an anecdote.					
	• Compose an anecdote.					
Day 25	• Formulate predictions about the contents of the text.					
	• React to assertion made by the author in the text.					
	• Read an essay critically by explaining how a selection/essay may be influenced by culture, history, environment and other factors.					
Day 26-27	• Describe what an informal essay is.					
	• Identify the distinguishing features of essays during the Emergence Period in Philippine Literature.					
Day 28	• Identify words with part-whole relations.					
	• Construct sentences with words expressing part-whole relations.					
Day 29	• Determine when to use the past and the past perfect tenses of the verb.					
	• Use the past and past perfect tenses appropriately in varied contexts					
Day 30	• Execution, Presentation and Evaluation of Transfer Tasks					

Prepared by:

Checked by:

Approved by:

Miss Marrie Jay G. Javier

English Teacher

Miss Mary Jane A. Palattao

Assessment & Instruction Coordinator, BSCS

Miss Meddy L. Sanchez

School Principal, BSCS

LEGEND:

4 - I know (can do) it well enough to make connections that weren't taught.

3 - I know (can do) everything that was taught without making mistakes.

2 - I know (can do) all the easy parts, but I don't know (can't do) the harder parts.

1 - With help, I know (can do) some of what was taught.

0 - I don't know (can't do) any of it.



Blessed Sacrament Catholic School

S.Y. 2017 - 2018

BUDGET OF WORK IN HEALTH 4

QUARTER: 3rd

UNIT TOPIC: SUBSTANCE USE AND ABUSED

No. of days: 8

Reference/S: Enjoying Life Through MAPEH 4, Marissa C. Pascual, Irene Feliz S. Reyes, Ma Elvira M, Garcia, Ma. Mignon C. Artuz Phoenix Publishing House © 2016

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice. See the description below as your guide.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
DAY 1-2	<ul style="list-style-type: none">– I can describe uses of medicines.– I can define prescription medicine.– I can define non-prescription medicine.– I can identify forms of medicines.					
DAY 3-4	<ul style="list-style-type: none">– I can describe ways on how medicines are misused and abused.– I can describe the potential dangers with medicines– I can explain how to prevent misused and abused of medicine.					
DAY 5-6	<ul style="list-style-type: none">– I can describe the proper use of medicine.– I can identify family rules on medicines.– I can explain the importance of reading drug information and labels– I can explain other ways to ensure the proper use of medicines.– I can demonstrate ability to read and follow labels of common household medicines.					
DAY 7-8	PERFORMANCE TASK					

Prepared by:

Miss Marrie Jay G. Javier
HEALTH Teacher

Checked by:

Miss Mary Jane A. Palattao
Assessment & Instruction Coordinator, BSCS

Approved by:

Miss Meddy L. Sanchez
School Principal, BSCS

LEGEND:

- 4** - I know (can do) it well enough to make connections that weren't taught.
- 3** - I know (can do) everything that was taught without making mistakes.
- 2** - I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
- 2-** With help, I know (can do) some of what was taught.
- 0** - I don't know (can't do) any of it.