

1st Quarter
8th Grade-English

Topic: Noun (proper and common nouns, concrete, abstract, and collective)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
Week	Objectives	Students' Performance Indicators	SA	TA
1	Define what noun is.	✓ I can define what noun is.		
	Differentiate proper nouns from common nouns.	✓ I can identify proper and common nouns in sentences		
		✓ I can use proper and common nouns in sentences.		
	Identify, capitalize, and use proper nouns in sentences.	✓ I can Identify and capitalize proper nouns.		
		✓ I can use proper nouns in sentences correctly.		
	Define, identify, and use concrete, abstract, and collective in sentences correctly.	✓ I can define concrete, abstract, and collective nouns in sentences.		
		✓ I can identify concrete, abstract, and collective nouns in sentences.		
✓ I can use concrete, abstract, and collective nouns in sentences.				
Topic: Pronoun (Personal, Reflexive and Intensive, Demonstrative Pronouns)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
2	Understand and use the different types of personal pronouns (subject, object, possessive) in sentences correctly.	✓ I can understand and memorize the different types of personal pronouns.		
		✓ I can use the different types of pronouns in sentences correctly.		
	Identify and use reflexive and intensive pronouns in sentences correctly	✓ I can identify reflexive and intensive pronouns.		
		✓ I can use reflexive and intensive pronouns in sentences properly		
	Identify and use demonstrative pronouns in sentences properly.	✓ I know how to use demonstrative pronouns (this, that, these, those) in sentences.		
Topic: continuation of Pronoun (Indefinite, Relative, and Interrogative Pronouns)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
3	Objectives	Students' Performance Indicators	SA	TA
	Understand and use correct indefinite pronouns in sentences	✓ I can identify indefinite pronouns in sentences.		
		✓ I know how to make sentences using indefinite pronouns.		
	Define and use relative pronouns.	✓ I can define what relative pronoun is.		
		✓ I can use relative pronouns in sentences correctly.		

4	Topic: Adjective			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what adjective is.	✓ I can define what adjective is.		
	Identify and use correct types of adjectives (articles, Demonstrative, Proper) in sentences.	✓ I can identify the different types of adjective (articles, demonstrative, proper).		
		✓ I can use correct types of adjective in sentences.		
	Use correct degree of adjectives in sentences.	✓ I can use correct degrees of adjectives (comparative, superlative) in sentences.		
	Apply correct positions of adjectives in sentences.	✓ I can apply correct positions of adjective in sentences.		
5	Define and use relative pronouns.	✓ I can define what relative pronoun is.		
		✓ I can use relative pronouns in sentences correctly.		
	Topic: Verb (action verb, linking verb, main verb, transitive and intransitive verb)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what verb is.	✓ I can define what verb is.		
	Identify the types and forms of verbs (action verb, linking verb, main verb, transitive, and intransitive).	✓ I can identify the types and forms of verbs used in sentences.		
	Use correct verbs in sentences.	✓ I can use correct types of verbs in sentences.		

6	Topic: Adverb (time, place, manner, and frequency) and Preposition			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what adverb is.	✓ I can define what adverb is.		
	Understand, identify, and use different types of adverbs (time, manner, place, frequency) in sentences.	✓ I can understand and identify the different types of adverbs (time, manner, place, frequency).		
		✓ I can use different types of adverbs in sentences.		
	Apply correct positions of adverbs in sentences.	✓ I can apply correct positions of adverbs in sentences.		
	Define what preposition is.	✓ I can define what preposition is.		
7	Understand and identify different prepositions in sentences.	✓ I can understand and identify the different prepositions in sentences.		
	Use correct prepositions in sentences.	✓ I can use correct prepositions in sentences.		
	Topic: Conjunction (coordinating, correlative, and subordinating) and Interjection			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what Conjunction is.	✓ I can define what conjunction is.		
	Understand, identify, and use different types of conjunction (coordinating, correlative, subordinating) in sentences.	✓ I can understand and identify the different types of conjunction (coordinating, correlative, subordinating) in sentences.		
		✓ I can use different types of conjunction in sentences.		
	Define what interjection is.	✓ I can define what interjection is.		
	Apply different interjections in sentences	✓ I can use different interjections in sentences		

8	Topic: The Parts of a Sentence (subject and predicate) and Complements			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Identify the subject and predicate in sentences.	✓ I can identify the subject and predicate part of a sentences.		
	Understand and know how to make different types of sentences with correct punctuations.	✓ I can understand the different types of sentences.		
		✓ I know how to make sentences in different types with appropriate punctuations.		
	Identify the complements (direct and indirect object) in sentences.	✓ I can identify complements (direct/indirect object) in sentences.		
		✓ I can use complements (direct/indirect object) in sentences.		

End of 1st Quarter

2nd Quarter
8th Grade-English

	Topic: The Phrase and The Clause			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Week	Objectives	Students' Performance Indicators	SA	TA
1	Define what the phrase is.	✓ I can define what the phrase is.		
	Define what the clause is.	✓ I can define what the clause is.		
		✓ I can give examples of phrases and clauses.		
	Determine types of phrase.	✓ I can determine the types of phrase.		
		✓ I can give examples of the types of phrase.		
Topic: The Independent Clause and Subordinate Clause				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
2	Define an independent and dependent clause.	✓ I can define an independent and dependent clause.		
		✓ I can give examples of dependent and independent clause.		
	Identify independent and dependent clauses in sentences.	✓ I can identify independent clauses in sentences.		
	Use independent clauses in sentences.	✓ I can use independent clauses in sentences.		
	Use dependent clauses in sentences.	✓ I can use dependent clauses in sentences.		
Topic: Kind of Sentence Structure (The Simple Sentence)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
3	Objectives	Students' Performance Indicators	SA	TA
	Define what a simple sentence is.	✓ I can define what the simple sentence is.		
	Use the simple sentence correctly.	✓ I can use the simple sentence correctly.		
Topic: Kind of Sentence Structure (The Compound Sentence)				
4	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what a compound sentence is.	✓ I can define what the compound sentence is.		
	Use the simple sentences correctly.	✓ I can use the compound sentences correctly.		

5	Topic: Kind of Sentence Structure (The Compound Sentence)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what a compound sentence is.	✓ I can define what the compound sentence is.		
6	Use the compound sentences correctly.	✓ I can use the compound sentences correctly.		
	Topic: Kind of Sentence Structure (The Complex Sentence)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
7	Define what a complex sentence is.	✓ I can define what the complex sentence is.		
	Use the complex sentences correctly.	✓ I can use the complex sentences correctly.		
	Topic: Kind of Sentence Structure (The Compound-Complex Sentence)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
8	Objectives	Students' Performance Indicators	SA	TA
	Define what a compound-complex sentence is.	✓ I can define what the compound sentence is.		
	Use the compound-complex sentence correctly.	✓ I can use the compound-complex sentence correctly.		
	Topic: Subject-Verb Agreement			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Understand the position of a subject and a verb in sentences.	✓ I can understand the position of a subject and a verb in sentences.		
	Apply the rules of a subject and verb in sentences correctly.	✓ I can apply the rules of a subject and a verb in sentences correctly.		

End of 2nd Quarter

3rd Quarter 8th Grade-English

Topic: Using Verb Correctly Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
Week	Objectives	Students' Performance Indicators	SA	TA
1	Identify regular and irregular verbs.	✓ I can identify regular verbs.		
		✓ I can identify irregular verbs.		
	Familiarize forms of irregular verbs.	✓ I can give the correct past form of irregular verbs.		
		✓ I can give the correct past participle or irregular verbs.		
	Use correct forms of verbs in sentences.	✓ I can use correct forms of verbs in sentences.		
Topic: Tenses (Simple Present and Simple Present Continuous) Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
2	Define what simple present is.	✓ I can define what simple present is.		
	Use correct forms of simple present verbs in sentences.	✓ I can use correct forms of simple present verb in sentences.		
	Define what simple present continuous is.	✓ I can define what simple present continuous is.		
	Use correct forms of simple present continuous verbs in sentences.	✓ I can use correct forms of simple present continuous verbs in sentences.		
Topic: Tenses (Simple Past and Simple Past Continuous) Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
3	Objectives	Students' Performance Indicators	SA	TA
	Define what simple past is.	✓ I can define what simple past is.		
	Use correct forms of simple past verbs in sentences.	✓ I can use correct forms of simple past verb in sentences.		
	Define what simple past continuous is.	✓ I can define what simple past continuous is.		
	Use correct forms of simple past continuous verbs in sentences.	✓ I can use correct forms of simple past continuous verbs in sentences.		
Topic: Tenses (Simple Future and Simple Future Continuous) Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
4	Objectives	Students' Performance Indicators	SA	TA
	Define what simple future is.	✓ I can define what simple future is.		
	Use correct forms of simple future verbs in sentences.	✓ I can use correct forms of simple future verb in sentences.		

	Define what simple future continuous is.	✓ I can define what simple future continuous is.		
	Use correct forms of simple future continuous verbs in sentences.	✓ I can use correct forms of simple future continuous verbs in sentences.		
5	Topic: Tenses (Present Perfect and Present Perfect Continuous)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what present perfect is.	✓ I can define what present perfect is.		
	Use correct forms of present perfect verbs in sentences.	✓ I can use correct forms of present perfect verb in sentences.		
	Define what present perfect continuous is.	✓ I can define what present perfect continuous is.		
6	Use correct forms of present perfect continuous verbs in sentences.	✓ I can use correct forms of present perfect continuous verbs in sentences.		
	Topic: Active and Passive (Simple Present, Simple Present Continuous)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Change active form of the verbs into passive forms.	✓ I can change active form of the verbs into passive forms.		
	Use correct passive patterns.	✓ I can use correct passive patterns.		
7	Use correct past participle form of verbs.	✓ I can use correct past participle form of verbs.		
	Topic: Modifier (One-word modifier, Phrases used as modifiers, Clauses used as modifiers)			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Define what modifier is.	✓ I can define what modifier is.		
	Use correct placement of modifiers in sentences.	✓ I can use correct placement of modifiers in sentences.		
	Compare adjectives and adverbs.	✓ I can compare adjectives and adverbs.		
	Correct double negative in sentences.	✓ I can correct double negative in sentences.		

End of 3rd Quarter

4th Quarter
8th Grade-English

	Topic: Capitalization			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Week	Objectives	Students' Performance Indicators	SA	TA
1	Capitalize the first word in every sentence as well as proper nouns.	✓ I can capitalize the proper nouns in sentences.		
		✓ I can capitalize the first letter of the first word in sentences.		
	Differentiate proper nouns and common nouns	✓ I can identify proper nouns and common nouns used in sentences.		
		✓ I can capitalize geographical names, names of organizations, teams, institutions, and government bodies.		
Topic: Capitalization (continuation....)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
2	Capitalize proper nouns used in sentences.	✓ I can capitalize the names of historical events and periods, special events, calendar items, and holidays.		
		✓ I can capitalize the names of nationalities, races, and people.		
		✓ I can capitalize the names of businesses and the brand names of business products.		
		✓ I can capitalize the names of ships, trains, aircraft, and spacecraft.		
		✓ I can capitalize the names of buildings and other structures.		
		✓ Capitalize the names of monuments, memorials, and awards.		
		✓ Capitalize the names of planets. Stars. Constellations, and other heavenly bodies.		
Topic: Punctuation (periods, question marks, and exclamation points)				
Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.				
3	Objectives	Students' Performance Indicators	SA	TA
	Use correct end marks in sentences.	✓ I can use correct end marks (periods, question marks, exclamation points) in sentences.		

4	Topic: Commas, Semicolons, Colons			
	Standard 5: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Use commas, semicolons, and colons in sentences correctly.	✓ I can use commas to separate items in a series. ✓ I can use commas to separate two or more adjectives that come before a noun. ✓ I can use a comma before and, but, for, nor, or, so, or yet when it joins independent clauses in a compound sentence.		
5	Topic: Quotation marks, Apostrophes, Hyphen			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Use quotation marks to enclose a direct quotation-a person's exact words.	✓ I can use quotation marks to enclose a direct quotation.		
	Use apostrophes for singular and plural possessives.	✓ I can use apostrophes for singular and plural possessives.		
	Use a hyphen to divide a word at the end of a line.	✓ I can use a hyphen to divide a word at the end of a line.		
6	Topic: Spelling			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
	Apply spelling rules (ei, ie, spelling of plural nouns) in constructing sentences.	✓ I can apply spelling rules in constructing sentences.		
7	Topic: Review			
	Standard 1: Apply knowledge of language conventions (i.e., grammar, punctuations, and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
	Objectives	Students' Performance Indicators	SA	TA
		✓		
		✓		
		✓		
		✓		

End of 4th Quarter