Republic of the Philippines

Department of Education

19 JUN 2020

DepEd ORDER
No. 012, s. 2020

ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private School Heads
All Others Concerned

1. The COVID-19 pandemic poses challenges to various sectors, especially in responding to basic rights. With the physical distancing and community quarantine being among the measures to contain COVID-19, basic education is among the sectors heavily affected as schools and community learning centers are closed for physical conduct of classes.

2. In order to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the Department developed a **Basic Education Learning Continuity Plan (BE-LCP)**, a package of education interventions that will respond to basic education challenges brought about by COVID-19. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department.

3. The BE-LCP stands on the following principles:

   a. Protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19;

   b. Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;

   c. Facilitate the safe return of teaching and non-teaching personnel and learners to workplaces and schools/CLCs, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments;

   d. Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and

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e. Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Futures Thinking in Education.

Adoption of the BE-LCP

4. DepEd hereby adopts the enclosed BE-LCP, including its Annexes, as the overall framework to govern the School Year (SY) 2020-2021, unless sooner repealed, amended, or rescinded.

Adoption of the Most Essential Learning Competencies (MELCs)

5. The BE-LCP streamlines the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs), to be delivered in multiple learning modalities and platforms. The MELCs shall be used nationwide by field implementers for SY 2020-2021 only. The streamlining of the K to 12 Curriculum into the MELCs is an emergency measure to allow instruction amid challenging circumstances to focus on the most essential learning, and to ease the requirements for adapting classroom-based learning resource for distance learning.

6. DepEd emphasizes that the broader review of the K to 12 curriculum remains ongoing. The experience with MELCs for this school year will be used to inform and enrich the curriculum review. The Curriculum and Instruction Strand is directed to monitor the implementation of the MELCs and evaluate its effectiveness in consultation with the Regional Directors, with regular updates as well as a final report at the end of the school year to be submitted to the Secretary.

7. At the end of the school year, the Secretary shall convene the Curriculum Consultative Committee as provided in Section 6 of Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, to consider the results of the broader curriculum review and the lessons from the implementation of the MELCs, and recommend to DepEd the necessary refinements in the K to 12 Curriculum.

Creation of the Learning Resources and Platforms Committee

8. As part of the mechanisms for readiness for school opening on August 24, 2020, a **Learning Resources and Platforms Committee** is hereby created to ensure that appropriate learning resources of good quality are made available, and that the necessary platforms or technologies (printed, digital online and offline, television, and radio) are engaged or made available in a timely and efficient manner.

9. The **Learning Resources and Platforms Committee** shall have the following composition:

	NAME	DESIGNATION
Co-Chairpersons	Diosdado M. San Antonio	Undersecretary for Curriculum and Instruction
	Josephine G. Maribojoc	Undersecretary for Legal Affairs
Members	Nepomuceno A. Malaluan	Undersecretary and Chief of Staff of the Secretary
	Alain Del B. Pascua	Undersecretary for Administration
	Tonisito M.C. Umali, Esq.	Undersecretary for Legislative Affairs, Partnerships, and Project Management and Chairperson, Bids and Awards Committee III

	NAME	DESIGNATION
	Annalyn M. Sevilla	Undersecretary for Finance
	Jesus Lorenzo R. Mateo	Undersecretary for Planning, Human Resource and Organizational Development
	Revsee A. Escobedo	Undersecretary for Field Operations
	Salvador C. Malana III	Assistant Secretary for Procurement and Administration
	G.H. S. Ambat	Assistant Secretary for Alternative Learning System
	Alma Ruby C. Torio	Assistant Secretary for Curriculum and Instruction and Officer-In-Charge, Bureau of Learning Resources
	Jocelyn DR. Andaya	Director IV, Bureau of Curriculum Development, and President, Association of DepEd Directors
	Leila P. Areola	Director IV, Bureau of Learning Delivery
	Roger B. Masapol	Director IV, Planning Service
	Abram Y. Abanil	Director IV, Information and Communication Technology Service

10. The Committee shall have the following tasks:

a. Review and consolidate all major operational plans and proposals by internal units and external partners for the provision of learning resources and engagement of delivery platforms or technologies under the BE-LCP, for endorsement to the Secretary for final approval;

b. Harmonize inter-strand positions on various aspects of learning resources and delivery platforms to operationalize the BE-LCP, including content, quality assurance, legal, procurement, partnerships, finance, and governance aspects, for endorsement to the Secretary for final approval; and,

c. Perform such other functions as may be directed by the Secretary for the efficient and timely delivery of learning resources and engagement of delivery platforms.

11. The committee may engage the services of external consultants or resource persons to assist in addressing difficult or complex issues and concerns on learning resources and delivery platforms.

12. The committee shall form a secretariat composed of designated officers and personnel from various units, to provide technical and administrative support in the performance of its tasks.

13. The Committee is directed to convene for its first meeting within the week of June 22-26, 2020, and immediately report to the Secretary the results of its meeting and its next steps.

No Face-to-Face Classes Until Safe

14. DepEd is one with the President in his non-negotiable commitment for the health and safety of our learners, teachers, and staff. It is the first and most important principle

of our BE-LCP. However, the BE-LCP also emphasizes that learning opportunities to our students may be provided through blended distance learning modalities, until any prohibition by the DOH, the IATF, or the President for face-to-face learning in schools/CLCs is lifted or relaxed.

15. DepEd shall continue to monitor developments in the COVID-19 epidemiological picture and localized COVID-19 situation, to contribute to continuing discussions in the IATF, the Cabinet, or with the President, on the safety of reopening schools/CLCs for face-to-face classes.

Operationalization of All BE-LCP Components

16. Policies and guidelines shall be issued as may be necessary for the full operationalization of the different components of the Plan. Research priorities will also be aligned with the BE-LCP for SY 2020-2021. A monitoring and evaluation framework shall be formulated and conducted to assess the progress of implementation and inform succeeding decisions at all governance levels.

17. All Central Office Strands, Bureaus, Services, and Units, Regional Offices, Schools Division Offices (SDOs), and Schools/CLCs shall adjust and align their plans according to the BE–LCP for SY 2020-2021.

18. Upon recommendation by SDOs, after consultation with the schools under their respective jurisdictions, the Regional Directors shall decide on the learning delivery modalities deemed appropriate in the context of local conditions and consistent with the COVID-19 guidelines and regulations. The Regional Directors are directed to submit to the Office of the Secretary their contextualized LCP for their respective regions.

Effectivity

19. This Order shall take effect immediately upon publication in the DepEd website.

20. For more information, please contact the **Planning Service**, 2nd Floor, Alonzo Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at ps.od@deped.gov.ph or at telephone number (02) 8687-2744.

21. Immediate dissemination of and strict compliance with this Order are directed.

LEONOR MAGTOLIS BRIONES
Secretary

Encl/s:
As stated
Reference/s:
None

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DEPED-OSEC-433906

To be indicated in the Perpetual Index under the following subjects:

CLASSES	POLICY
CURRICULUM	PROGRAMS
ELEMENTARY EDUCATION	SECONDARY EDUCATION
LEARNERS	SCHOOLS
OFFICIALS	TEACHERS

JD, DO Adoption of the BE-LCP
June 18, 2020

(Enclosure to DepEd Order No. 012, s. 2020)

LEARNING OPPORTUNITIES SHALL BE AVAILABLE

The Basic Education Learning Continuity Plan in the Time of COVID-19

Department of Education

May 2020

SULONG EduKALIDAD

Table of Contents

Foreword……..2

Executive Summary……...3-6

I. **Introduction**……7-9

II. **Methodologies and Principles**……...9-11

III. **What the Data Tells Us**……11-26
- A. The Pre-COVID Baseline
- B. The Epidemiological Picture for the Incoming School Year
- C. DepEd's Readiness for Distance Learning

IV. **School Calendar and Activities**……..26-27

V. **Learning Strategies and Modalities**……..27-40
- A. Streamlining the K to 12 Curriculum into the Most Essential Learning Competencies
- B. Learning Delivery Modalities
- C. Learning Resources
- D. Strategies for K to 3
- E. Adaptations for Learners with Disabilities
- F. Assessment
- G. Alternative Learning System (ALS)
- H. Establishing a Committee for the Development, Acquisition, and Deployment of Learning Resources

VI. **Preparing our Teachers and School Leaders for Multiple Learning Delivery Modalities**……..40-41

VII. **Operationalizing the Learning Continuity Program**……42-59
- A. Required Health Standards
- B. Contextualizing Learning Strategies and Modalities in Regions
- C. *Brigada Eskwela* and *Oplan Balik Eskwela*
- D. Legal Context
- E. Finance
- F. Communications
- G. Monitoring and Evaluation

VIII. **Social, Economic, and Security Factors**……59-61

IX. **Anchoring on *Sulong Edukalidad* and Bridging into the Future**……61-64

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DEPED-OSEC-433906

Foreword

As Secretary of the Department of Education, I am proud to introduce our Basic Education Learning Continuity Plan in the time of COVID-19 (BE-LCP). This is the Department's response to the challenges posed by COVID-19 in the field of basic education. I have always maintained that education must continue, whatever the changes and even dangers we confront now and in the future.

Our Learning Continuity Plan is not the work of one person alone. It is truly an integrated output of the Department. BE-LCP is the result of consultations with partners and advisers, legislators, executives and directors, teachers, parents, learners, and the general public. All these contributions were integrated and harmonized by the Executive Committee and Management Committee under my direction and drafted by my Undersecretary and Chief of Staff.

In particular, BE-LCP is the result of inputs from different units and field offices of the Department; advice from the Philippine Forum for Inclusive Quality Basic Education or *Educ Forum*; counsel from the Chairpersons of the House and Senate Committees on Basic Education; an online survey of more than 700,000 respondents; and a survey of teachers' readiness for distance learning delivery.

BE-LCP covers the essential requirements of education in the time of COVID-19, e.g. most essential learning competencies, multiple learning delivery modalities for teachers, school leaders and learners, required health standards in schools and workplaces, and special activities like *Brigada Eskwela*, *Oplan Balik Eskwela*, and partnerships.

The academic school calendar for 2020-2021 is also included in this volume. We believe that many of the questions, which are raised by parents, teachers, and the public, will be answered by the publication of the calendar. Other important guidelines to fully operationalize the BE-LCP will be issued during plan implementation.

The Department is making BE-LCP available to all who have an interest in, and unfailing commitment to education. Even before COVID-19 unleashed its fury on the international community and the country, DepEd already saw the increasing role of technology in education. At the same time, it also saw the future beyond COVID-19. The Department realized the need to enrich the humanities in order to ensure that we will be nurturing and teaching humans, and not robots.

In conclusion, the Department thanks all who have contributed to the preparation of this volume. Together, let us face the challenges of the "new normal" with the virtues of the "old normal"—courage, faith, adventure, and discovery!

Professor Emeritus **Leonor Magtolis Briones**
Secretary of Education

Executive Summary

The global outbreak of the highly contagious new strain of coronavirus known as COVID-19, for which there is yet no vaccine, continues to pose unprecedented challenges. At this point, the biggest impact of COVID-19 arises from the need to practice stringent social or physical distancing to prevent or mitigate its spread. For the Department of Education (DepEd), this meant the cancellation of classes and other school activities for the remaining weeks of School Year (SY) 2019-2020, and that for SY 2020-2021, schools must find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19, while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department.

In the development of this Basic Education - Learning Continuity Plan (BE-LCP), inputs from different units and field offices of the Department, from the Philippine Forum for Inclusive Quality Basic Education or *Educ Forum*, and from the Chairpersons of the House and Senate Committees on Basic Education, Rep. Roman Romulo and Senator Sherwin Gatchalian, respectively, were gathered.

In the integration of inputs into the BE-LCP, the Office of the Secretary was guided by the following principles:

1. Protect the health, safety and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19;

2. Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;

3. Facilitate the safe return of teaching and nonteaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments;

4. Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and

5. Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Futures Thinking in Education.

In developing the BE-LCP, the Department analyzed data on basic education as well as the epidemiological picture for the incoming school year, to make informed decisions. It is in this light that DepEd has set the opening of SY 2020-2021 on August 24, 2020, allowing enough time to undertake the necessary preparations for the extraordinarily challenging school year.

The key elements of the learning strategies that shall operationalize the BE-LCP are the streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs), and allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning. To help learners, parents, and teachers implement these learning delivery modalities, Self-Learning Modules (SLMs) shall be made available in print and offline/online digital formats, for use this incoming school year. DepEd shall also tap the materials developed by various partners and entities such as Southeast Asian Ministers of Education Organization Center for Innovation and Technology (SEAMEO-INNOTECH), *BASA Pilipinas*, Knowledge Channel, Frontlearners Inc., and the Commission on Higher Education (CHED), among many others.

The learning outcomes in the form of knowledge, skills, attitudes, and values will be assessed through a portfolio/e-portfolio to include written works and performances (and products), whether hardcopy, softcopy or a combination of these, and through summative tests as conditions allow. The administration of national examinations shall continue amidst COVID-19.

To prepare our teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system, consistent with DepEd's professional development framework and professional standards, and the transformation of the National Educators Academy of the Philippines (NEAP). They will be introduced to learning delivery modalities that they can readily utilize depending on community context and be provided with tools and mechanisms to inform their decision-making. To ensure the seamless transition of learning activities into formats appropriate to platforms and learning delivery modalities they will adopt, capacity building will be implemented beginning in June until July 2020. Support mechanisms shall also be established to provide teachers and school leaders access to on-demand technical and administrative advice and guidance.

Adjustments will also apply to the Alternative Learning System (ALS).

In operationalizing the BE-LCP, required health standards shall be enforced to reduce vulnerability, transmission, contact, and duration of the infection. DepEd shall ensure readiness of school facilities, learners, teaching and non-teaching personnel, school administrators, and the community in time for the school opening in August.

The BE-LCP has been designed with a legal framework responsive to the "new normal", keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. The Department also reviewed and assessed the programs, projects, and activities outlined in the plan and their corresponding budgetary implications. The available program funds are being maximized, reprogrammed, or realigned to the programs, projects, and activities that shall require more funding support. However, there is still a need to provide substantial and additional financial resources from known and potential sources of funds.

Communications shall play a major role in implementing the BE-LCP with the appreciation and support of our key stakeholders. Communications efforts shall be directed by the Central Office to ensure unified branding while still being anchored on grassroots contexts to make them responsive to localized needs. Synergy and coordination with national government media channels (Presidential Communications Operations Office/PCOO, DOH and IATF) shall also be ensured. The setting up of new media platforms, formation of Crisis Communications Management Team, and development of Public Health Information Protocols shall be the focus of these efforts anchored on the core principles of being proactive, cooperative, responsive, and highly engaged with the multiple publics of the Department.

Finally, a Monitoring & Evaluation framework tailored to the needs of learners during this emergency has been adopted to further guide the Department in its implementation of the BE-LCP.

The decision to open classes on August 24, 2020 was made in consideration of socio-economic factors, such as the need to: 1) avoid prolonged school disruption, which is associated with a range of social risks for the youth; 2) encourage education-related economic activity; and 3) resume school-managed support systems such as the School-Based Feeding Program, among others. On the other hand, we also anticipate that differences in socio-economic status, indicated by internet access at home and by readiness to engage in blended or distance learning, will affect the quality of learning during the roll-out of this learning continuity plan, and DepEd must address and mitigate these.

The Department also faces a number of security factors in these times of uncertainty, including the need to address the climate of fear among students, teachers, parents, and other stakeholders, to strengthen coordination and cooperation at national and local levels, and to mobilize partnerships and its broad constituency for support. Mechanisms such as the DepEd Task Force COVID-19 for quick monitoring and response, and the reconfigured *Oplan Balik Eskwela* and *Brigada Eswkela*, have been put in place to address these security concerns.

With a learner-oriented framework, the reforms articulated in the BE-LCP are aligned with the four pillars of *Sulong Edukalidad*: K to 12 curriculum review and update; improving the learning environment; teachers' upskilling and reskilling; and engagement of stakeholders for support and collaboration. These pillars shall be implemented with emphasis on INNOVATION, AGILITY, and SYNERGY. *Sulong Edukalidad*, BE-LCP, and the futures of the Philippine education are united by our goals for and with every learner: agency and self-actualization, work readiness, and responsible citizenship. Thus, it is important that the BE-LCP shall be guided by life-long, life-wide, life-deep, and life-wise learning principles.

The BE-LCP lays down the direction for basic education in the coming school year. Implementation specifics will be embodied in appropriate guidelines, rules or directives, and operationalized through programs, projects and activities.

DepEd has historically demonstrated resilience in responding to adversities and in delivering its commitments and responsibilities. Nonetheless, the implementation of the BE-LCP will not be easy. It is also not a perfect plan, and operational complications can be expected along the way. Thus, we seek the understanding, support, and solidarity of our DepEd family and all our stakeholders, in the true spirit of unity, and *bayanihan* or mutual help.

I. Introduction

On December 31, 2019, the World Health Organization (WHO) China Country Office was informed of cases of pneumonia of unknown cause detected in Wuhan City, Hubei Province of China. The cause would later be determined as a new type or strain of coronavirus not previously detected in people. Coronavirus is named as such because of the crown-like spikes on their surface. On February 11, 2020, the International Committee on Taxonomy of Viruses (ICTV) named the new coronavirus as "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)." On the same day, WHO also announced the name of the disease caused by SARS-CoV-2 as Coronavirus Disease–2019, or COVID-19. In this document, we shall use the term COVID-19 to refer to both the virus and the disease.

WHO describes coronaviruses as a large family of viruses that can cause respiratory illness ranging from the common cold to more severe diseases. The most common symptoms of COVID-19 are fever, dry cough, and tiredness. Some patients may have aches and pains, nasal congestion, sore throat, or diarrhea. Based on the data from China, about 80 percent of patients experienced mild illness, 14 percent had severe disease, and five percent became critically ill. The cases also indicated that illness severity was associated with patients 60 years and older, as well as with patients that had other underlying illnesses or medical conditions.[1]

COVID-19 hit home on January 30, 2020 when WHO declared it a Public Health Emergency of International Concern, while the Department of Health (DOH) announced the first patient who tested positive for it here in the Philippines. Immediately on February 1, 2020, the Department of Education (DepEd) Secretary issued DepEd Memorandum (DM) No. 11, s. 2020, creating a Task Force for the management of the department's response to COVID-19[2].

COVID-19 is transmitted through the respiratory droplets expelled by an infected person when they cough, sneeze, or speak. These droplets can infect an exposed person through contact with the eyes, mouth, or nose, or when the exposed person touches a surface contaminated by the respiratory droplets of the infected person, and in turn touches their eyes, mouth, or nose. Transmission is mainly from symptomatic patients, but there is also evidence that the virus may be transmitted by an infected person at presymptomatic stage, meaning before symptoms develop. WHO reports that there has been no documented asymptomatic transmission, but this does not exclude the possibility that such may occur.[3]

[1] World Health Organization COVID-19 Situation Report – 41, March 1, 2020.
[2] At that time, it was still referred to as "Novel Coronavirus 2019".
[3] World Health Organization COVID-19 Situation Report – 73, April 2, 2020.

Because of the manner of transmission of COVID-19, practicing proper hand and respiratory hygiene at all times remains as the most important protective measures. Our learners have been familiar with these practices even before COVID-19, as they are included in regular classroom instruction as a general health precaution.

But the biggest impact of COVID-19 results from the need for stringent social or physical distancing, a key intervention that prevents or mitigates its spread. Among the characteristics of COVID-19 that necessitate more than the basic hand and respiratory hygiene are:

- As a "novel" or new coronavirus, humanity has yet to develop a natural immunity to it, and a vaccine will still take time to develop and make available;

- While it is not as deadly as the Severe Acute Respiratory Syndrome or SARS[4], it is more contagious as shown by the rapid growth of infection at the national and global level, and can still be fatal especially for the elderly and those with other underlying illnesses; and

- Because it is highly contagious, it presents serious challenges to the public health system in terms of detection, isolation, and treatment.

The initial government response to suspend classes, and later to impose community quarantine, disrupted classes first in the National Capital Region (NCR) beginning March 14, 2020, and later in the rest of Luzon and other localities outside Luzon.

While we were fortunate that the March class suspensions happened at the tail-end of the school year, the situation for the incoming school year will be much different. We now face uncertainties on whether schools will be allowed to open, and under what conditions.

In this time of threat, challenges, and uncertainties brought about by COVID-19, the directive of DepEd Secretary Leonor Magtolis Briones is to ensure the health, safety and welfare of all learners, teachers, and personnel of the department, while also finding ways for learning to continue.

This Basic Education Learning Continuity Plan (BE-LCP) responds to the directive of the Secretary and provides guidance to the department on how to deliver education in this time of crisis.

[4] Severe Acute Respiratory Syndrome or SARS is the disease caused by the SARS coronavirus (SARS-CoV), to which the COVID-19 virus is genetically related. SARS first infected humans in Guangdong, China in 2002, and led to an outbreak affecting 26 countries with more than 8,000 recorded cases by 2003.

The BE-LCP lays down the direction for basic education in the coming school year. Implementation specifics will be embodied in appropriate guidelines, rules, or directives, and operationalized through programs, projects and activities.

Implementing the BE-LCP will not be easy. It is also not a perfect plan and operational complications can be expected along the way. Thus, we seek the understanding, support, and solidarity of our DepEd family and all our stakeholders in the true spirit of unity and *bayanihan* or mutual help.

II. Methodologies and Principles

DepEd embarked on the development of the BE-LCP to enable learners of basic education to continue learning, and for teachers to be able to deliver instruction in a safe work and learning environment amid the threat of COVID-19. The inputs of the different strands through their lead Undersecretaries and Assistant Secretaries, and of the different regions through their Regional Directors (RDs), were submitted to the Office of the Secretary (OSEC). In addition, the Philippine Forum for Inclusive Quality Basic Education or *Educ Forum*[5] conducted consultations to generate their collective inputs. There was also a consultative meeting between members of the DepEd Executive Committee (ExeCom) and the chairpersons of the House and Senate Committees on Basic Education, Rep. Roman Romulo and Senator Sherwin Gatchalian, respectively. The process leveraged the internal talents and expertise of DepEd officials and personnel, as well as the expertise, rich experience, and resources of partners.

Within DepEd, the Curriculum and Instruction strand led by Undersecretary Diosdado San Antonio, the Administration strand (which is in charge of the DepEd Task Force on COVID-19) led by Undersecretary Alain Del Pascua, and the Planning strand led by Undersecretary Jesus Lorenzo Mateo, submitted major inputs. The RDs, through their inputs, emphasized the ground realities to be considered. Further consultations with RDs will be undertaken by Undersecretary Revsee Escobedo. The Finance strand led by Undersecretary Annalyn Sevilla, Legal strand led by Undersecretary Josephine Maribojoc, *Brigada Eskwela* led by Undersecretary Tonisito Umali, and the Alternative Learning System (ALS) led by Assistant Secretary G.H. Ambat also submitted inputs. A number of Central Office (CO) Directors gave direct inputs.

[5] The *Philippine Forum for Inclusive Quality Basic Education*, or *Educ Forum*, is a formation convened by DepEd consisting of DepEd and other government agencies relevant to basic education reform, and education partners including civil society organizations, education sector organizations, organizations and foundations coming from the private sector, and bilateral agencies and multilateral organizations. Educ Forum is a platform for consultation, collaborative research and analysis, and high-level advice to strategic basic education policy, planning and programming.

For its part, the *Educ Forum* members, after a meeting on April 13, 2020, organized themselves into five Sub-Groups for focused discussions (See **Table 1**. Sub-Group Themes). The *Educ Forum* expanded the participation in the sub-groups, to include interested non-*Educ Forum* members. (See **Annex "A"** for participating organizations and individuals in the Sub-Groups.) The *Educ Forum* submitted its consolidated inputs to OSEC on April 27, 2020.

Table 1. *Educ Forum* Sub-Group Themes.

Sub-Groups Themes	Objectives
Sub-Group 1: Data Analytics	Responsible for identifying and analyzing data and information that will be relevant in assessing the capacity of the basic education system, and the appropriate targeting of learners, teachers and school leaders, for the continuing delivery of learning in the context of the constraints and opportunities presented by COVID-19.
Sub-Group 2: Learning Strategies and Modalities	Responsible for identifying feasible and practical learning strategies and learning delivery modalities in the context of COVID 19.
Sub-Group 3: Capacity of Teachers and School Leaders	Responsible for assessing and identifying critical and timely interventions for capacitating teachers and school leaders in managing and facilitating learning through various learning delivery modalities and learning resources.
Sub-Group 4: Operational Plan	Responsible for identifying the operational plan and needs at various governance levels to implement the Learning Continuity Plan.
Sub-Group 5: Bridging to *Sulong EduKalidad*	Responsible for bridging and integrating the short term response with the medium and longer term education agenda for accessible quality education, within the framework of *Sulong EduKalidad*.

The task of consolidating all inputs into the BE-LECP was undertaken by OSEC, under the direction of the Secretary. The operational execution and integrative writing of the consolidation was led by Undersecretary Nepomuceno Malaluan as the Secretary's Chief of Staff, assisted by his team and in collaboration with the Planning Service led by Director Roger Masapol.

While the BE-LCP was being consolidated, updates were presented in several meetings of the ExeCom[6] and the Management Committee (ManCom)[7], where specific elements of the outline of the BE-ELCP were discussed. There is also an ongoing process for consolidating the needed budgetary adjustments arising from the BE-LCP. This process is led jointly by Undersecretary Annalyn Sevilla and Undersecretary Mateo, with the support of the Budget Hearing–Technical Working Group.

[6] The Executive Committee or ExeCom of DepEd consists of the Secretary and all Undersecretaries and Assistant Secretaries.

[7] The Management Committee or ManCom includes the Execom, all Central Office Bureau and Service Directors, and all Regional Directors of DepEd.

While all submitted inputs are supported by their respective data, relevant past studies, discussions, and experience of the contributors, OSEC also supplied further information based on documents from various inter-agency processes relating to COVID-19, discussions in the ExeCom and ManCom meetings, and research.

In consolidating the inputs, we were guided by principles flowing from the directive of the Secretary, the objectives identified by the Response Plan of the Administration strand, overall government policies, and the reform agenda embodied under *Sulong EduKalidad*. These principles are:

1. Protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19;

2. Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;

3. Facilitate the safe return of teaching and non-teaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the DOH and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments;

4. Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and

5. Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Futures Thinking in Education.

III. What the Data Tell Us

The Pre-COVID Baseline. In the time of COVID-19, the concern over basic education lies in the magnitude of moving and congregating learners, teachers, and education personnel nationwide.

Based on the enrollment in the recently concluded School Year (SY) 2019-2020, basic education has a total enrollment of 27,770,263 learners from Kindergarten to Grade 12. Excluding the 21,786 enrollees in Philippine Schools Overseas (PSOs), it comes to a total of 27,748,477 learners in the country, of which 22,572,923 are accounted for by DepEd

schools. (See **Table 2**: Total Enrollment in K to 12, SY 2019-2020.) The breakdown of the enrollment in formal basic education by regions is shown in **Table 3**.

Table 2: Total Enrollment in K to 12, SY 2019-2020

Sector	Kindergarten	Elementary	Junior High School (JHS)	Senior High School (SHS)	Total	% Share
Public	1,791,076	12,010,674	7,004,355	1,766,818	22,572,923	81.28%
Private	250,811	1,256,476	1,439,507	1,357,882	4,304,676	15.50%
SUC/LUC	1,088	9,109	53,107	67,702	131,006	0.47%
PSO	1,770	11,702	6,681	1,633	21,786	0.08%
Total Formal	2,044,745	13,287,961	8,503,650	3,194,035	27,030,391	
Alternative Learning System (ALS)					739,872	2.66%
GRAND TOTAL					27,770,263	

Source: DepEd

Table 3. Regional Distribution of Enrollment in Formal K to 12, Public and Private, SY 2019-2020

Regions	Enrollment		
	Male	Female	Total
Region I	665,095	625,976	1,291,071
Region II	457,377	439,125	896,502
Region III	1,490,979	1,424,475	2,915,454
Region IV-A	1,958,258	1,875,022	3,833,280
Region IV-B	453,606	434,553	888,159
Region V	913,745	872,011	1,785,756
Region VI	1,049,509	996,572	2,046,081
Region VII	1,061,361	1,022,160	2,083,521
Region VIII	643,668	617,642	1,261,310
Region IX	524,819	515,105	1,039,924
Region X	665,911	645,346	1,311,257
Region XI	687,019	671,807	1,358,826
Region XII	642,492	630,942	1,273,434
CARAGA	397,768	379,087	776,855
BARMM	430,564	460,421	890,985
CAR	223,896	215,999	439,895
NCR	1,478,928	1,437,367	2,916,295
Grand Total	**13,744,995**	**13,263,610**	**27,008,605**

Source: DepEd

In addition to the learners, the DepEd employs over 900,000 regular personnel, of which more than 800,000 are teachers. There are also about 10,000 contract of service personnel in the various offices of DepEd nationwide. To this, we add some 300,000 private school teachers and personnel. (See **Tables 4, 5 and 6**)

Thus, in all, basic education directly accounts for nearly 30 million learners, teachers, and personnel, not counting the ancillary services supporting the education

system including transport, food, and other services. This 30-million figure represents about 27.8 percent of the estimated 108 million current Philippine population and is 20 percent higher than the total number of people employed in the services sector, the biggest employer of the country's labor force.

Table 4. Total Regular Employees of DepEd, as of April 2020.

Office	Teaching Position			Teaching- Related			Non-Teaching Position			Authorized Personnel Total		
	Filled	Unfilled	Total	Filled	Unfilled	Total	Filled	Unfilled	Total	Filled	Unfilled	Total
Central Office							880	398	1,278	880	398	1,278
Region I	45,233	1,241	46,474	3,312	474	3,786	4,057	467	4,524	52,602	2,182	54,784
Region II	32,123	974	33,097	2,255	229	2,484	2,660	646	3,306	37,038	1,849	38,887
Region III	83,320	2,775	86,095	4,828	773	5,601	5,147	973	6,120	93,295	4,521	97,816
Region IV-A	94,931	6,940	101,871	3,753	1,261	5,014	4,999	1,133	6,132	103,683	9,334	113,017
Region IV-B	31,280	1,656	32,936	2,090	386	2,476	2,101	488	2,589	35,471	2,530	38,001
Region V	62,409	3,206	65,615	3,290	648	3,938	4,171	963	5,134	69,870	4,817	74,687
Region VI	69,248	2,541	71,789	3,782	765	4,547	4,604	1,290	5,894	77,634	4,596	82,230
Region VII	65,852	4,022	69,874	2,917	787	3,704	3,904	1,043	4,947	72,673	5,852	78,525
Region VIII	50,324	1,957	52,281	3,101	563	3,664	3,469	832	4,301	56,894	3,352	60,246
Region IX	36,308	1,177	37,485	2,560	280	2,840	2,000	292	2,292	40,868	1,749	42,617
Region X	39,962	2,378	42,340	2,162	337	2,499	2,867	962	3,829	44,991	3,677	48,668
Region XI	41,084	2,472	43,556	1,868	493	2,361	2,362	462	2,824	45,314	3,427	48,741
Region XII	40,717	1,072	41,789	1,907	431	2,338	2,484	316	2,800	45,108	1,819	46,927
Region XIII	28,444	826	29,270	1,826	296	2,122	2,400	528	2,928	32,670	1,650	34,320
CAR	16,428	509	16,937	1,300	114	1,414	1,995	373	2,368	19,723	996	20,719
NCR	68,294	7,764	76,058	2,178	900	3,078	3,439	1,622	5,061	73,911	10,286	84,197
Total	805,957	41,510	847,467	43,129	8,737	51,866	53,539	12,788	66,327	902,625	63,035	965,660

Source: DepEd

Table 5. DepEd Contract of Service Personnel, as of April 2020.

Region	No. of COS/JO
Region I	826
Region II	593
Region III	703
Region IV-A	2,166
Region IV- B	320
Region V	1,846
Region VI	166
Region VII	315
Region VIII	239
Region IX	81
Region X	286
Region XI	276
Region XII	996
Region XIII	370
CAR	105
NCR	88
Central Office	1,050
TOTAL	10,426

Source: DepEd

Table 6. Private School Teachers and Personnel, 2019.

Level	Teaching	Teaching-Related	Non-Teaching
Elementary	72,035	4,409	5,638
Secondary	158,476	9,699	12,403
SHS	32,920	2,015	2,576
Total	263, 430	16,123	20,617
Grand Total	300,170		

Source: Private Sector Assistance Committee (PEAC)

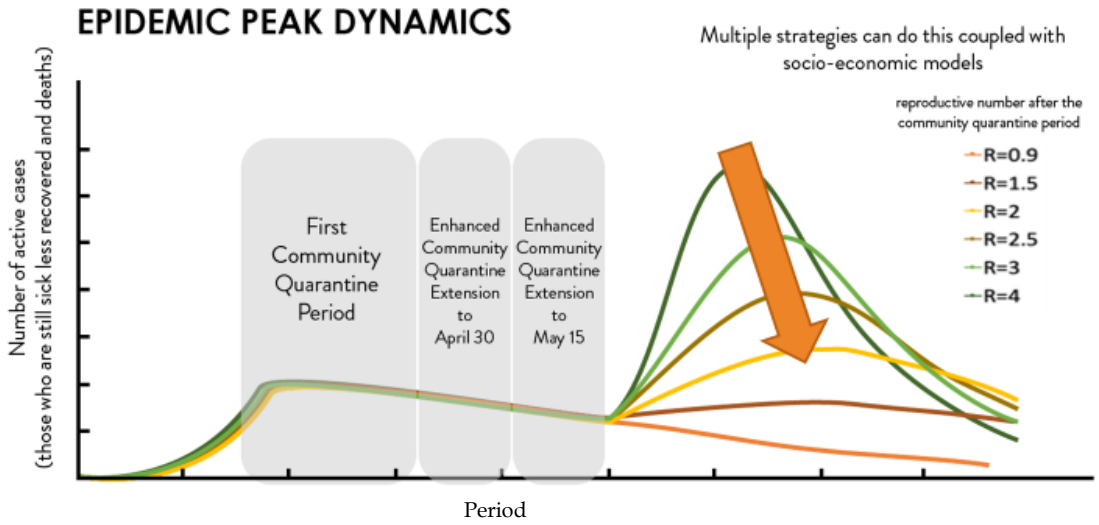
The Epidemiological Picture for the Incoming School Year. Since WHO declared COVID-19 a public health emergency of international concern, the government has acted decisively to contain its spread through various measures such as restrictions on international travel, managed repatriation of Filipinos from COVID-19 affected countries, declaration of state of public health emergency throughout the country, imposition of health standards and community quarantine, improvement in the health system capacity, effective enforcement, and provision of social amelioration to economically vulnerable households.

The most important measure by far was the imposition of an enhanced community quarantine (ECQ) over Luzon involving strict home quarantine for all households, suspension of public transportation, and suspension of business operations except those providing basic necessities and other expressly exempted activities. The ECQ was

initially imposed for 28 days from March 17 to April 13, extended up to April 30, and imposed in identified high risk areas in Luzon, Visayas, and Mindanao, with the areas not on ECQ placed under General Community Quarantine (GCQ) until May 15.

The ECQ intended to slow down or contain the outbreak while buying time for the health system to improve its capacity for containment and management of COVID-19 post-ECQ. This is illustrated in **Figure 1**, which is borrowed and modified from an undated PowerPoint presentation titled "COVID-19 Estimates for Philippine Provinces and Highly-Urbanized Cities" by the Bioinformatics and Modeling Group of the University of the Philippines COVID-19 Pandemic Response Team. As shown, the imposition of the ECQ brings the infection trajectory to a downward slope. However, the ECQ cannot go on indefinitely until full containment given the huge economic and social costs of its imposition. During this period of the ECQ, the government can undertake measures to improve the health system's capacity and to allow all sectors to put in place the required health standards that can bring down the epidemic peak level, or what is now commonly referred to as "flattening the curve," for when ECQ is relaxed or lifted.

Figure 1



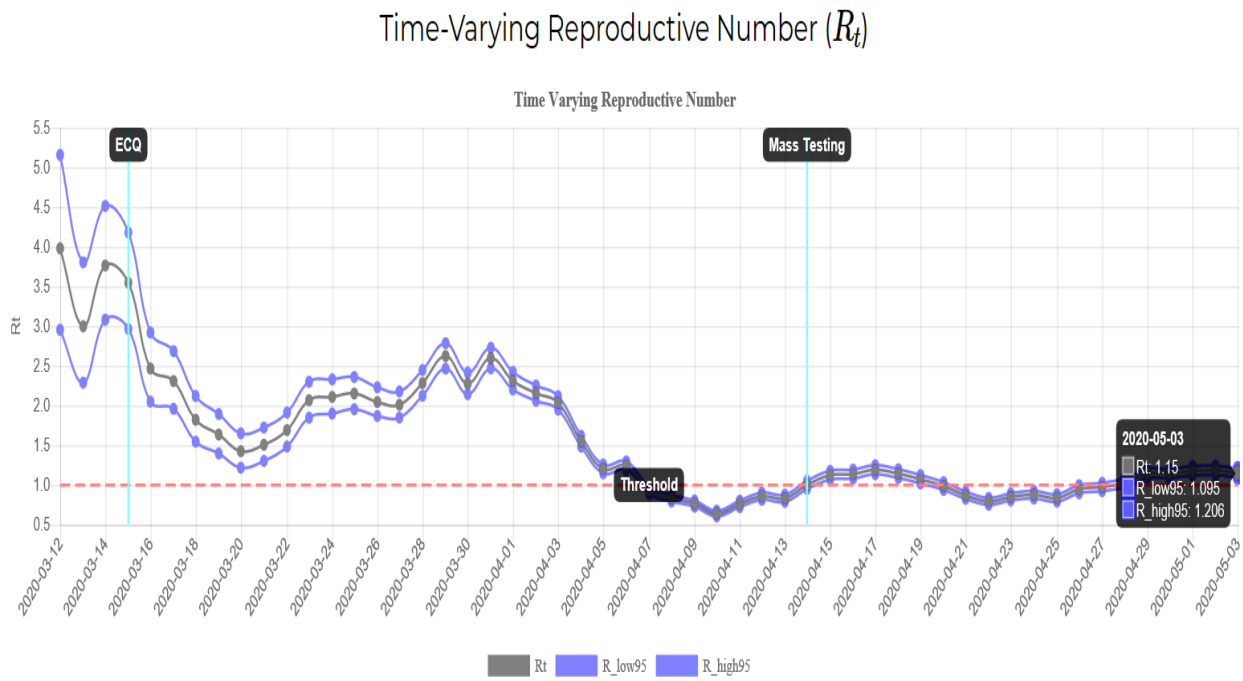
Note: Lifted with modification to reflect the ECQ extensions, from an undated PowerPoint presentation by the Bioinformatics and Modeling Group of the University of the Philippines COVID-19 Pandemic Response Team titled "COVID-19 Estimates for Philippine Provinces and Highly-Urbanized Cities".

There is evidence of the positive impact of the ECQ on containing the outbreak. The *Leading Evidence-based Actions through Data Science (LEADS) for Health Security and Resilience*, a consortium of professionals from the academe, civil society, and the private sector[8] doing data science and analytics on COVID-19 in the Philippines, has provided a chart (**Figure 2**) showing declining estimates of the time-varying reproduction number

[8] See http://covid19.psphp.org/#whoWeare.

(R_t) of the COVID-19 infection. The time-varying reproduction number measures, at a particular point in time, the average number of secondary cases that each infected individual can infect at the prevailing conditions at that particular point in time. Pre-ECQ, the estimated R_t ranged between 3 to 4, but this has gone down to an estimated 1.15 as of May 3, 2020.

Figure 2.



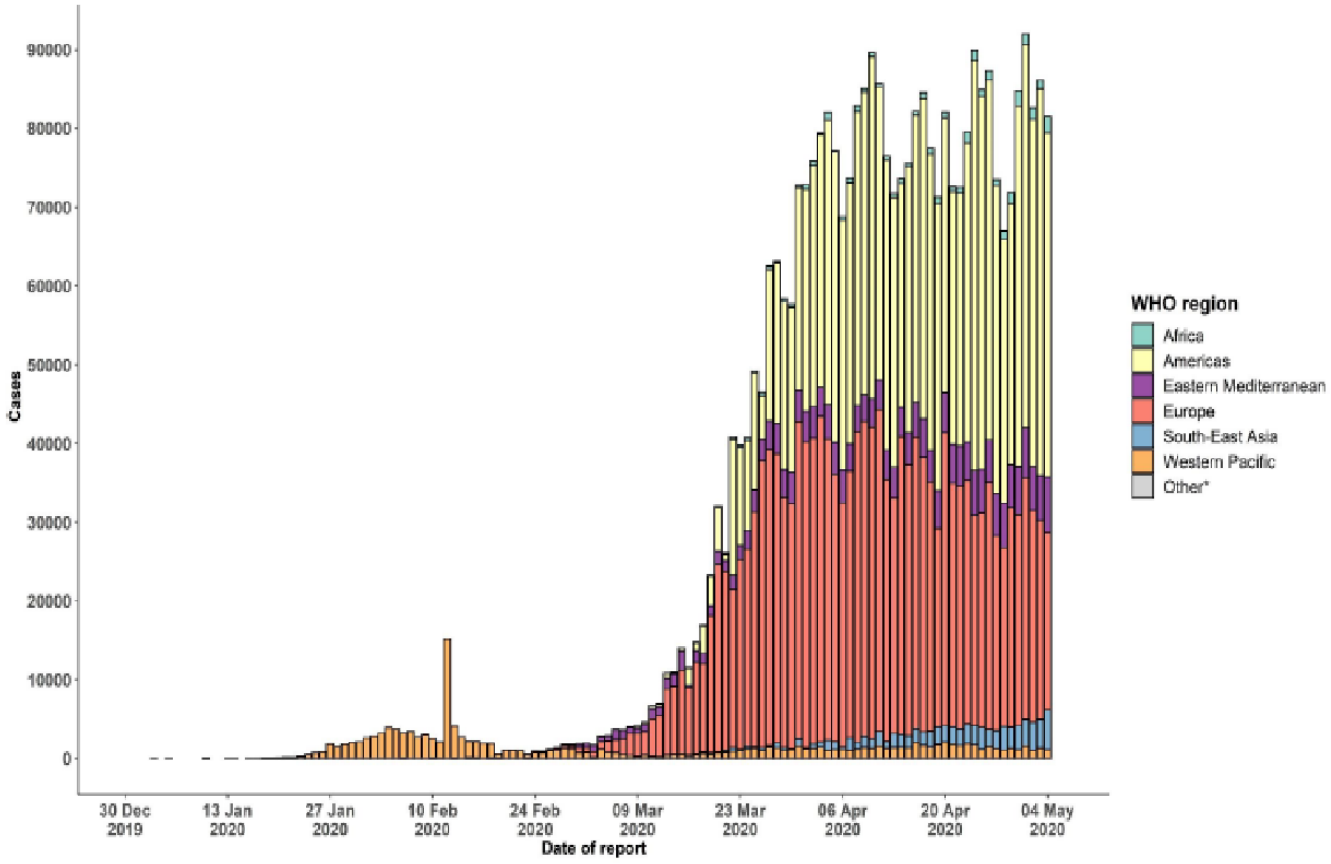
Source: Lifted from LEADS for Health Security and Resilience, at http://covid19.psphp.org/?page=tsr#timeVarying

Still, the question for basic education is what happens beyond the current ECQ period ending on May 15, 2020. What is the epidemiological picture that we are looking at, to allow us to make informed plans and decisions for the incoming school year, which usually starts on the first Monday of June?

There are two aspects of the COVID-19 epidemiological picture that are of interest to DepEd in relation to school operations and school opening. The first is the general epidemiological projections that will enable DepEd to ascertain scenarios to prepare for. The second is the specific risk factors for infection among school-aged children, especially in a school setting, that will enable DepEd to come up with sector-specific, evidence-based risk assessment and risk-mitigation and response measures.

Available general epidemiological projections[9] point to the reality that COVID-19 is not yet fully contained. In **Figure 2**, the lifting or relaxation of ECQ will represent a big change in conditions that will expectedly raise R_t again. Its containment will then depend on the ability to detect and isolate infected individuals, and on other measures that will mitigate exposure to an infected person. Even if we are able to contain COVID-19 in the country, the pandemic is still on globally, and can be reintroduced from outside. (**See Figure 3 on pandemic**) Thus, outbreak resurgence remains possible.

Figure 3. Number of confirmed COVID-19 cases by date of report and WHO region, 30 December 2019 through 5 May 2020



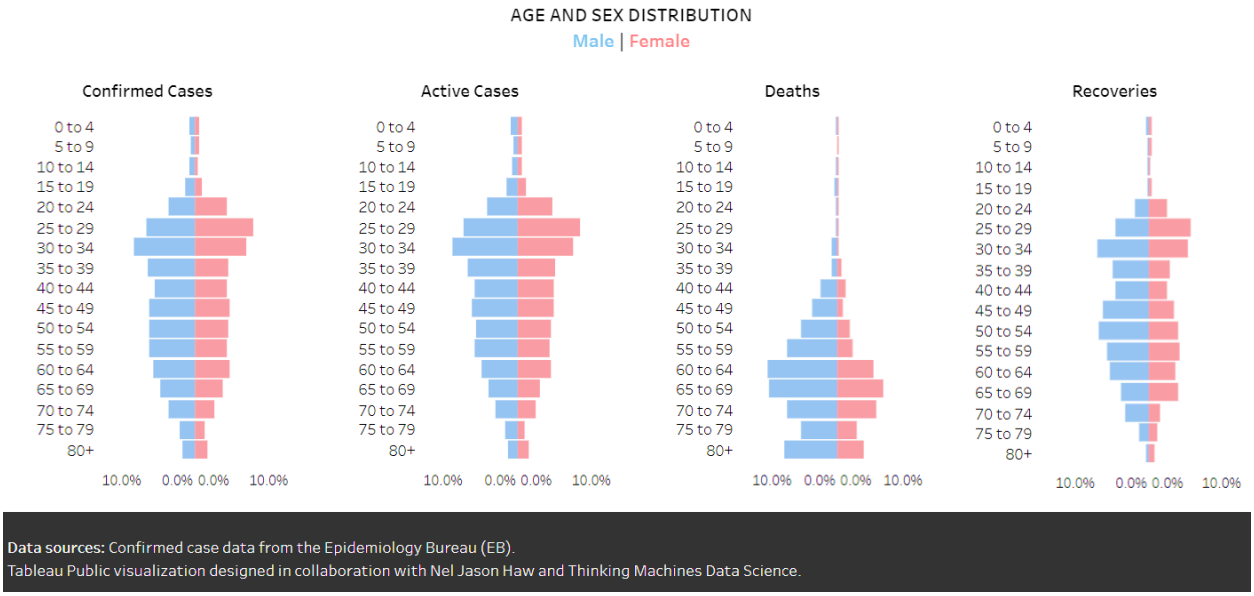
Source: Lifted from WHO COVID-19 Situation Report – 106

With respect to specific risk factors for infection among school-aged children in the school setting, we have no current basis in the Philippines since classes were suspended at the early stages of the local transmission. However, the incidence of

[9] By their nature, models will have their respective assumptions, input parameters, and unknowns, so that projections will generally vary in terms of forecast magnitude and periods of the epidemic peak. While there remain uncertainties and divergences with respect to what will actually unfold, they nonetheless provide us with evidence-based ideas of what the possibilities are.

confirmed cases among the basic education school ages (5 to 17 years old) is low relative to the older age groups, as shown in **Figure 4**.

Figure 4. Age and Sex Distribution of Confirmed COVID-19 Case in the Philippines, data as of May 5, 2020



Source: Lifted from DOH COVID-19 Tracker, https://www.doh.gov.ph/covid19tracker downloaded on May 5, 2020.

This is confirmed by the summary of evidence on infectiousness of COVID-19 in children, as contained in a Briefing Note by the Health Operations and Technical Expertise of the WHO Western Pacific Region. We quote the summary verbatim:

> "● A systematic review of 45 papers published by March 18 2020 found that children have only accounted for one to five percent of all cases.
>
> - 90 percent of cases had symptomatic, mild or moderate disease. Median recovery time is also shorter than in adults.
>
> - One 10-month-old child and one 14-year-old child have been reported to have died in China. No additional deaths in this age group have been reported in more recent reports.
>
> - No deaths in children had been reported in Italy or the US at the time of publication.
>
> ● Of 366 children hospitalized in January in Central Wuhan, only six (1.6 percent) tested positive for SARS-CoV-2. Median age was three years, and all recovered.

> ● Another study from China found that only five percent of all cases reported were in children aged one to 16 years (median age of eight years). Twenty-eight (28) percent of the patients were asymptomatic and 47 percent only displayed mild symptoms. There were no deaths in this age group. The mode of transmission in 89 percent of the cases were from close family contact."

Among the studies often put forward by comparison in relation to infectious transmission among children in a school setting are studies relating to influenza. However, in a publication by the Center for Health Security of the Johns Hopkins Bloomberg School of Public Health, titled "Public Health Principles for a Phased Reopening During COVID-19: Guidance for Governors", it is observed that:

> "However, it is still not known what role children play in the transmission of SARS-CoV-2. For other viral illnesses, like influenza, children are drivers of transmission. Early and prolonged school closures have been shown to reduce overall community transmission of influenza. There has been some evidence that COVID-19 produces more mild illness in children and therefore it may be less likely to be detected than in adults. However, without more conclusive evidence, it is difficult to quantify the role of children in propagating COVID-19 to other students, their family members, teachers, and school staff."

The role children play in transmission in the school setting needs further study, but DepEd acknowledges the high volume of contact and high degree of contact intensity in the school setting. Add to this the magnitude of the population directly covered by the sector, and the opening of schools become a potential hotspot for transmission and a public health concern in general.

Thus, DepEd adheres to the position of "Closure of schools or use of alternative learning modalities (e.g., online/distance learning)" in the Risk Severity Grading and Risk-based Public Health Standards provided by DOH in its Administrative Order No. 2020-0015, dated April 27, 2020, with the subject *Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation*. The risk severity grading has been applied by Executive Order (EO) No. 112[10], issued by the President on April 30, 2020, in the classification of cities, provinces, and regions in the country.

[10] EO 112 dated April 30, 2020 is titled *Imposing an Enhanced Community Quarantine in High-Risk Geographic Areas of the Philippines and a General Community Quarantine in the Rest of the Country from 01 May to 15 May 2020, Adopting the Omnibus Guidelines on the Implementation Thereof, and for Other Purposes*

The DOH Risk Severity Grading is divided into Low, Moderate, and High based on a classification tool that takes into account the case doubling rate and critical care utilization rate. For Moderate and High severity gradings, schools are required to remain closed. For Low Risk severity grading, closure of schools is "Can Do," or optional. We take it that the option will be exercised by DepEd, based on its risk assessment and feasibility of risk mitigation and response measures. (See **Table 7**.)

Another Public Health Standard in the DOH administrative order is physical distancing. It is indicated as mandatory for all risk severity levels. DepEd would need to reduce our class size to 15 to 20 learners per classroom from the present 30 to 40 learners per classroom to meet this requirement.

In summary, we see the epidemiological picture combined with the direction of national response to be as follows for basic education beyond May 15:

1. Full containment is not yet attained, given the Philippine projections and the fact that the pandemic is still raging.

2. School closures or use of learning delivery modalities will remain mandatory in areas categorized as Moderate and High Risk based on DOH risk severity grading. However, the IATF and the Office of the President may make a more aggressive mobility restriction, such as in EO 112 which imposed a General Community Quarantine in all Low and Moderate risk areas, with physical classes suspended.

3. In Low Risk areas where schools may be allowed to open, physical distancing will still be required, resulting in an adjustment in class size.

4. Low Risk areas may experience an outbreak resurgence anytime, requiring closure of schools or use of alternative learning delivery modalities.

Table 7. DOH Risk Severity Grading and Risk-based Public Health Standards

Intervention	Risk Severity[1] Based on Classification Tool		
	Low	Moderate	High
OBJECTIVE NO. 1 Increase Physical and Mental Resilience			
Respiratory Hygiene and Cough Etiquette	Must Do	Must Do	Must Do
Promote Mental Health	Must Do	Must Do	Must Do
Reduce exposure of vulnerable individuals (e.g., senior citizens, individuals with underlying health conditions) to prevent infection	Can Do	Must Do	Must Do
Provision of support for essential workforce (ex: financial, lodging, shuttle, food,etc.)	Can Do	Must Do	Must Do
Provision of support for vulnerable groups (ex. Social Amelioration Programs, Food Assistance)	Can Do	Must Do	Must Do
OBJECTIVE NO. 2 Reduce Transmission			
Personal Hygiene (e.g. handwashing with soap and water, sanitizing with hand disinfectants, etc.)	Must Do	Must Do	Must Do
Environmental Hygiene (e.g. disinfecting surfaces and objects)	Must Do	Must Do	Must Do
Use of PPE and other medical-grade protective apparel	Can Do	Must Do	Must Do
OBJECTIVE NO.3 Reduce Contact			
Physical Distancing	Must Do	Must Do	Must Do
Modified Work Structures and Schedules, and alternative work arrangements	Can Do	Must Do	Must Do
Limitation on non-essential Travel	Can Do	Must Do	Must Do
Limitation of non-essential Services	Can Do	Can Do	Must Do
Restriction on Mass Gatherings	Can Do (50 individuals max)	Can Do (10 individuals max)	Must Do
Closure of Schools OR use of alternative learning modalities (e.g., online/distance learning)	Can Do	Must Do	Must Do
OBJECTIVE NO.4 Reduce Duration of Infection			
Detection and isolation of Symptomatic Individuals (e.g. temperature scanning at entry points, symptom monitoring, etc.)	Must Do	Must Do	Must Do

Source: DOH AO 2020-0015

DepEd's Readiness for Distance Learning. Given the epidemiological picture, the direction of overall government response, and the directive of the Secretary to find ways for learning to continue in a safe and healthy environment amid COVID-19, it is clear that distance learning will be a key modality of learning delivery in the incoming school year.

Technology solutions are very important in distance learning. Online platforms are regarded to be the most advanced because of its ability to facilitate various interactive and remote activities and carry a broad range of content to a connected community.

On this aspect, one obvious limitation lies in the current stage of development of the Information and Communications Technology (ICT) infrastructure. In the Global Connectivity Index published by Huawei, which annually ranks 79 nations based on factors including ICT investment, ICT maturity, and digital economic performance, the Philippines ranked 59th and is categorized as a "Starter." Meanwhile, on the side of the end-user there is the question of access to the platform and the availability of the appropriate gadgets.

Within the public school system, there are 1,042,575 devices (desktops, laptops, tablets) that are distributed across 44,155 or 93 percent of schools. Among these devices, 459,578 are laptops/tablets that may be brought home, which represents only 2 percent of total learners in the public schools. Some 22,645 or 48 percent of public schools have internet connections. Another 8,478 or 18 percent of public schools are located in areas with Internet Service Providers, but they have not yet connected.

DepEd's Information and Communications Technology Service (ICTS) has summarized some of the critical challenges that we face, as well as the updates on ongoing initiatives, in relation to distance learning technologies:

- Access to the internet is a major limiting factor to online learning. This can be mitigated by loading digital materials into the devices of learners.

- Teachers would have to be trained in the use of technology for learning delivery. DepEd has already conducted two online training programs this year with 17,000 participants each on the use of technology in teaching. This will be expanded, but there are teachers with limited knowledge in ICT, as well as with no internet access.

- Early grade levels need to be closely supervised by parents in the use of technology. Orienting the parents will be a major challenge, and there are questions as to whether parents are ready to take on this role.

- Senior high school vocational tracks have classes that require hands-on sessions in laboratories that may not be applicable in home-based approaches even with technology.

- DepEd has migrated its systems into Cloud Servers that can be scaled up to meet the increasing demand for technology-based education.

Based on an online survey that DepEd conducted to get a sense of what its immediate stakeholders think about distance learning, these are the results: from 789,690 respondents (53 percent school personnel, 31 percent parents/guardians, and 16 percent learners), overall 46 percent of the respondents said they are open to having lessons and class activities either online or on television or radio. Interestingly, the parents and guardians are the most open with 59 percent responding that they are open to this kind of distance learning. Among the school personnel respondents, 41 percent are open while from the learners, 35 percent of the respondents are open to it. This presents a major communication challenge for DepEd, and a need to improve the degree of openness to technology-based distance learning platforms. (**See Figure 5.)**

There is still a preference for face-to-face learning delivery across all respondents. On the question of readiness to send learners to school with strict observance of social distancing, 66 percent of school personnel, 58 percent of parents/guardians, and 61 percent of learners expressed readiness. (**See Figure 6.**)

Figure 5. Preferred Learning Delivery Modalities

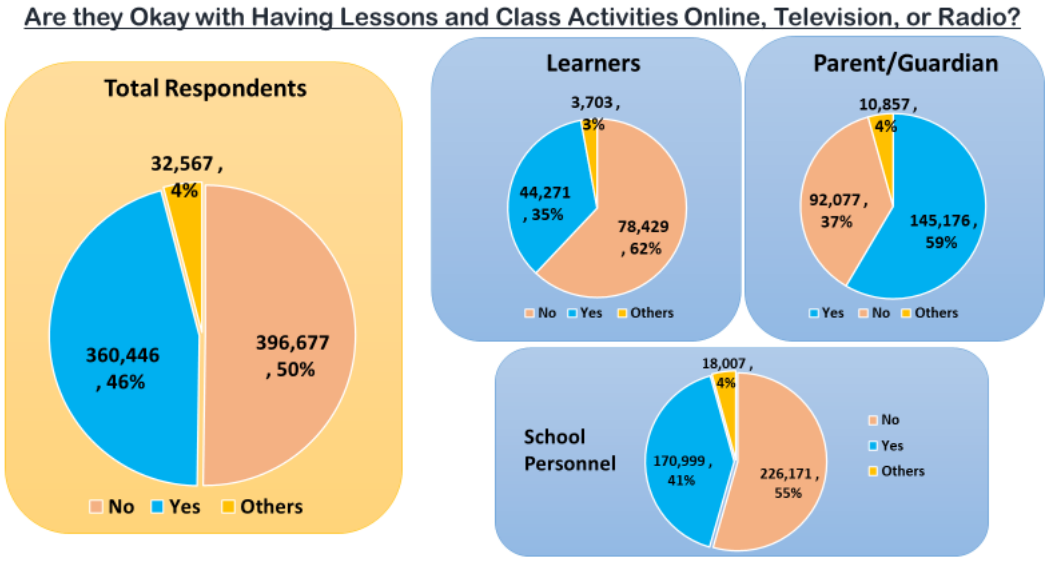
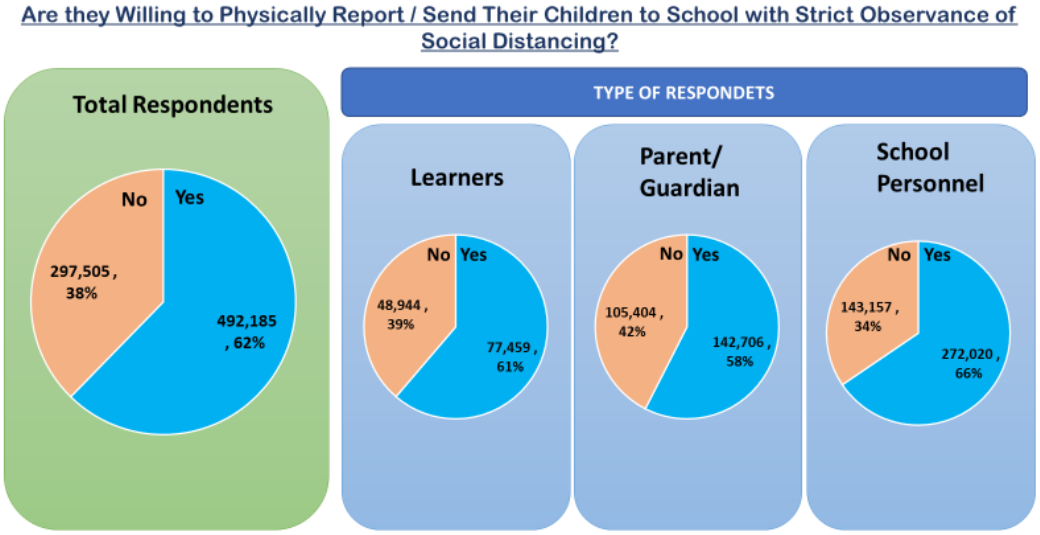
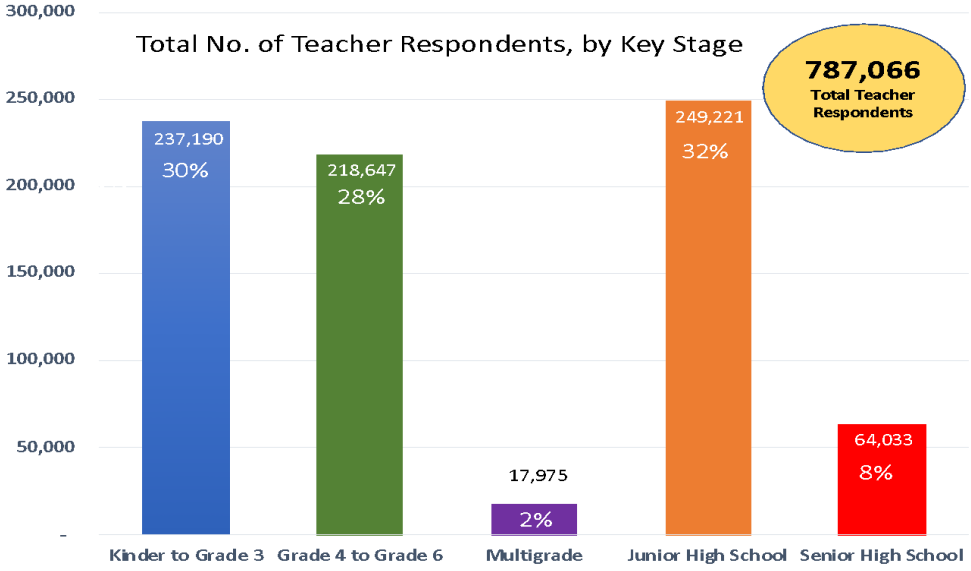


Figure 6. Willingness to Come to School with Social Distancing



DepEd also conducted a survey among its teachers on their readiness for distance education. A memorandum was disseminated to the field with a survey template, and the responses were consolidated by the Planning and Research Unit of the Schools Division Offices (SDOs) and analyzed by the Planning Service in the CO. DepEd was able to obtain responses from 787,066 teachers nationwide, across the various key stages of basic education. (**See Figure 7**)

Figure 7. Teacher Respondents by Key Stage



In terms of ownership of laptops and desktops at home, of the 787,066 teacher respondents, 687,911 or 87 percent of the teachers indicated that they have available computers (laptop or desktop) at home, while 99,155 or 13 percent of the teachers have no computer at home. (**See Figure 8.**)

In terms of access to internet, of the 687,911 teacher respondents with computers at home, 49 percent or 336,252 indicated that they have internet connection at home, 41 percent or 280,531 indicated that while they have a computer, they don't have internet access, and 10 percent or 71,128 responded that internet signal is not available in their area. (**See Figure 9.**)

Figure 8. Teachers' Ownership of Computer at Home

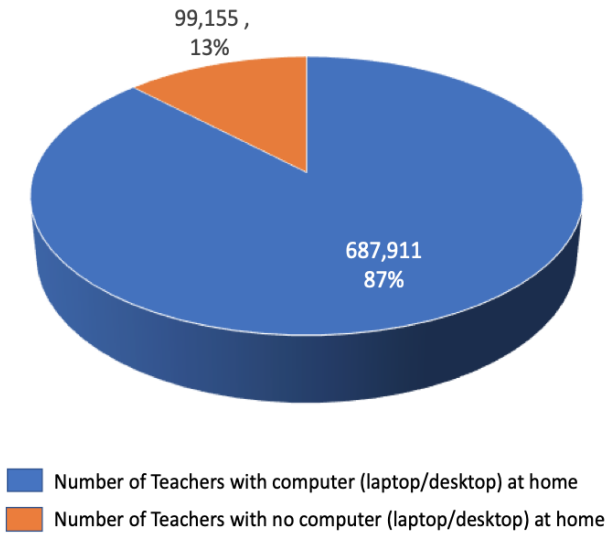
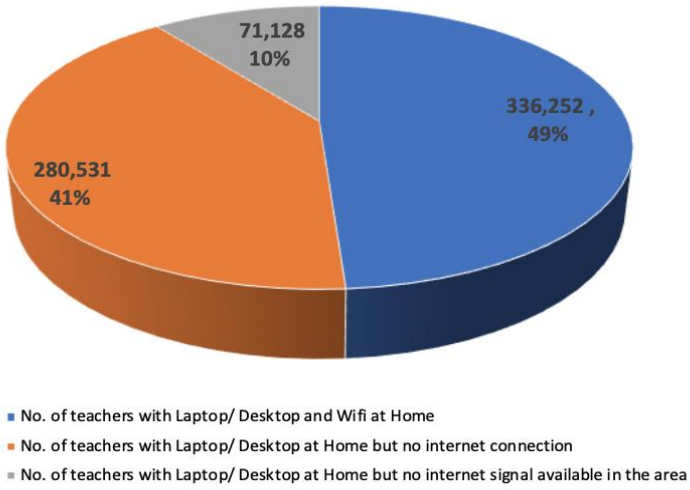


Figure 9. Teachers' Ownership of Computer and Access to Connectivity at Home



Distance learning is not new to DepEd. We have existing Alternative Delivery Modalities (ADMs) in the formal schools, which are not confined to online or digital platforms. However, the scale of deployment of these ADMs is small, and now is the first time that these will be employed on a large scale, thus presenting key operational challenges in implementation.

IV. School Calendar and Activities

After consultations and internal discussions, DepEd has reached a decision to set the opening of SY 2020-2021 on August 24, 2020. However, the days in August prior to the formal school opening will be used to orient learners on the utilization of alternative learning delivery modalities and corresponding learners' materials, and mental health and psychosocial support activities. These pre-opening activities devoted to the attainment of the learning objectives for the school year shall be counted as part of the class days. The school year will end on April 30, 2021.

We emphasize that the school opening will not necessarily mean traditional face-to-face learning in the classroom. As indicated in the previous section, the physical opening of schools will depend on the risk severity grading of a locality. Even in areas where schools are allowed to open, physical distancing will still be required, which will necessitate schools to combine face-to-face learning with distance learning, or blended learning.

Schools shall conduct enrollment from June 1 to 30, 2020 for all learners intending to attend SY 2020-2021. Those who have enrolled during the early registration period will have to enroll again, given that circumstances have changed substantially. It is important to validate the enrollment, so that teachers and schools are able to adequately plan the organization of their learners into classes, taking into consideration their particular circumstances. The enrollment may be done electronically or in printed format. The enrollees and their parents or guardians have to accomplish an enrollment and survey form that will collect important data and information for the contextualization of the learning delivery strategies and modalities.

The push back in the formal school opening by nearly three months from the traditional first Monday of June is intended to afford DepEd enough time to undertake the necessary preparations in what will be an extraordinarily challenging school year. For this purpose, teachers shall start rendering service on June 1, 2020. They will attend orientation and training activities on the use of the multiple learning delivery modalities, prepare instructional materials, and plan the organization of classes in consideration of the learning delivery modalities to be employed. If a skeleton workforce will still be the operative government guideline by June, DepEd shall issue the appropriate alternative

work arrangements guidelines to the field to comply with prevailing policy and to ensure a safe work environment.

Because of the shortened school year, the Secretary is exercising her prerogative to authorize distance learning activities on Saturdays. Overall, the total class days in this year's school calendar and activities will be 203 days.

Curricular and co-curricular activities that involve gathering of larger number of learners, such as science fairs, showcase of portfolios, trade fairs, school sports, campus journalism, festival of talents, job fairs, career orientation, and other similar activities are cancelled for the school year, except for those that can be conducted through online platforms.

The conduct of activities related to *Palarong Pambansa* shall be decided separately by the *Palarong Pambansa* Board.

Given the differing circumstances and capacities of learners and households to cope with the new modalities of learning, we anticipate that there will be more learners that may be left behind. Thus, efforts to provide remediation and enhancement activities shall also be given more attention.

Private schools will be allowed to open classes within the period authorized by law, which is on the first Monday of June, but not later than the last day of August. However, no face-to-face classes will be allowed earlier than August 24, 2020, and from then on only in areas where schools are allowed to open physically. The private schools will also submit their respective Learning Continuity Plan and compliance to required health standards that will be issued by DepEd, consistent with guidelines from the DOH, the IATF, or the Office of the President.

A copy of *the School Calendar and Activities for SY 2020-2021* is attached for further details (**Annex "B"**). The enrollment and survey form are enclosed in the school calendar.

V. Learning Strategies and Modalities

Major adjustments are being made at the central and field levels to enable DepEd to deliver distance learning at a magnitude never done before. While the task is daunting, it also compels the Department to implement innovations already being done by DepEd and by its education partners, just on a larger scale. Thus, we are not really starting from scratch.

This section describes the key elements of the learning strategies learning delivery modalities and that will operationalize the BE-LCP. Some of these constitute parameters, while others are intended to be options and resources that our field units from the regions, divisions, and schools can deploy, taking into consideration their respective conditions and realities on the ground.

These are work in progress, for refinement and fleshing out in the run-up to the formal school opening, and during the school year itself.

A. Streamlining the K to 12 Curriculum into the Most Essential Learning Competencies

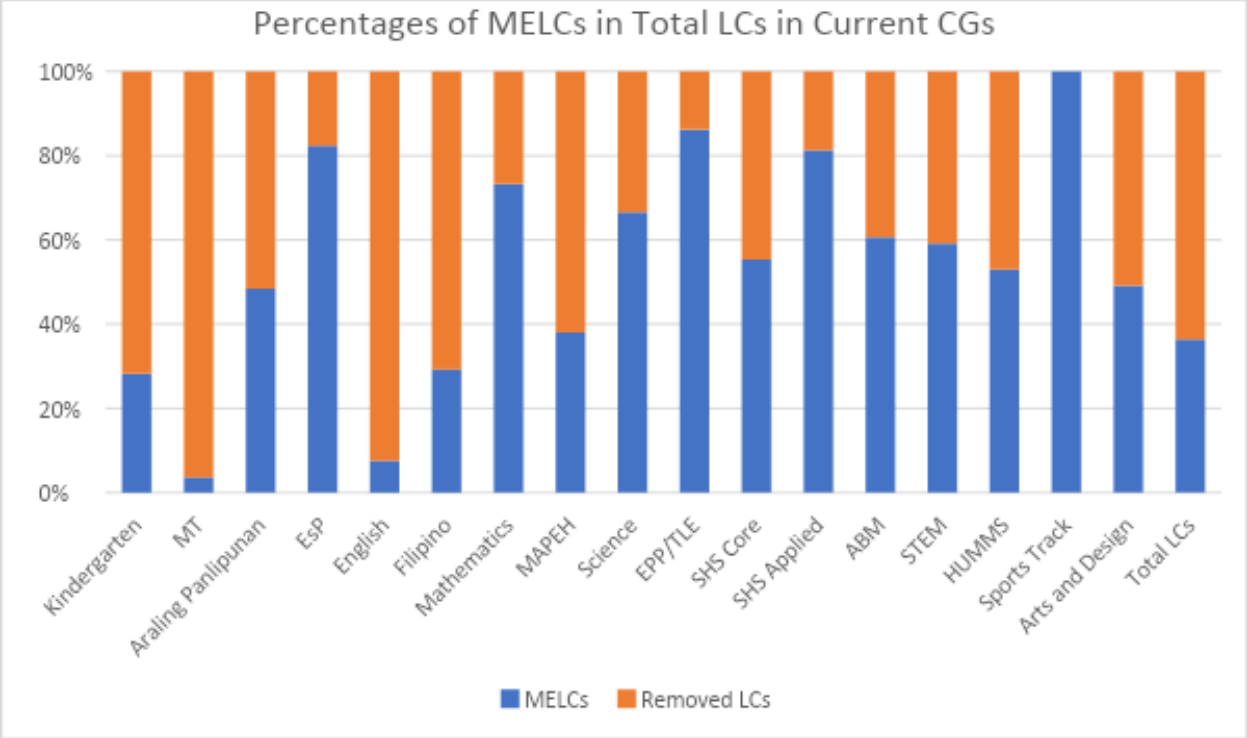
The DepEd Curriculum and Instruction strand, through the Bureau of Curriculum Development, has identified within the full K to 12 curriculum the Most Essential Learning Competencies (MELCs), hereto attached as **Annex "C"**. This has streamlined the total number of competencies in all learning areas from Kindergarten to Grade 12 (excluding the technical-vocational-livelihood/TVL specializations in Senior High School) to 5,689 from the original 14,171 or a reduction by 60 percent. (See **Table 8** and **Figure 10.**)

Table 8. Streamlining of K to 12 Curriculum into the Most Essential Learning Competencies

Subjects	Number of LCs in Current CG	Number of MELCs	Percentage of MELCs	Percentage of Removed LCs
Kindergarten	241	66	27%	73%
Mother Tongue	1,738	135	8%	92%
Araling Panlipunan	527	255	48%	52%
Edukasyon sa Pagpapakatao	380	313	82%	18%
English	3,120	231	7%	93%
Filipino	2,378	708	30%	70%
Mathematics	741	543	73%	27%
MAPEH	1,436	997	69%	31%
Science	284	187	66%	34%
EPP/TLE	883	749	85%	15%
SHS Core	739	409	55%	45%
SHS Applied	219	178	81%	19%
ABM	257	167	65%	35%
STEM	586	347	59%	41%
HUMMS	326	168	52%	48%
Sports Track	149	149	100%	0%
Arts and Design	167	87	52%	48%
Total	**14,171**	**5,689**	**40%**	**60%**

Source: DepEd

Figure 10. Streamlining of K to 12 Curriculum into the Most Essential Learning Competencies



Source: DepEd

By streamlining the learning competencies to the most essential, we will be able to focus more on the learning activities and resources, while having sufficient time for coverage and mastery.

The identification of the MELCs is not only in response to the challenge of delivering learning in the time of COVID-19 but is actually the accelerated result of the curriculum review that the Secretary has directed as early as two years ago. It responds to the findings that there are overlaps and congestion in the curriculum. The review involved bureau specialists, academic experts, and field implementers working collaboratively and employing consensus judgment. A key partner in the review, which remains ongoing and will still be refined and finalized beyond the COVID-19 period, is the Assessment Curriculum and Technology Research Centre (ACTRC).

The MELCs are defined as the competencies that a learner needs in order to continue to subsequent grades, and ultimately to have a successful life. The characteristics of the MELCs are:

a. It is aligned with national standards or frameworks, such as, for example, "holistic Filipino learners with 21st Century skills."

b. They connect the content to higher concepts across content areas.

c. They are applicable to real-life situations.

d. They are important for students to acquire, even if a student drops out from school.

e. They cannot be expected to be ordinarily learned by students if not taught in school.

A word that may describe an essential learning competency is "endurance," that is, it remains with learners long after a test or unit of study is completed, or it remains useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life.

Releasing the MELCs does not necessarily replace the use of the curriculum guides (CGs). Rather, these serve as a supplementary guide for teachers as they address the instructional needs of learners. The content and performance standards are indicated in **Annex "C"** for field implementers to recognize that the MELCs are anchored on the prescribed K to 12 standards.

Finally, field implementers are encouraged to contextualize the MELCs in order to accommodate the varying contexts of learners, teachers, learning environment, and support structures considering both the content and performance standards. With these, Filipino learners are guaranteed relevant and quality basic education amidst COVID-19.

There shall be a follow-up issuance to further explain how the MELCs should be used, and to clarify its status in relation to the ongoing broader K to 12 curriculum review.

B. Learning Delivery Modalities

The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality.

1. **Face-to-face**. This refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners.

   In areas under the Moderate and High-risk severity grading, this is not possible. However, there are learners with disabilities whose conditions

require face-to-face instruction. This will be the subject of further discussion within DepEd, with partners, and with parents.

Face-to-face option may also be feasible in very low risk areas such as the geographically isolated, disadvantaged, and conflict affected areas (GIDCA) with no history of infection and with easily monitored external contacts, but with teachers and learners living in the vicinity of the school.

Any face-to-face learning delivery must have proper risk assessment and must adhere to the health protocols in place. Potential learning spaces in the community near the school may be explored to add spaces for the conduct of classes with the appropriate social distancing.

2. **Distance learning.** This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and television (TV)/Radio-Based Instruction.

   Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a personal computer (PC), tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers.

   Online Distance Learning features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have a good and stable internet connection. It is more interactive than the other types of distance learning and the responses are in real-time. The learners may download materials from the internet, complete and submit assignments online, and attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related

technologies. The DepEd Commons and DepEd Learning Resource (LR) Portal fall in this category.

TV/Radio-Based Instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio scripts for Radio-Based Instruction.

Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

The challenge will be in dealing with learners not capable of independent learning. This is the subject of further discussion within DepEd, and with partners and parents.

3. **Blended Learning**. This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.

   Critical for implementation will be the production of the needed teacher's and learner's learning materials (DepEd LR Portal and DepEd Commons will be maximized), as well as the support of media institutions like TV and radio stations.

4. **Homeschooling**. This is an ADM that aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. It allows families to educate according to their personal faith, philosophy, and values, and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the curriculum. Thus, this modality will be the subject of a later DepEd issuance before its expansion.

A matrix of the learning delivery modalities, considerations and strategies is attached as **Annex "D"**. In addition, the Curriculum and Instruction strand has identified some of the factors that need to be assessed in order to determine the learning delivery options:

- **Risk Severity Grading/IATF Policy**
  - Whether teachers and learners are allowed to be in school
  - Physical distancing

- **School Context**
  - Health status of teachers
  - Readiness of principals and supervisors to lead and manage multiple learning delivery modalities
  - Availability of learning resources/materials: Textbooks/print modules; offline learning resources; online learning resources; educational TV and radio broadcast resources
  - Teachers' readiness and capacity to facilitate multiple learning delivery modalities

- **Learners' Context**
  - Capacity to complete self-directed learning resources
  - Access to learning resources and technology
  - Parental, home, and community support
  - Capacity to guide learners in understanding lessons

C. Learning Resources

In addition to the textbooks distributed to the schools, SLMs shall be made available in print and digital format (PDF Flat and Interactive) for use this incoming school year. They will be converted to inclusive interactive e-books where videos, audio and even sign language interpretations can be embedded to respond to the needs of the children with disabilities

SLMs in PDF Flat shall be uploaded to the DepEd LR Portal while the SLMs in digital interactive, inclusive e-books, and video lessons shall be uploaded to DepEd Commons. SLMs will also be converted to video-taped lessons and radio scripts for radio-based instructions.

Based on the ongoing inventory by the Bureau of Learning Resources of print, digital offline and online materials, and educational videos, DepEd presently has the following:

Grade Level	List of Materials
Kindergarten	Kindergarten to Grade 3 - story books through Competition Writing, Kindergarten Activity Sheets, ADM K Learning Kit
Grade 1 to 3	Primer Lessons for Grade 1, Story books through Competition Writing, Grade 1 English - Activity Sheets, Learning Materials (LMs) and Teacher's Guides (TGs)
Grade 4 to 6	LMs & TGs for Grade 4, Teacher's Manuals (TMs) and Textbook (TXs) for Grades 5 & 6
Grade 7 to 10	TXs & TMs, TGs and LMs
Grade 11-12	TXs & TMs, LMs & TGs, Readers, Manuals, PRIMALS PLUS Self-Learning Modules for Core Subjects

- Self-learning modules for ADM crafted by all regions from Kindergarten to Grade 12 core subjects plus applied subjects covering all essential learning competencies

- Self-learning modules for SHS core learning areas developed under PRIMALS Plus. The Bureua of Learning Delivery is also working on the development of modules for applied subjects and specialized subjects.

- 2016 Grade 5 buffer materials for all learning areas. There are activity sheets based on the CG.

- 2017 Grade 6 activity sheets for all learning areas.

- *Balik Kasaysayan* lesson exemplars and travelogues developed by different regions.

- Multi-grade self-instructional tools for learners available in multi-grade schools .

For K to 3

- ADM learning modules for K (Kindergarten Learning Experiences -KCEP Module) to Grade 3. It includes modules in digital format, video lessons, modules in audio format (interactive), interactive songs, poems, rhymes in different languages, manipulative materials on literacy and numeracy content like puzzles, forming words, lacing, tracing, etc.

- Primer lessons in 19 languages.

- Primer lessons for Grade 1 (TG, LM, Formative Assessment Tool/FAT) for teaching beginning reading in the mother tongue to be made available in print, digital (available in DepEd LR portal), and audio format. This should be accompanied by big books and small books in digital and audio format with consideration to the mother tongue of the learners to develop and enhance the learner's skills in beginning reading in mother tongue.

- Primer lessons for Grades 2 and 3 (TG and LM) to be made available in print (Primer Grade 2-for finalization, Primer Grade 3-for development for 2020), digital, and audio format as bridging materials for smooth transition in reading from L1 (mother tongue), to L2 (Filipino) then L3 (English). This should be accompanied by big books and small books in digital and audio format with consideration to the mother tongue of the learners.

During our scan of existing learning resources, we have also found a body of learning resources across various distance learning approaches and platforms developed by non-DepEd entities. DepEd will explore ways to deploy a number of these resources, subject to content evaluation and through arrangements consistent with existing laws, rules, and regulations.

D. Strategies for K to 3

The early-grade learners (K to 3 stage) are the most vulnerable to inaccessibility to education. They rely heavily on the guidance of adults as caregivers and as facilitators of learning. The delivery of instruction for them should be anchored on the principles of developmentally-appropriate practices: age-appropriate, individually appropriate, and socio-culturally appropriate.

Since early grades learners need adult guidance, a combination of face-to-face learning delivery with the teacher and modular learning at home may be employed. For modular learning at home, the guidance of trained para-teachers is required. They must be trained on the content and delivery of instruction before implementation to properly and appropriately deliver the instruction. A Facilitator's Guide shall be made available to para-teachers.

E. Adaptations for Learners with Disabilities

Adaptations, such as (close) captioning, transcribing to braille, sign-language interpretation, or providing different format options, shall also be considered for learners with disabilities. Materials for learners such as, but not limited to, SLMs and other print materials; TV clips/videos; and online materials can be designed to be accessible to learners with hearing, visual, and/or any other impairments.

F. Assessment

The learning outcomes in the form of knowledge, skills, attitudes, and values will be assessed. Learners shall prepare their portfolio/e-portfolio to include written works, and performances (and products), whether hardcopy, softcopy, or a combination of both. The portfolio/e-portfolio content will be assessed using rubrics that capture the evidence of learning. Testimonies of parents and other adults including community leaders aside from teachers may also be considered in the assessment.

Where face-to-face learning and blended learning is possible, summative tests will be administered in school. For learners who are on distance learning, summative tests may be administered when physical classes shall be allowed in their respective areas.

National examinations are a necessary part of quality assurance, and provide important feedback on the system's performance as regards curricular reforms, professional development of teachers and educational leaders, provision of financial resources and learning materials, and student's learning outcome. Thus, the administration of national examinations shall continue amidst COVID-19.

DepEd shall issue specific guidelines on assessments taking into consideration the physical limitations imposed by COVID-19.

G. Alternative Learning System (ALS)

The overall goal of the learning continuity plan for ALS is to sustain the gains of the Duterte administration in the delivery of quality and relevant second chance basic education programs for out-of-school youth and adults while ensuring the health and safety of both learners and teachers during the COVID-19 pandemic and in the transition to the "new normal".

Curriculum. The ALS K to 12 curriculum will be further enriched, and made relevant to address cross-cutting and emerging issues. The learning goals (outlined in the individual learning agreement) and the recognized prior learning of an ALS student will determine the competencies in the ALS curriculum that will be given focus in learning activities and the amount of time needed for coverage and mastery.

Training programs that will be relevant as we move forward post-COVID, such as entrepreneurship in *Industry 4.0*, digital citizenship, health promotion, and agribusiness will be made available.

Learning delivery options. Inclusiveness in existing learning delivery modalities will be strengthened so that more women, persons with disabilities (PWDs), and members of Indigenous Peoples (IP) and marginalized communities are reached. To address the issue of social distancing and limited learner access to internet (which limits possibilities for online instruction), ALS teachers shall be encouraged to utilize the following options for the continuance of ALS learning interventions:

1) Blended approach for advanced Elementary and Secondary level learners

- The existing modules for the advanced Elementary and Secondary levels are instructionally designed to support self-learning, e.g. they are grouped into manageable lessons with pre- and post-tests, have self-directed learning activities, and are written in conversational/interactive style. These modules can serve as the primary source of content delivery. Other available materials can also be used for supplemental learning. Learners can report to the Community Learning Center (CLC) on an agreed staggered schedule to pick up copies of modules, which they can study independently throughout the week. During their weekly CLC visit, they shall return completed modules for use by other learners. ALS teachers will need to devise a modified library system to manage the borrowing of modules by learners.

- The ALS teachers' task is to design weekly learning plans/agreements with their individual learners. The existing Individual Learning Agreement (ILA) template can be used for this purpose. The agreement shall cover specific learning objectives for the week and identify the modules and resources to be accessed, e.g. work sheets, radio, TV, internet, and other learning activities that can support attainment of these learning goals.

- The ALS teachers shall assign weekly assessment tasks for evaluating their learning progress. The module post-tests can be used for this purpose and supplemented by other teacher-made assessments. The module post-tests can be supervised by the ALS teacher during their weekly CLC visit, or by parents, peer learners, or learners' siblings. It is important for learners to practice their writing and higher order thinking skills. To achieve this, ALS teachers can send questions via text message or other messaging platforms that learners can answer. Learners will be given writing tasks on the modules and should be encouraged to submit a weekly written learning reflection. The writing tasks are expected to train learners to practice higher order thinking skills, as they document the new knowledge and skills they have gained, the learning challenges they faced, and what parts of the module they did not fully understand and need additional help for from their teacher. These reflection papers and other learning outputs should be discussed with the ALS teacher during the weekly CLC visit.

- During the week, ALS teachers may provide remote learning support by answering queries, giving feedback, and providing socio-emotional support to learners through social media platforms.

- Peer learning can also be introduced. Learners can organize online or social media groups. If learners live near each other, and their LGU allows small gatherings, they could meet in pairs/triads to discuss their learning activities.

- The working folder/portfolio will continue to play a very important role in ALS. The teacher will review the portfolio outputs, learning journal/notebook entries, and reflection papers with individual students and agree on the following week's learning contract deliverables and learning strategies.

2) Face-to-face learning sessions for lower elementary and basic literacy level learners

- Basic literacy and lower elementary level learners need more face-to-face facilitator-aided support than advanced elementary and secondary ALS learners. It is difficult to provide this learning support remotely given the weak literacy skills of BL and LE level learners. ALS teachers who wish to continue offering basic literacy and lower elementary A&E classes will have to conduct these face-to-face learning sessions on an agreed schedule with learners in an appropriate learning environment.

- ALS teachers will need to prepare a class program, and set a maximum number of learners per session that complies with the physical distancing requirements.

- If the learning center/location is too small to accommodate all learners, the class may be divided into sub-groups with different schedules.

3) Radio-based instruction (RBI) or broadcast of ALS "*Ibang Klase*" TV episodes from Knowledge Channel

- For RBI, DepEd has developed some audio materials and scripts that ALS teachers can access, download, and store. ALS teachers are also encouraged to develop their own radio scripts based on the ALS K to 12 Basic Education Curriculum (BEC) to be quality-assured by the Schools Division ALS focal person and learning resource supervisor. They would then need to coordinate with their local community radio to secure airtime for broadcast of radio-based materials.

- TV, such as the Knowledge Channel, may be a source of supplemental learning given the lack of internet access in some areas. Knowledge Channel videos can also be downloaded for free from their website. Some of these videos have accompanying lesson guides.

4) Online learning for learners with gadgets and access to the internet

- Learners with ICT equipment such as computers, mobile phones/tablets, and other digital devices, and have access to the internet can continue learning through the DepEd Commons, DepEd LR Portal, the ICT4ALS application developed by UNICEF with DepEd ALS teachers, and the *AralMuna* application. DepEd Commons can be accessed for free through *Smart* and *Globe* networks.

- ALS teachers can also save the soft copies of ALS modules in the mobile phones or mobile devices of their learners, if available or when circumstances allow.

- With support from partners, innovations will be introduced to update and improve the DepEd learning resource portals while also securing the integrity of online assessments.

Assessment. For the conduct of Accreditation and Equivalency (A&E) test, the Bureau of Education Assessment shall release further guidance on its administration. To better prepare the ALS learners in the A&E test, the ALS Task Force has developed an A&E readiness test to be administered in CLCs or an agreed venue by the ALS Teachers and learners. A memorandum shall be issued on the details of said test.

Teacher training and support. A series of capacity building workshops shall be rolled out for DepEd field officials and ALS teachers on how to implement *ALS 2.0* during emergencies, and in the "new normal". In preparation for the school opening, ALS implementers will be trained on the following topics: ILA/contract-based learning; portfolio assessment; setting up and supporting peer learning and peer assessment; parental/familial engagement strategies to support learning; use of technology for learning support; ALS–Learning Action Cells; and instructional mentoring/coaching.

Learners' support. For the learners, guidance and career support services shall be introduced to help address academic and psychological issues affecting learning. Such services will help prepare learners for their options after undergoing ALS, specifically in their transition to employment, self-employment, entrepreneurship, or continuing education.

Learning environment. It is proposed that ALS learners use existing formal school facilities not only to ensure that social distancing protocols are observed, but also to provide access to WASH facilities for ALS learners. For CLCs that will still be used, disinfecting and sanitizing products should be provided.

H. Establishing a Committee for the Development, Acquisition, and Deployment of Learning Resources

Because sources of learning materials and platforms are vastly diverse, a committee led by the Curriculum and Instruction Strand, with representations from the OSEC, Legal, Administration, Procurement, Field Operations, and Finance strands shall be constituted to develop a transparent and responsive process for the development, evaluation, selection, acquisition, and deployment of various learning resources and platforms.

VI. Preparing Our Teachers and School Leaders for Multiple Learning Delivery Modalities

Amidst the COVID-19 pandemic and its concomitant challenges, DepEd, through the National Educators Academy of the Philippines (NEAP), affirms its commitment to providing and supporting the professional development of teachers and school leaders.

Our teachers and school leaders shall be capacitated to implement and manage the adoption of multi-modal learning delivery models based on their technology resources map, readiness assessment results, and implementation plans. They will be introduced to a range of delivery modalities they can utilize depending on the context of their community and the situation of learners and teachers. Tools and mechanisms will also be provided for them to make informed decisions on appropriate learning delivery mode for their context. Context includes geographical conditions, access to delivery platforms (i.e. online, broadcast technology, and modules), readiness of learners, teachers and household and community partners, and other relevant factors.

The capacity building programs, to be implemented starting June 2020, will address the curriculum requirements in terms of essential learning competencies and content as well as pedagogy and assessment. These will complement the learning resources already available through the DepEd LR Portal, DepEd Commons, and other LR portals and resources that may be made available by education partners. Given the challenges posed by the COVID-19 pandemic not only to the physical, but also to the mental health of both learners and teachers, capacity building will also include support for teachers so they can debrief their classes about their experience on the public health crisis, and also set fair expectations on how learning will take place with the "new normal".

There will also be efforts to train teachers in identifying and assisting children under vulnerable conditions, and in protecting them from violence and harm in the various contexts of the school, home as school, and the cyber world. These children

include victims or at risk of child abuse and bullying, children under conflict-afflicted areas, children in disaster-prone areas, gifted children, and other learners at risk of learning discontinuity because of socio-economic factors, among others. Proper attention must be given to these learners, as under normal conditions they already face enough, limiting their ability to catch up with the other students. Otherwise, students with learning disabilities may lag further behind the rest of the learner population. These strategies shall ensure that teachers can seamlessly transition their learning activities into formats that are appropriate to the platforms and modalities that they will adopt and implement.

The capacity building intervention shall also be differentiated in consideration of the level of risk in the area, and the COVID-19 response adopted based on the epidemiological picture. Thus, the intervention delivery shall adopt a multi-modal approach that leverages accessible technology, resources, and capacities of the education system, as well as client-readiness to undertake the process of capacity building. Rapid survey on the physical readiness of teachers, school leaders, and households for remote learning through the SDOs and Regional Offices (ROs) shall be conducted ahead of finalizing the arrangements for capacity building programs.

Moreover, a support mechanism shall be established for teachers and school leaders, including supervisors, to have access to relevant on-demand technical and administrative advice and guidance. This will come in the form of functional helpdesk, coaching, professional learning community through the learning action cell (LAC), resource materials, and other forms of support that can be made available in real or virtual platforms/set-up. Monitoring of course implementation, and identification of areas of improvement and best practices will also be conducted.

In line with the fourth pillar of *Sulong EduKalidad* which is to increase the engagement of stakeholders for support and collaboration, DepEd, through the issuance of DM No. 048, s. 2020, called for proposals for professional development programs and courses from both DepEd units and non-DepEd Learning Service Providers. This opens to non-DepEd learning service providers the opportunity to contribute to the education of our children. DepEd also issued DM No. 050, s. 2020 which provided professional development priorities for teachers and school leaders for the school year 2020-2023, which includes training programs in light of COVID-19 for the incoming school year.

VII. Operationalizing the Learning Continuity Plan

A. Required health standards

In accordance with the DOH *Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation* (DOH AO No. 2020-0015), DepEd will issue guidelines on its *Required Health Standards* for the adoption and guidance of all public and private schools and DepEd offices. This will cover the four COVID-19 mitigation objectives identified by the DOH, namely:

1. Increase physical and mental resilience
2. Reduce transmission
3. Reduce contact
4. Reduce duration of infection

Additional references also guide the development of the DepEd required health standards, such as:

- Centers for Disease Control and Prevention *Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)* (2020)[11], which provides recommendations for a holistic approach to required health standards. A holistic approach should include a communication strategy, community engagement, and health protocols that should be adopted by schools. It also details actions to be taken in situations where there is community transmission, among others.

- United Nations Educational, Scientific and Cultural Organization (UNESCO) International Institute for Educational Planning (IIEP): *Plan for school reopening (2020)* highlights the need for communities to trust in the health and safety measures which shall guarantee the well-being of the learners, teachers, and staff in schools. Infrastructure, finance, and human resources all play a role in ensuring the implementation of necessary safety protocols.

- Johns Hopkins Bloomberg School of Public Health, Center for Health Security, *Public Health Principles for a Phased Reopening During COVID-19: Guidance for*

[11] https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf

Governors (2020) [12] provides a breakdown of risks involved in various settings, including schools.

- UNESCO/UNICEF/World Bank/World Food Programme: *Framework for Reopening Schools* (2020) highlights six strategies in operationalizing the opening of schools. The framework reiterates that policy and financing serve as support to safe operations, learning especially among the most marginalized, and well-being and protection. In this case, the required health standards are created to promote the well-being and protection of DepEd learners, teachers, and staff.

Increase physical and mental resilience. According to UNESCO, COVID-19 has not only disrupted essential school-based services but has also been a source of stress and anxiety to learners due to loss of peer interaction and disrupted routines. It is essential to re-establish the regular and safe delivery of services such as school feeding, mental health, and psychosocial support in the coming school year.

As an intervention for increasing the physical resilience of learners, the Department intends to strengthen its implementation of the *School Based Feeding Program* to severely wasted and wasted learners, as well as of DepEd Order (DO) No. 13, s. 2017 (*Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices*). In order to ensure adequate nutrition and diets in the time of COVID-19, schools and offices are to provide advocacy and instruction on health education and nutrition.

The DepEd required health standards shall put strong emphasis on the need to protect and promote the mental health and general welfare of all learners and DepEd personnel across all risk severity gradings. Mental health interventions that increase resilience include mental health and psychosocial support, such as psychological first aid (PFA), in-house counseling sessions, online counseling, and support groups. Learners in particular shall be given PFA within the first month of the resumption of classes.

Reduce transmission. Given that the virus has not yet been fully contained, DepEd shall ensure that its facilities are ready to receive students and personnel, and that they follow stringent social distancing measures as well as strengthen programs promoting hygiene. Compliance to the standards set in DO No. 10, s. 2016 titled *Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools* (WINS) *Program* shall be strictly observed. Though the program has been targeted for schools, the same standards shall be applied in the offices, such as provision of adequate clean water and soap for handwashing as well as alcohol or sanitizers. In addition to the current programs in place, the following measures shall also be implemented:

[12] https://www.centerforhealthsecurity.org/our-work/pubs_archive/pubs-pdfs/2020/200417-reopening-guidance-governors.pdf

- There shall be designated isolation areas, aligned with the standards set by DOH, for school and offices

- All students, teachers, and personnel who will be entering the school/office premises shall use cloth masks

- Regular disinfection of schools and offices shall be conducted

- Teachers shall regularly and closely monitor the health of their students

- Students, teachers, and personnel who will be detected as having respiratory symptoms shall not be allowed in schools/offices.

These health and safety standards shall not only be observed in schools and offices, but during travel and in their private activities as well to reduce risk of exposure and transmission.

Reduce contact. As already set through DepEd Task Force COVID-19 (DTFC) Memorandum No. 025 s.2020 and other related issuances, DepEd shall continue to implement strict physical distancing at Central and Field Offices. Non-essential travel and activities will be limited. In addition, temporary barriers will be installed between cubicles.

There shall be restrictions on mass gatherings that would require close contact, such as flag ceremonies and face-to-face office meetings. Any or a combination of work-from-home, skeleton/physically reporting workforce, or other alternative work arrangements shall be put in place pursuant to Civil Service Commission (CSC) Memorandum Circular (MC) No. 10 series of 2020 (*Revised Interim Guidelines for Alternative Work Arrangements & Support Mechanisms for Workers in the Government During the Period of State of National Emergency Due to COVID-19 Pandemic*). Whenever work-from-home arrangements are not possible, other efforts to maintain social distancing, such as limiting the number of individuals who can eat in the pantry at a given time, will also be in place.

In areas with low-risk severity, schools will be permitted to hold classes through the face-to-face modality. Class size shall be reduced to 15 to 20 learners in a classroom. Classrooms shall maximize available ventilation. Moreover, as discussed more comprehensively in another portion of this LCP, a combination of different learning delivery modalities shall be implemented on top of or to replace face-to-face learning delivery in order to reduce possible exposure of learners and teachers. All activities involving a large congregation of learners are cancelled in the coming school year.

Reduce duration of infection. In order to reduce the duration of infection of COVID-19, detection and isolation of symptomatic individuals must be ensured in all schools and offices. Pursuant to DM No. 15, s. 2020, (*First Set of Policy Directives of the DepEd Task Force nCoV*) the Preventive Alert System in Schools (PASS) shall remain in operation to be able to identify possible cases. The said memorandum further stated that students, teachers, and personnel who are exhibiting symptoms shall immediately be referred to the school health personnel or nearest barangay/municipal/city health center for evaluation or referral to a hospital for possible testing.

Should there be an infected student, teacher, or personnel, contact tracing within the school or office shall be done and quarantine of students, teachers, or personnel who had direct contact with the infected person shall be observed. Disinfection of the places within the school or office where the infected had been should immediately follow. The proper use of personal protective equipment (PPE) for emergency situations and management of quarantine facilities will be detailed in the required health standards.

Other components. To support the implementation of the identified strategies under each COVID-19 mitigation objective, DepEd shall also implement the following:

1. Continuation of DepEd Task Force COVID-19

   The DepEd Task Force COVID-19, created through DM No. 11, s. 2020, shall continue to lead the overall efforts of the Department in addressing the challenges of COVID-19 through policy recommendations and strategy development. It shall monitor compliance with the DepEd *Required Health Standards*, DOH guidelines, and other relevant policy directives in relation to COVID-19. It shall also perform other functions and activities as may be necessary to carry out their mandate, or as the Secretary may direct.

2. Communications plan

   The Department places great emphasis on the importance of maintaining clear communication, consultation, and coordination with learners, teachers, parents, and other stakeholders. In its *Plan for School Reopening*, intended to support countries in ensuring access to quality education in the time of COVID-19, the UNESCO IIEP encourages transparency with all education stakeholders and the correction of misinformation to appease public doubts or worries.

   As discussed earlier in this BE-LCP, DepEd is strengthening its new media channels across various online platforms for quick and wide syndication of its policies and announcements. We are also doing environment scanning for the collection of inputs from stakeholders that will help inform our decisions.

In disseminating relevant mental health and preventive and safety information, support, and response in the midst of COVID-19, the Public Affairs Service (PAS) shall work closely with the Disaster Risk Reduction and Management Service (DRRMS), Quick Response and Recovery Team (QRRT), Bureau of Learner Support Services-School Health Division (BLSS-SHD), and other DepEd units.

3. Internal Situation Reports

   The Department, through the DepEd Task Force COVID-19, has been issuing internal situation reports regularly to all DepEd units. These reports contain updated statistics of infected persons nationally, zeroing in on infected persons within the Department, the latest actions taken by the Department in support of COVID-19 mitigation, and the latest issuances related to COVID-19, among others. The report also aims to keep all DepEd units informed about the latest development in the Department in relation to COVID-19 situation and to ensure that all actions being undertaken are unified.

The DepEd *Required Health Standards* will be released through a DepEd issuance detailing the health and safety standards for schools and offices discussed above.

B. Contextualizing Learning Strategies and Modalities in Regions

Upon recommendation by the SDOs, after consultation with the schools under their respective jurisdictions, the RDs shall decide on the learning delivery modalities deemed appropriate in the context of the local conditions and consistent with the COVID-19 guidelines and regulations.

We have great trust in our field officials, school leaders and teachers, particularly in their resilience, adaptability, and resourcefulness in delivering instruction. Our schools and field offices are very much mindful of the Secretary's direction to pivot to quality under the framework of *Sulong EduKalidad*, and we are confident that our own frontliners will ensure that the quality of education will be enhanced rather than sacrificed.

The contextualization at the field shall be informed by the wealth of knowledge and experience in ground conditions by our ROs, SDOs, and schools/CLCs. However, there is also a wealth of resources that can serve as guides in deploying various technologies for distance learning. By way of example, we include in this document as **Annex "E"** an excellent paper by Ani Rosa Almario and Reagan Austria, titled *Helping K-12 Schools transition to Post-COVID 19 Times*, which provides practical steps that K-12

schools may take in order to arrive at the best decisions regarding the use of educational technology to address their particular situation.

C. *Brigada Eskwela* and *Oplan Balik Eskwela*

Brigada Eskwela and *Oplan Balik Eskwela*, the annual activities of DepEd to prepare for the school opening, will be reconfigured to fully assist the preparation of stakeholders in the roll-out of the BE-LCP. *Brigada Eskwela* and *Oplan Balik Eskwela* will be undertaken from June 1, 2020 to August 29, 2020.

Brigada Eskwela. The original schedule of the 2020 *Brigada Eskwela* on May 18-23, 2020 as provided in DM No. 32, s.2020, is postponed. DepEd, through the External Partnerships Service (EPS), shall now be implementing a longer national schools' preparation through *Brigada Eskwela* from June 1 to August 29, 2020. However, under the *Brigada Eskwela* Plus, the partnership initiatives shall be implemented throughout the school year. This will contribute to the readiness not only of the school facilities but also of the learners, teaching and non-teaching personnel, school administrators, and community.

The National *Brigada Eskwela* Media/Online Kick-off Program shall be held on June 1, 2020 via Microsoft Teams and other media platforms. DepEd Region VI shall host and lead the national kick-off which shall be participated virtually by all regions and select stakeholders.

Regional offices (RO) and schools division offices (SDO) may hold their own virtual kick-off ceremonies during the Kick-Off Week from June 1-6, 2020 to launch the *Brigada Eskwela* in their respective areas after the national kick-off program. If ROs and SDOs opt to hold their kick-off, it shall be conducted as *Brigada Eskwela* Forum which may involve the following activities:

1. Orientation on the "new normal";
2. Investment in education: Giving new direction in engaging partners;
3. Discussion of the BE-LCP;
4. One major *Brigada Eskwela* activity to be adopted by RO/SDO;
5. Conduct of PFA and PFA training;

6. Discussion on the basic roles and responsibilities of different sectors, including parents; and

7. Debriefing of learners, among others.

The national schools' maintenance week, which includes cleaning, minor repairs, repainting, beautification, landscaping, electrical works and installations, and other activities **may** still be done two weeks before the opening of classes in public schools, depending on the prevailing ECQ/GCQ situation.

All RDs and Schools Division Superintendents (SDSs) shall mobilize their partnerships focal persons to effectively implement *Brigada Eskwela* in all public elementary and secondary schools. Involved community and local stakeholders shall strictly comply with protocols on social distancing and regulated gathering of people/volunteers in schools consistent with the IATF health protocols, DOH protection protocols, local quarantine rules and all other relevant protocols outlined in DepEd issuances and subsequent DepEd Task Force COVID-19 issuances. It is also important to note that no volunteer with COVID-19-like symptoms like fever, dry cough, and colds shall be allowed to participate in *Brigada Eskwela*.

Below is the modified schedule of activities for the 2020 *Brigada Eswkela*:

Activity	Schedule
Pre-implementation Stage (activities adjusted on account of the COVID-19 situation)	Up to May 31, 2020
National *Brigada Eskwela* Media/Online Kick-off Program	June 1, 2020
Regional/Division Kick-off Program (Optional)	During *Brigada Eskwela* Kick-off Week from June 1-6, 2020
Brigada Eskwela Implementation and Monitoring of Schools	June 1 to August 29, 2020
Submission of *Brigada Eskwela* Accomplishment Reports	By Divisions: September 24, 2020 By Regions: October 30, 2020

The 2020 *Brigada Eskwela* activities shall highlight partnership initiatives that complement the Department's efforts for ensuring that quality education will continue, despite the challenges in adapting to the "new normal". Aside from the usual activities conducted in the past *Brigada Eskwela*, school heads shall endeavor to conduct the following related initiatives:

1. Coordinate with the local government units (LGUs) or other non-government organizations (NGOs) and volunteers to clean and disinfect school buildings, classrooms, and other school facilities.

2. The EPS, RO/SDO partnership focal persons, and school heads shall engage partners in raising the availability of the following items in school during *Brigada Eskwela*:

- Thermal scanners;
- Hand sanitizing equipment or materials, such as rubbing alcohol, anti-bacterial or germicidal soap;
- Cleaning tools, materials, or disinfectants that may be used to disinfect the learning areas, such as spray tank, disinfectant spray or disinfecting bleach, foot bath;
- Appropriate face mask/shield and gloves;
- Multivitamins capsules, tablets, or syrups for our DepEd personnel and school children;
- Printing of COVID-19 and health measures information materials; and
- Printing of materials and provision of supplies for remote learning for the learners, teachers and parents (i.e. bond papers, worksheets, notebooks, pad paper, ball pens, pencils, crayons, coloring materials and others).

3. The school heads shall ensure that psychological first aid or other psychological interventions, together with debriefing, are conducted in partnership with stakeholders during the implementation of *Brigada Eskwela*.

4. Orientation activities with teachers, partners, PTA, and learners on BE-LCP shall focus on the implementation of DepEd's multiple learning delivery modalities.

- Encourage parents through the Parents-Teachers Associations (PTA) towards possible collaborations with the schools that can support the delivery of learning while adapting to the "new normal".
- Engage parents in the promotion of the new school system. The new role and increased involvement of the parents in the learning of their children are essential in augmenting available resources and technology in the community.

- Engage partners in the promotion and provision of learning delivery options such as local radio/TV stations and other available media, which can help in distance or blended learning, and can be a form of partnership initiative to deliver the curriculum. The school heads may identify resources necessary for high-tech, low-tech, or no-tech aide for learning to engage other partners.

5. Lead the implementation of *Gulayan sa Tahanan* and Urban Vegetable Gardening at Home as part of *Brigada Eskwela* and School-Family-Community partnerships to promote sustainable food supply at homes.

6. Update their school emergency and contingency plans, and communicate to all stakeholders how they can support schools to ensure resiliency. This is in relation to school safety and preparedness as provided for under DepEd Memo No. 32, s.2020.

7. Engage partners extensively and substantially in *Brigada Eskwela* and Adopt-a-School Program (ASP) to promote quality education and commit their support for the new normal in schools, especially in the delivery of learning.

8. Collaborate with various stakeholders to guarantee the proper implementation of the Learning Continuity Plan.

9. Strengthen *Brigada Pagbasa* in their Learning Continuity Plan.

10. Enrich partnership appreciation.

Despite the current situation, the *Brigada Eskwela* Program shall continue to serve as one of the Department's ways to ensure that under the "new normal," our schools, our learners, our administrators, our teaching and non-teaching personnel, and our parents are ready for the school year.

Oplan Balik Eskwela. The *Oplan Balik Eskwela* (OBE) is an annual program to ensure that learners are enrolled and able to attend the school on the first day of classes. It is a mechanism to address problems, queries, and other concerns commonly encountered by the public at the start of the school year.

Given the challenges of COVID-19 and the many anticipated questions and uncertainties, DepEd has extended the period of OBE implementation to run from June 1 to August 29, 2020. The OBE will coordinate and strengthen the synergy with the Department's *Brigada Eskwela*, and engage agencies, organizations, and other stakeholders towards contributing to the needs of the education sector at this critical time.

There shall be a localized OBE committee at the RO and SDO levels. The OBE committee will be led by the RDs and assistant regional directors in the ROs with representatives from its Public Affairs Unit, Legal Office, Administrative Office, and other offices that could provide assistance to the activity. The SDS and assistant schools division superintendent will lead in the SDO level. The RO shall send the list of OBE committee members in the ROs and SDOs with contact numbers such as mobile, email, Facebook or Viber for faster communication with the CO. The local OBE in the ROs and SDOs, with the CO, shall ensure that concerns in their respective areas are properly addressed.

The OBE Public Assistance Command Center (OBE-PACC) shall serve as an information and complaints processing and routing mechanism of the DepEd. It has the following functions:

- Receive, process, and respond to simple queries, information requests, and grievances from the general public. Complex issues and complaints shall be referred to legal officers.

- Assist in the dissemination and clarification of DepEd policies, programs, projects, and processes, particularly those relevant to the opening of classes.

- Monitor, document, and submit reports on all issues and concerns received daily, including actions taken, to the OBE-PACC Central Office.

The Public Affairs Service (PAS), in coordination with the Information and Communication Technology Service (ICTS), shall use an open source OBE ticketing system for recording of issues and concerns received in the central, regional, and division offices. A daily report will be generated to summarize concerns received during the day. This will be forwarded to members of the DepEd ExeCom, while a press briefer containing highlights of the report will be shared to the media.

There shall be a scheduled mass training of Regional Information Officers, Schools Division Information Officers, and ICT coordinators via teleconferencing on how to use the system. This will be facilitated by ICTS and PAS.

D. Legal Context

The 1987 Constitution provides in Article XIV, Section 1 that the "State shall protect and promote the right of all citizens to quality education at all levels, and shall

take appropriate steps to make such education accessible to all." This right must be upheld at all times, and DepEd is duty-bound to provide learning opportunities even in the time of the COVID-19 national emergency. Under Republic Act (RA) No. 9155 or the *Governance of Basic Education Act of 2001*, DepEd is "vested with authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education."

Article XIV, Section 2 of the 1987 Constitution mandates the State to establish and maintain a system of free public education in the elementary and high school levels. The novelty of the COVID-19 emergency equally calls for a novel approach on the delivery of basic education in the public school system, in which social or physical distancing is indispensable to health and safety. At the same time, the DepEd acknowledges the complementary roles of public and private institutions in the educational system, as inscribed in Article XIV, Section 4(1) of the 1987 Constitution, in the particular context of the COVID-19 pandemic.

With the restrictions imposed by the "new normal", the BE-LCP requires responsive legal frameworks and support. The plan features an adjusted curriculum with the Most Essential Learning Competencies, which will be delivered in multiple learning delivery modalities. These multiple learning delivery modalities necessitate the creation, reproduction, distribution, and use of learning resources consisting of intellectual properties. The learning resources shall comprise not only the usual textbooks and teaching guides used by DepEd in normal times, but also learning modules in print, digital, and broadcasting formats, as well as accessible format copies for PWDs. Thus, different ways of applying the intellectual property law will be crucial in ensuring that their creation, reproduction, distribution, and utilization will be in accordance with law, including but not limited to RA 8293, otherwise known as the *Intellectual Property Code of the Philippines*, as amended by RA 10372.

In our provision of learning opportunities, activities, and resources, the constitutional right to access quality education and as stated in RA 10533, otherwise known as the *Enhanced Basic Education Act of 2013*, calls for inclusive, quality, and learner-oriented education that addresses the various needs and diversity of learners. Thus, the prevailing digital divide in the country, the various socio-economic situations of families which affect the provision of learning support in the home, and the peculiar needs of learners with disabilities, learners who are part of indigenous communities, and learners in remote locations, among others, shall be taken into account, along with the needs of the majority and mainstream learners. The rights to access and to quality education shall be made available to every Filipino learner in basic education.

The learning environment under the "new normal" will be very different. The landscape of child protection and child rights will now encompass not only the physical school but more extensively, the cyber world and the home as a "school." The way

children will enjoy their right to play, leisure, and recreational activities under Article 31 of the United Nations Convention on the Rights of the Child, will change. Synergy with other government agencies such as the Council for the Welfare of Children, international organizations, NGOs, the academe, and other child rights stakeholders will be crucial to the respect, protection, and promotion of the various rights of the child in the particular context of the COVID-19 emergency.

It cannot be overemphasized that the delivery of education under the "new normal" will require a whole-of-government and even whole-of-society approach to mobilize the needed resources, skills, talents, and energies for the unprecedented task of delivering basic education to millions of learners all over the country. For this purpose, it is essential to synergize with the Department of Interior and Local Government (DILG) and the LGUs in whose territorial jurisdiction the various schools, learners, teachers and non-teaching personnel, and offices of DepEd are situated. Laws pertaining to the mandates of LGUs in relation to basic education and to DepEd, as well as to the promotion of the development of children and their protection, and the general welfare of the LGUs, in normal times and in emergencies, are relevant.[13]

The "new normal" in DepEd will bring with it a different working environment. Work arrangements and processes shall be modified to follow safety and health requirements during the continuing COVID-19 pandemic, resulting in the operation and reexamination, or even augmentation, of laws and rules pertaining to human resources.

Existing laws and rules may be used to address the COVID-19 situation particularly in relation to DepEd, with the end view of upholding the constitutional and international rights to education[14] and health,[15] and promoting the best interest of the child.[16] However, as the BE-LCP and its implementation unfold, it may be necessary to propose new laws and rules to suit the realities of a continuing COVID-19 public health emergency.

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[13] These relevant laws include, but are not limited to, RA 7160, otherwise known as *the Local Government Code of 1991*; RA 10121, otherwise known as the *Philippine Disaster Risk Reduction and Management Act of 2012*; RA 10821, otherwise known as the *Children's Emergency Relief and Protection Act*; RA 11469, otherwise known as the *Bayanihan to Heal as One Act*; Presidential Proclamation No. 922, s. 2020, *Declaring a State of Public Health Emergency Throughout the Philippines*; Proclamation No. 929, s. 202, *Declaring A State of Calamity Throughout the Philippines Due to Corona Virus Disease 2019*; and EO 112.

[14] United Nations Convention on the Rights of the Child, Article 28 (1) provides: "States Parties recognize the right of the child to education…"

[15] The 1987 Constitution provides in Article II, Section 15: "The State shall protect and promote the right to health of the people…". The International Covenant on Economic, Social and Cultural Rights provides in Article 12 (1): "The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health."

[16] United Nations Convention on the Rights of the Child, Article 3(1) provides: "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."

E. Finance

The Department shall make necessary adjustments in its operations to meet the objectives of the BE-LCP. Guided by the directions set forth by the plan, DepEd bureaus, services and offices are reviewing and assessing programs, activities, and projects and their corresponding budgets to make them more responsive to the current and post-COVID-19 scenarios. The available programmed funds shall be maximized, reprogrammed, or realigned to those programs and activities that would require more funding support.

While there are existing funds made available to the Department this FY 2020, there is still a need to provide substantial and additional financial resources from other known and potential sources of funds. Even as DepEd is trying to make internal adjustments to cover the funding requirements of the BE-LCP, DepEd is also exploring the following strategies to address funding gaps:

1. Secure the support of both Houses of Congress to pass a supplementary budget to finance the new and expanded programs, activities, and projects. This may include the funding requirements to rehabilitate the existing network infrastructure, and the procurement of hardware to ensure alignment of the supplemental budget with theBE-LCP and support the automation of financial management systems;

2. Revisit Joint Circular No. 1, s.2017 DepEd-DBM-DILG governing the utilization of the School Education Fund (SEF), which should be aligned to the "new normal" in basic education service delivery;

3. Propose legislation or institute policy measures that will allow ways and means to facilitate the processing and approval of financial transactions, such as, but not limited to, the adoption of digital documentation and electronic signatures;

4. Reduce spending on non-priority items in the expenditures of programs, activities, and projects under maintenance and other operating expenses and capital outlay. This involves the adoption of austerity measures to generate "forced savings" in current operating expenditures to cover the requirements of new and emerging activities; and

5. Continue to engage with the LGUs, civil society organizations, PTAs, community leaders, and other stakeholders for transparency and accountability.

All resources generated from both the available annual programmed appropriations and those that may be sourced from other means shall not be used for ends which are inconsistent with the Learning Continuity Plan.

F. Communications

Communications shall play a major role in getting the support of stakeholders in implementing the BE-LCP. In its communications work on the BE-LCP, DepEd is guided by its National Communications Framework, which outlines the overarching communications approaches, including a communications strategy in the time of a crisis.

All communication efforts shall be directed from the CO to ensure a common understanding of DepEd's programs, while allowing field communicators to make communications responsive to localized needs. Communications planning shall be regularly made and adjusted by PAS, in consultation with policy makers and key publics, to unify branding and response efforts. Synergy and coordination with national government media channels (PCOO, DOH and IATF) will also be given priority to ensure that truthful and accurate information are disseminated to the ground.

The Department is strengthening its new media channels across various online platforms for quick syndication of important policies and announcements. We are also focusing on environment scanning for the collection of inputs from stakeholders that will help inform executive decisions, whether strategic, tactical, or operational. The convergence of official, allied, and recognized social media channels from the CO, ROs, SDOs, and schools/CLCs will help reach and engage not only those in urban centers, but most importantly, our field communicators.

On the operation level, a crisis communication management team (CCMT) was formed since the declaration of quarantine protocols. The crisis communications approach shall be integrated with the objectives of *Sulong EduKalidad*. Since the onset of the COVID-19 outbreak, the team has been performing crisis management-related tasks that require timely and speedy completion (24/7 media monitoring, public assistance, and Action Center help desk). The CCMT ensures maximization of traditional media, relevant NGO, and external partners for engagement, and close monitoring of feedback from teachers, learners, and other stakeholders.

In terms of disseminating relevant health and safety information, PAS will continue to partner and work closely with the DRRMS, DepEd Task Force COVID-19, BLSS-SHD, and other DepEd offices for relevant mental health, preventive and safety information, support, and response in the midst of the global pandemic.

These communication efforts of PAS for the BE-LCP are anchored on the core principles of proactive, cooperative, responsive and highly engaged relationships with the multiple publics of the Department of Education.

G. Monitoring and Evaluation

To further guide the Department in refining and continuously fleshing out the BE-LCP, a Monitoring and Evaluation (M&E) Framework anchored on the Basic Education Monitoring and Evaluation Framework (BEMEF) is being adopted, tailored to the needs of the learners during this emergency. This framework shall animate the planned interventions and activities and will show the desired outcomes as we navigate through the situation.

The framework includes intermediate outcomes, which represent what DepEd endeavors the learners to achieve in terms of access and quality during the pandemic. The enabling environment defines the necessary governance structure in terms of leadership investments, management systems, partnerships, and external relations that will ensure the effective, efficient, and responsive delivery of basic education needs of the learners.

OUTCOME / OUTPUTS	DESCRIPTION	INDICATORS	ACCOUNTABLE OFFICE
1. Learners are in the basic education system.	We need to ensure that all learners, regardless of sex, religion, geography, financial disposition, are encouraged to be in the basic education system during this pandemic. This requires that multiple learning facilities, resources, and learning delivery modalities are made accessible for the different types of learners.	• Gross Enrollment Rate • Net Enrollment Rate	Planning Service
1.a Appropriate and relevant learning delivery modalities established	Learning delivery modalities refer to various modes of accessing learning resources, such as face-to-face learning, distance learning, and blended learning, which cater to the different contexts and learning needs of the learners.	Appropriate and relevant learning delivery modalities established	Curriculum and Instruction (CI) bureaus; ROs

OUTCOME / OUTPUTS	DESCRIPTION	INDICATORS	ACCOUNTABLE OFFICE
1.b. Learners received the necessary learning resources for the applicable learning delivery modalities	Learning resources refer to the learning materials used by the learners to achieve the set learning competencies and standards. These are, but are not limited to, printed modules, printed books, DepEd Commons, online modules, and broadcast modules. These must be in conjunction with the adopted learning delivery modalities.	Percentage of learners receiving learning resources per learning delivery modality	CI bureaus led by the Bureau of Learning Resources (BLR), ROs; SDOs
2. Learners access programs responsive to their needs, consistent with their interest and aptitude	Ensures that learners' needs, interests, and aptitudes are taken into consideration in developing and rolling out learning delivery modalities.	Percentage of learners enrolled in appropriate programs	Planning Service
2.a Learning delivery modalities for inclusive education programs established	Inclusive education programs refer to IP Ed, Madrasah Education Program, Special Education Program (SPED)/Learner with Special Education Needs (LSEN), and special interest programs that will adopt various learning delivery modalities.	Appropriate and relevant learning delivery modalities for inclusive education programs established	CI bureaus
2.b. Learners receive learning resources responsive to their learning needs	Learning resources refer to the learning materials used by the learners to achieve the set learning competencies and standards. These are, but not limited to, printed modules, books, DepEd commons, online modules and broadcast materials that are aligned with inclusive education program principles.	No. of learners receiving learning resources responsive to their needs	CI bureaus led by the BLR; ROs; SDOs
3. Learners actively participate in different learning delivery modalities	Ensures that learning delivery modalities are learner-friendly and encourage active participation. These modalities shall endeavor to establish systems that are child-friendly, gender-sensitive, safe, and motivational, ensuring the well-being of learners.	● Cohort Survival Rate ● Transition Rate ● School Leaver Rate	Planning Service

OUTCOME / OUTPUTS	DESCRIPTION	INDICATORS	ACCOUNTABLE OFFICE
3.a Learner support systems are established	Support systems may refer, but are not limited to, feeding programs, psychosocial support, health and safety measures, and remedial classes.	Appropriate and relevant learner support systems established	Bureau of Learner Support Services (BLSS), DRRMS, and CI bureaus
3.b Learners receive support from learner support systems	Refers to the learners that received various support systems.	Percentage of learners receiving support from learner support systems	BLSS and CI bureaus
4. Learners complete education and attain learning standards	Ensures that programs and initiatives benefiting learners as they complete the basic education cycle and other educational interventions are implemented.	● Completion rate ● Promotion Rate ● ALS Completion Rate	Planning Service
1. Education leaders, teaching, and non-teaching staff practice participative and inclusive management processes during emergencies	Improves the capacity, as well as functional and leadership competencies in participative and inclusive management processes during emergencies, of education leaders, teaching and non-teaching staff. It ensures that the design and implementation of professional development programs are relevant and appropriate to the current public health situation.	● Types of trainings established ● Percent of staff trained for various learning delivery modalities - Education leaders - Teaching staff - Non-teaching staff ● Types of support systems established ● Percentage of staff trained for various learner support systems - Education leaders - Teaching staff - Non-teaching staff ● Percentage of education leaders trained/ capacitated on emergency planning	National Educators Academy of the Philippines (NEAP) Bureau of Human Resources and Organizational Development (BHROD)
2. Investments in the LCP provides learners with options for their required learning delivery modalities	Ensures sufficient provision and equitable distribution of education resources during the pandemic. Funding decisions also recognize the gaps and immediate measures that need to be considered in prioritizing resources in the midst of competing education	● No. of learning resources procured ● No. of learning resources developed ● No. of learning resources produced	Finance Service, Administrative Service, Procurement Management Service, Planning Service, CI bureaus

OUTCOME / OUTPUTS	DESCRIPTION	INDICATORS	ACCOUNTABLE OFFICE
	priorities to achieve equity and impact.		
3. Internal systems and processes serve learners efficiently through continuous monitoring and feedback	Enhances internal systems and processes to efficiently and effectively deliver basic education services.	• Disbursement rate • Timely delivery of procured projects	Finance and Administration
4. Key stakeholders actively collaborate to serve learners	Ensures collaborative engagement with key stakeholders to achieve the LCP. This collaboration will be delivered through functional mechanisms to make partnership building and linkages more strategic and aligned to LCP priorities.	Percentage of financial contribution of development partners over the total national education budget for the fiscal year	External Partnership Service; Program Management Service

VIII. Social, Economic, and Security Factors

The decision to open classes on August 24, 2020 shall allow the resumption of learning by our students. This will have long-term positive impact and is clearly superior to losing an entire school year if we wait for the full containment of COVID-19.

UNESCO[17] points out that prolonged school disruptions are associated with various negative impacts on children. The longer that marginalized children are out of school, the less likely they are to return. UNESCO also notes the risk of teenage pregnancy and sexual exploitation, and that prolonged closures disrupt essential school-based services such as immunization, school feeding, and mental health and psychosocial support, and can cause stress and anxiety due to the loss of peer interaction and disrupted routines.

With the opening of classes, education-related economic activities, such as in learning resources, technology-based platforms, and other ancillary/support industries will also be able to resume. Private schools will be able to open classes, and thus, avoid continued financial dislocation and displacement of their teachers and staff.

By resuming classes, we shall be able to continue with school-managed support systems, such as the School-Based Feeding Program (SBFP). Pursuant to RA 11037, or the *Masustansyang Pagkain para sa Batang Pilipino Act,* and DO No. 39, s. 2017, or the

[17] United Nations Educational, Scientific and Cultural Organization (2020) *Framework for reopening schools*. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000373348.locale=en

Operational Guidelines on the Implementation of School-Based Feeding Program for School Years 2017-2022, the SBFP primarily aims to address undernutrition by serving nutritious meals to undernourished learners for at least 120 days in a year. RA 11469, otherwise known as the *Bayanihan to Heal as One Act*, has identified the SBFP as a measure addressing COVID-19 and beneficial to children.

The commitment to continue providing education to our learners during this time of pandemic shall catalyze technological upgrades and innovations in learning resources and platforms. As discussed in more detail in another section of this document, a number of previously independent blended learning initiatives shall now be consolidated and strategically deployed by DepEd on a large scale.

In a study on the factors that influence the use of technology in the context of the Australian AID tablet computer programme in nine schools in the Philippines, Lumagbas et al.[18] found that leaders' openness to using ICT Tools, a shared vision on the purpose of using ICT in education, and an open and responsive school culture are key drivers of successful integration of technology in learning. This BE-LCP, with the capacity building programs and other related initiatives it brings, can potentially create these factors for the country's entire school system.

However, there are major issues that will need to be addressed in the implementation of the BE-LCP. One key issue is equity in terms of learners' access to technology, gadgets, and household support to learning. Learners who do not have internet access at home will still have printed modules and textbooks for independent learning, but these learners will have limited opportunities for interaction with their teachers and classmates.

Another consideration is the impact of distance and blended learning on the achievement of learning outcomes. Because both learners and teachers are mostly exposed to the face-to-face learning delivery modality, the impact of the shift to blended learning is still unknown. During this transition period, it is unavoidable that there will be a negative impact on the learning of those who cannot easily cope with the change. Support interventions will have to be implemented to mitigate this.

The "new normal" in education means additional administrative and operational burdens to teachers and schools. School management tools and practices such as the learning action cells (LAC), faculty meetings, and the use of school forms, will have to be reconfigured to suit the current situation.

[18] Jedaiah Joel Lumagbas, Wally Smith, Esther Care & Claire Scoular (2019) Tablet computers in Philippine public schools: School-level factors that influence technology management and use, *Technology, Pedagogy and Education*, 28:1, 73-89, DOI: 10.1080/1475939X.2019.1572535

On the security aspect, in times of uncertainty brought about by the COVID-19 pandemic, UNESCO IIEP [19] has emphasized the need to put to rest any public doubt or fear as school reopens. As such, it is crucial that the Department effectively addresses the climate of fear among students, parents, and communities. There may likewise be resistance among certain sections of teachers. In response to these, DepEd intends to be transparent in its communication, and shall correct the spread of misinformation, consult with its internal and external stakeholders, respond to queries and concerns raised, and strengthen its assistance and support to teachers.

Great importance is also given to strengthened coordination and cooperation at national and local levels, especially with the DOH, LGUs, and the Philippine National Police, to continuously ensure the well-being of all returning learners and DepEd personnel. And finally, the Department shall mobilize its partnerships and broad constituency for help and support.

The BE-LCP has put in place several mechanisms to attend to these areas of concern. The first is the conduct of the annual *Oplan Balik Eskwela* and *Brigada Eskwela*, which are scheduled for activation from June 1 to August 29, 2020. In light of COVID-19, both have been reconfigured to establish readiness of the school facilities, learners, teaching and nonteaching personnel, school administrators, and the community in time for school opening on August 24, 2020 and the implementation of the BE-LCP.

Another existing mechanism is the DepEd Task Force COVID-19, which is tasked to lead the Department's overall efforts in addressing COVID-19. The Task Force shall make policy recommendations and oversee operations, while also providing Daily Situation Reports for monitoring and quick response.

IX. Anchoring on *Sulong EduKalidad* and Bridging into the Future

DepEd has already made significant strides in education access and was already pivoting to shift its focus on quality. However, the COVID-19 pandemic has introduced other strains of inequities to the education system, including connectivity, cost of mobile use, bandwidth, digital capacity, availability of and capacity for providing learning support at home, and physical availability of parents/learning facilitators who may be daily wage earners and need to be at work.

Although reforms remain anchored on the four pillars of *Sulong EduKalidad*, the discourse on quality education and approach towards achieving this have been altered. For instance, streamlining the curriculum to prioritize durable and relevant competencies

[19] UNESCO International Institute for Educational Planning (IIEP) (2020) *Plan for School Reopening.* Retrieved from: http://www.iiep.unesco.org/en/plan-school-reopening

has been accelerated in light of the challenges of remote learning. Moreover, community quarantine has drastically redefined the learning environment, that is, from physical to virtual and distance learning spaces.

On the aspect of capacity building of teachers and school leaders, skills that need to be strengthened such as resilience, adaptability, resource management, technological literacy, and crisis response have become more pronounced in the face of the evolving roles as well as competing priorities of teachers and school leaders. In other words, the *Sulong EduKalidad* reforms are happening a lot faster than expected, with new dimensions, but also with different roadblocks that must be overcome.

With the BE-LCP, DepEd has demonstrated three interconnected capacities that are significantly linked to the future: INNOVATION, AGILITY, and SYNERGY. Innovation means formulating superior solutions that have greater social or economic impact. Agility refers to the ability to move quickly and gracefully, while synergy is a collaboration that creates an output greater or bigger than the sum of the individual contributions. The BE-LCP shows that adversities can be overcome because there is always a solution. It may be a matter of looking through different perspectives and sometimes, diverging from conventional approaches, but problems can be solved through innovation.

The speed by which an innovation can be launched matters a lot. Those who are agile, who are nimble and fast enough to adapt, would have a head start compared to others and would therefore have more time for fine-tuning their ideas. In contrast, there are voices preferring to cling to the past, calling on DepEd to freeze in time and wait for things to normalize before moving.

The BE-LCP is testament that there is a huge difference between formulating a solution the soonest time possible when it is needed, and coming up with a near-perfect solution much later when everyone has already looked elsewhere. There will be issues and problems in the implementation of the LCP, but these would provide the opportunity for redesigning, which indicates further growth areas and sustains the cycle of innovation.

Synergy, the third future-facing capacity, is the secret to innovating quickly. Converging individuals/institutions that have great alignment creates something that is greater than what each of them can achieve separately. The LCP is a product of the synergy of forward-looking sections of the government, industry, and academe to ensure that learners, teachers, and school leaders will thrive in the "new normal."

Sulong EduKalidad, the current BE-LCP, and the futures of Philippine education are unified by three goals for and with every learner: agency and self-actualization, work readiness, and responsible citizenship. In the immediate future, the threat of virus

transmission persists, and job insecurity becomes high. More than ever, the pandemic has shown that multiliteracies such as information, scientific, health, financial, and civic literacies are important for people to thrive in crisis. When citizens have these literacies fully functioning, they have a better understanding of how the spread can be contained. They are more critical of information credibility. They have a sharper sense of social responsibility and are more capable of dealing with financial shocks. As businesses try to recover from losses due to the pandemic, layoffs due to redundancy are expected, and there is greater risk for low-skilled workers. In addition, employers are more likely to outsource or subcontract some tasks to cut costs, which gives rise to the gig economy or short-term jobs, most of which can be done online. Changes in the employment landscape emphasize the importance of higher-order skills, technological skills, and the ability to work with greater autonomy.

To fully connect the BE-LCP to the future, enduring literacies and skills need to be highlighted in learning delivery modalities, technologies, strategies, resources, assessment, and in teacher/school leader capacity building. Furthermore, its components can be expanded to include knowledge mobilization, science of learning, and analytics. Knowledge mobilization will facilitate the translation of actionable knowledge. The science of learning will provide insights on how learners develop competencies, expertise, and dispositions in either physical or virtual learning spaces. On the other hand, analytics will introduce techniques and tools for collecting, interpreting, and communicating data to ensure evidence-driven decision-making. More importantly, the BE-LCP has to be guided by life-long, life-wide, life-deep, and life-wise learning principles.[20] These principles connect learning to a purpose (life-long), to the real-world (life-wide), to mastery and greater autonomy (life-deep), and to practical wisdom, ethics, values, morals, and dispositions (life-wise).

DepEd Resilience. As concluding remarks, DepEd has historically demonstrated an ability to respond to adversities and to deliver on its commitments and responsibilities.

Just last March 2020, two major DepEd ongoing events involving a large number of students from around the country - the National Schools Press Conference (NSPC) and National Festival of Talents (NFOT) - overlapped with the start of the Luzon-wide Enhanced Community Quarantine, and participants faced difficulties travelling back to their respective regions due to travel restrictions. Through strong and expeditious coordination with various national and local authorities and offices, the Department was able to bring the delegates safely back to their homes, and was able to undertake the close monitoring of the health conditions of all delegates during the precautionary period.

[20] Four-Learning Framework. https://www.nie.edu.sg/about-us/nie-strategic-vision-2022

DepEd and its teachers have also been at the frontlines of every national and local election, ensuring its honest, orderly, peaceful, and credible conduct. Our schools have been used as polling stations, and teachers have been deputized to serve crucial roles despite the demands and challenges that election season entails.

DepEd has provided response actions during major calamities. In just the past nine months, we have dealt with four major occurrences: Cotabato Earthquakes (October 16–31, 2019), Typhoon Tisoy (November 24–December 6, 2019), Typhoon Ursula (December 19–29, 2019), and Taal Eruption (January 12, 2020). Through the response systems instituted by the Department, learners, personnel, and schools were provided with support for repairs, psychological first aid, and temporary learning spaces. Partnerships have also been leveraged to provide support to DepEd's efforts to ensure learning continuity.

DepEd has a working governance system from the Central Office to the field. This will enable it to translate a complex plan into operational actions at all governance levels. While COVID-19 is a problem, it is also an opportunity. DepEd will not sit by idly to miss the opportunities that COVID-19 brings.

Learning opportunities shall be available, and learning shall continue in the time of COVID-19. *Sulong EduKalidad*!

ANNEX "A"

Subgroups for Learning Continuity Plan (Organizations and Individuals)
Philippine Forum for Inclusive Quality Basic Education or Educ Forum

Subgroup 1: Data Analytics
Chair & Co-Chair:
Dir. Roger B. Masapol, Planning Service, Department of Education
Ms. Nassreena Sampaco-Baddiri, Innovations for Poverty Action (IPA)

Action for Economic Reforms (AER)	Jenina Joy Chavez Dr. Buenaventura Dargantes Victoria Viterbo-Quimbo Laurence Anthony Go
Asian Development Bank (ADB)	Rosario G. Manasan
Asian Institute of Management	Kenneth Hartigan-Go Mary Alexis Johanna Villar Jason Bonaga Nikki Ebora Toniphine Flores
Australian Embassy in the Philippines	Francesca Lawe-Davies Francis Perdon
Deutsche Gesellschaft für Internationale Zusammenarbeit GIZ (German International Cooperation)	Marvin Marquez
Early Childhood Care and Development (ECCD) Council	Dr. Teresita G. Inciong Dr. Zenaida T. Domingo Newelle Magas
Education Network (E-Net) Philippines	Vichelle Yumuya
Education Pathways to Peace in Mindanao	Resurreccion Cruz
Employers Confederation of the Philippines (ECOP)	Jhoyzel Nacisvalencia
Innovations for Poverty Action (IPA)	Nassreena Sampaco-Baddiri Heather Richmond Jed Dimaisip-Nabuab Karisha Anne Cruz
Knowledge Channel Foundation, Inc.	Michael David Ramos
Philippine Business for Education (PBEd)	Immanuel Cedrik Forbes Lawrence Angelo Malasa
Philippine Institute for Development Studies (PIDS)	Dr. Aniceto C. Orbeta, Jr.
Social Watch	Alce Quitalig

Teachers and Employees Association for Change, Education Reforms and Solidarity, Inc. (TEACHERS Inc)	Proserfina S. Guarina Engr. Jomer Catipon
The Asia Foundation	Regina Pasion
Unang Hakbang Foundation Inc.	Maria Olivia Lucas
UNICEF	Fumiaki Sagisaka
University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED)	Dr. Monalisa T. Sasing Guillermo P. Bautista, Jr.
University of the Philippines Open University	Dr. Melinda dP. Bandalaria
United States Agency for International Development (USAID)/Advancing Basic Education in the Philippines (ABC+)	Lorina Aquino Emil Monroy
Visayas State University	Dr. Moises Neil Serino
World Bank	Sachiko Kataoka Ann Jillian Adona Nicki Tenazas

Subgroup 2: Learning Strategies and Modalities
Chair & Co-Chair:
Dir. Jocelyn D.R. Andaya, Bureau of Curriculum and Development, Department of Education
Ms. Ina Aquino, *United States Agency for International Development (USAID)*

Action for Economic Reforms	Dr. Buenaventura Dargantes Dr. Menandro Berana Krupskaya Anonuevo
Assessment, Curriculum and Technology Research Centre (ACTRC)	Dr. Marlene B. Ferido
Australian Embassy in the Philippines	Francis Perdon Sharon Andrea Lumpias
BRAC Philippines	Efren Lubuguin
Coalition for Better Education (CBE)	Luchi C. Flores
CREOTEC Philippines	Dr. Ma. Theresa P. Bermudez Ma. Zannette M. Fuentes
Department of Trade and Industry (DTI)	Jerry T. Clavesillas Edwin Pasahol Cynthia Salamanca Alfee Rei Galapon

Early Childhood Care and Development (ECCD) Council	Dr. Teresita G. Inciong Dr. Zenaida T. Domingo Newelle Magas
Education Network (E-Net) Philippines	Flora C. Arellano May Rendon-Cinco
Education Pathways to Peace in Mindanao	Bonna Duron Luder
Employers Confederation of the Philippines (ECOP)	Anton Llorente Sayo
Foundation for Upgrading the Standard of Education (FUSE)	Fr. Onofre Inocencio, Jr.
Fundación Educación y Cooperacion – EDUCO	Prudencia Martinez-Sanoy
Independent Living Learning Center (ILLC)/ Academia Progresiva de Manila (APDM)/ Rehabilitation and Empowerment of Adults and Children with Handicap Foundation, Inc. (REACH)	Abelardo Apollo I. David, Jr. Nina Carmela V. Almeda
Innovations for Poverty Action (IPA)	Jed Dimaisip-Nabuab
Knowledge Channel Foundation, Inc.	Edric C. Calma
KPACIO Konkokyo	Harriet Escarcha
National Council on Disability Affairs (NCDA)	Maria Rosario A. Rimorin Rizalio R. Sanchez Jayme J. Marino
NORFIL Foundation	Ranilo Sorongon
Philippine Business for Education (PBEd)	Immanuel Cedrik Forbes Lawrence Angelo Malasa
Philippine Chamber of Commerce and Industry Human Resources Development Foundation (PCCI HRDF)	Dr. Alberto P. Fenix, Jr. Marlon Miña Raymund Margallo
Philippine Normal University (PNU)	Dr. Bert J. Tuga Dr. Jennie V. Jocson
Philippine Social Science Council (PSSC)	Dr. Lourdes M. Portus
Plan International	Kessica Bersamin Ariel Frago Maria Perlita De Leon
Public Services Labor Independent Confederation (PSLINK)	Annie Enriquez Geron
Save the Children Philippines	Joy Sampang Sierra Mae Paraan Lorna Diño Rosarita Dalisay Solitario Discar Jr.

Social Watch	Janet Carandang
Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)	Yolanda De Las Alas Debbie Lacuesta Philip Purnell
Teach for the Philippines (TFP)	Adelaide Elpidama
The Asia Foundation	Ethan Geary James Francis Miradora Kathline Tolosa
The Raya School	Ani Rosa Almario
UNICEF	Teresita Felipe Avelino Mejia Psyche Olayvar
United States Agency for International Development (USAID)	Dr. Monica Ang-Tan Dr. Thomas LeBlanc Jona Lai
United States Agency for International Development (USAID)/Advancing Basic Education in the Philippines (ABC+)	Ina Aquino
United States Agency for International Development (USAID)/Opportunity 2.0	Maria Teresa Mokamad Miriam Pahm
University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED)	Dr. Aida I. Yap Dr. Maria Helen Catalan
World Bank	Sachiko Kataoka Nicki Tenazas Andy Ragatz Ann Jillian Adona

Subgroup 3: Capacity of Teachers and School Leaders
Chair & Co-Chair:
Dir. John Arnold S. Siena, National Educators Academy of the Philippines, Department of Education
Ms. Krupskaya Añonuevo, Action for Economic Reforms

Action for Economic Reforms (AER)	Dr. Buenaventura Dargantes Krupskaya Añonuevo
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Rene R. Raya
Assessment, Curriculum and Technology Research Centre (ACTRC)	Dr. Marie Therese A.P Bustos

Australian Embassy in the Philippines	Francesca Lawe-Davies Ester Roxas Sharon Andrea Lumpias
Coalition for Better Education (CBE)	Luchi C. Flores
Deutsche Gesellschaft für Internationale Zusammenarbeit GIZ (German International Cooperation)	Nicole Siegmund
Early Childhood Care and Development (ECCD) Council	Dr. Teresita G. Inciong Dr. Zenaida T. Domingo Newelle Magas
Education Network (E-Net) Philippines	Flora C. Arellano
Education Pathways to Peace in Mindanao	Cholette Tuviera-Lecaroz
Employers Confederation of the Philippines (ECOP)	Jelermina Abigail Roxas-Gorospe
Globe Telecom	Miguel Bermundo
Habi Education Lab	Gerson Abesamis
Knowledge Channel Foundation, Inc.	Fe Hidalgo Jomar Villanueva
NORFIL Foundation	Ranilo Sorongon
Philippine Business for Education (PBEd)	Zarina San Jose Regina Laciste
Philippine Normal University (PNU)	Dr. Bert J. Tuga, President Dr. Jennie V. Jocson
Philippine Social Science Council (PSSC)	Dr. Lourdes M. Portus Wilson Villones
Ramon Aboitiz Foundation, Inc. (RAFI)	Maria Rizza Labao
Research Center for Teacher Quality (RCTQ)	Dr. Gina Gonong Dr. Levi Elipane
Samahang Manggagawang Pilipino - National Alliance of Teachers and Office Workers (SMP-NATOW)	Milagros Ogalinda
Save the Children Philippines	Adelina Velasco
Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)	Dr. Juan Robertino Macalde
Teach for the Philippines (TFP)	Mavie Ungco
Teachers and Employees Association for Change, Education Reforms and Solidarity, Inc. (TEACHERS Inc)	Serafin Molina Dr. Magdalena Garcia

UNICEF	Maria Melizza Tan
Unilab Foundation	Dr. Sheila Marie Hocson Lilibeth Aristorenas Mitch Climaco
United States Agency for International Development (USAID)	Dr. Monica Ang-Tan
United States Agency for International Development (USAID)/Advancing Basic Education in the Philippines (ABC+)	Lorina Aquino Elaine Trinos
University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED)	Dr. Erlina R. Ronda Dr. Monalisa T. Sasing
University of the Philippines Open University	Dr. Melinda dP. Bandalaria
Visayas State University	Dr. Aleli A. Villocino
World Bank	Sachiko Kataoka Andy Ragatz

Subgroup 4: Operational Plan
Chair: Dir. Roger B. Masapol, Planning Service, Department of Education

Education Pathways to Peace in Mindanao	Resurreccion Cruz
Employers Confederation of the Philippines (ECOP)	Jose Roland Moya
Government Union for the Integration of Differently-Abled Employees (GUIDE)	Lauro Purcil
Institute of Strategic Research and Development Studies	Tess Tabada
Knowledge Channel Foundation, Inc.	Doris Nuval
Ramon Aboitiz Foundation, Inc./RAFI	Maria Rizza Labao
Save the Children Philippines	Marlon Matuguina
Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)	Dr. Ramon C. Bacani
Teach for the Philippines (TFP)	Clarissa Delgado Hayden Bale
The Asia Foundation	Kathline Tolosa Quintin Atienza
Unang Hakbang Foundation Inc.	Merlita Adviento

UNESCO National Commission of the Philippines	Rex A. Ubac, Jr.
UNICEF	Carl Francis Moog
United States Agency for International Development (USAID)/Advancing Basic Education in the Philippines (ABC+)	Gerelyn J. Balneg
World Bank	Sachiko Kataoka Nicki Tenazas

Subgroup 5: Bridging Short, Medium and Long Term for Sulong EduKalidad
Chair: Ms. Lovelaine Basillote, Philippine Business for Education (PBEd)

Action for Economic Reforms (AER)	Jenina Joy Chavez Nadine Agustin
Asian Development Bank (ADB)	Yumiko Yamakawa
Australian Embassy in the Philippines	Francesca Lawe-Davies
Early Childhood Care and Development (ECCD) Council	Dr. Teresita G. Inciong Dr. Zenaida T. Domingo Newelle Magas
Education Network (E-Net) Philippines	Luzette Hufancia-Necio
Education Pathways to Peace in Mindanao	Rizalino Barandino
Employers Confederation of the Philippines (ECOP)	Antonio L. Sayo Neil Don Orillaneda
Knowledge Channel Foundation, Inc.	Rina Lopez Bautista
Life Haven CIL	Benjamin Bernandino
National Economic and Development Authority (NEDA)	Susan Carandang Yuko Lisette Domingo
Philippine Business for Education (PBEd)	Lovelaine Basillote
Philippine Chamber of Massage Industry for Visually Impaired	Ronnel del Rio
Plan International	Kessica Bersamin
Research Center for Teacher Quality (RCTQ)	Dr. Gina Gonong Dr. Levi Elipane
Resources for the Blind, Inc.	Marieta Regala
Save the Children Philippines	Jonathan C. Valdez
Teach for the Philippines (TFP)	Angel Ramos
The Asia Foundation	Ethan Geary
UNICEF	Isy Faingold

	Teresita Felipe
World Bank	Sachiko Kataoka
World Vision	Geomel P. Jetonzo

ANNEX "B"

Republic of the Philippines
Department of Education

11 MAY 2020

DepEd O R D E R
No. 007 s. 2020

SCHOOL CALENDAR AND ACTIVITIES FOR SCHOOL YEAR 2020-2021

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and Colleges Heads
All Others Concerned

1. The unprecedented outbreak of COVID-19, which resulted in the implementation of various forms of community quarantine, has greatly affected the education system. While our united efforts in the past months against the COVID-19 pandemic are producing positive results, it is not yet fully contained, and our country and the world at large continue to face challenges brought about by this unforeseen health crisis.

2. The Department of Education (DepEd) is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate development of our learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times.

3. After consultations and internal discussions, DepEd has reached a decision to set the opening of **School Year (SY) 2020-2021** on **August 24, 2020**. However, the days in August prior to the formal school opening will be used to provide learners with assignments to explore foundational topics for deepening during the year, orientation on the utilization of alternative learning delivery modalities and corresponding learners' materials, and mental health and psychosocial support activities. These pre-opening activities devoted to the attainment of the learning objectives for the school year shall be counted as class days. The school year will end on **April 30, 2021**.

4. The push back in the formal school opening by nearly three months from the traditional opening on the first Monday of June, is intended to afford DepEd enough time to undertake the necessary preparations in what will be an extraordinarily challenging school year.

5. School opening will not necessarily mean traditional face-to-face learning in classroom. The physical opening of schools will depend on the risk severity grading or classification of a locality, pursuant to guidelines of the Department of Health (DOH), the the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), or the Office of the President (OP). Even in areas where schools are allowed to open, physical distancing will still be required, which will necessitate schools to combine face-to-face learning with distance learning.

6. Because of the compressed school year, the Secretary is authorizing the holding of Saturday classes, through the conduct of distance learning activities to be undertaken by learners, pursuant to Republic Act (RA) No. 7797. Should religious considerations prohibit these Saturday activities, they shall be undertaken on Sundays. In all, the total class days in the 2020-2021 school calendar will be **203 days**.

7. The learning intervention for Alternative Learning System (ALS) shall also formally open on **August 24, 2020**, while the program duration will depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program.

8. Private schools and state/local universities and colleges (SUCs/LUCs) offering basic education will be allowed to open classes within the period authorized by RA 7797, which is on the first Monday of June but not later than the last day of August, *Provided*:

   a. No face-to-face classes will be allowed earlier than August 24, 2020, and from then on, face-to-face classes may be conducted only in areas allowed to open physically.
   b. They submit in advance the following documents to the DepEd Regional Offices (ROs) for review and monitoring purposes:

      i. Their school's plan for compliance with minimum health standards that will be issued by DepEd, consistent with guidelines of the DOH, the IATF, and the OP;
      ii. Their school's Learning Continuity Plan showing alternative delivery modes of learning when face-to-face learning is not allowed, which shall constitute compliance with the requirement provided under Item 6 of Annex 3, DepEd Order No. 021, s. 2019; and
      iii. Their school's SY 2020-2021 School Calendar.

9. The **Implementing Guidelines on the School Calendar and Activities for SY 2020-2021** are provided herein (**Enclosure No. 1**) to enable the schools and community learning centers (CLCs) to effectively and efficiently implement the school events and activities. Likewise, the guidelines shall allow the ROs and the schools division offices (SDOs) to provide support to schools and CLCs, particularly in the areas of instruction and progress monitoring and evaluation.

10. Schools and CLCs may observe national and local celebrations other than those indicated in **Enclosure Nos. 2** and **3**, provided that these are beneficial to the learners. In this regard, ROs may issue a supplemental calendar to reflect their local events. The significance of these celebrations may be integrated in the day's learning activity.

11. Immediate dissemination of and strict compliance with this Order are directed.

LEONOR MAGTOLIS BRIONES
Secretary

Encl./s: As stated
Reference: None
To be indicated in the Perpetual Index under the following subjects:

CALENDAR, SCHOOL
CELEBRATIONS AND FESTIVALS
CLASSES
MONITORING AND EVALUATION
OFFICIALS
POLICY
SCHOOLS

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DEPED-OSEC-433014

JD/NM - DO School Calendar and Activities for School Year 2020-2021
May 6/8/10, 2020

(Enclosure No. 1 to DepEd Order No. 007, s. 2020)

IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR SCHOOL YEAR 2020-2021

I. RATIONALE

1. The Department of Education (DepEd) ensures the effective implementation of the K to 12 Basic Education Curriculum for every learner to acquire quality, accessible, relevant, and liberating basic education. The implementation of the K to 12 Curriculum provides opportunity and sufficient time for learners to acquire and master lifelong learning skills for the 21st century, and to experience learning beyond the classroom for more holistic development, in order to prepare the graduates for higher education, middle level skills development, and the world of work. Hence, schools and community learning centers (CLCs) are encouraged to adhere to the school calendar and activities to comply with the required number of school days for the optimum attainment of the learning standards as well as to ensure the observance of national/local school events and activities/celebrations. The school calendar also reflects the events and monthly celebrations/observances for the year.

2. The unprecedented outbreak of COVID-19, which resulted in the implementation of various forms of community quarantine, has, however, greatly affected the education system, including the school calendar. DepEd has been supporting the overall effort of the Philippine government to address this public health crisis by making informed, coordinated, and proportionate response, and adopting crucial policies to ensure continuity of quality education amidst the challenges of this crisis, hence the need to adjust the usual school calendar.

3. This policy aims to provide direction and guidance to schools and CLCs in planning their respective activities relative to curricular operations and other celebrations/observances within the required number of class days for School Year (SY) 2020-2021.

II. SCOPE

4. These **Implementing Guidelines on the School Calendar and Activities for SY 2020-2021** shall be applicable to both public and private elementary and secondary schools including CLCs nationwide.

5. Private schools and state/local universities and colleges (SUCs/LUCs) offering basic education will be allowed to open classes within the period authorized by RA 7797, which is on the first Monday of June but not later than the last day of August, *Provided*:

a. No face-to-face classes will be allowed earlier than August 24, 2020, and from then on, face-to-face classes may be conducted only in areas allowed to open physically.
b. They submit in advance the following documents to the DepEd Regional Offices (ROs) for review and monitoring purposes:
    i. Their school's plan for compliance with minimum health standards that will be issued by DepEd, consistent with guidelines of the Department of Health (DOH), the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF), and the Office of President (OP);

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DEPED-OSEC-433014

ii. Their school's Learning Continuity Plan showing alternative delivery modes of learning when face-to-face learning is not allowed, which shall constitute compliance with the requirement provided under Item 6 of Annex 3, DepEd Order No. 021, s. 2019; and
iii. Their school's SY 2020-2021 School Calendar.

III. DEFINITION OF TERMS

6. For the purpose of this policy, the operational definition of the following terms are as follows:

a. ***Awards Committee*** - a committee organized by the school head to establish processes of, standards, and timelines in determining qualifiers for awards as well as to deliberate on the qualifications of candidates for awards and recognition.

b. ***Class Days*** – consist of days when curricular and co-curricular activities are conducted within or outside school premises, including the home, devoted to the attainment of learning objectives and intended to ensure effective delivery of the curriculum.

c. ***Co-curricular Activities*** – activities and learning experiences that are undertaken side by side with the curricular activities. These learning experiences complement what learners are learning in school.

d. ***Curricular Activities*** – opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, and homes as well as school-based and out-of-school activities conducted to ensure the learners' acquisition of the K to 12 learning - and the 21st century skills.(DO 21 s., 2019)

e. ***Early Language Literacy and Numeracy Assessment (ELLNA)*** - an assessment administered at the end of Grade 3 as a key stage assessment to determine if learners are meeting the learning standards in early language, literacy, and numeracy.

f. ***Exit Assessment*** – a standardized set of examinations taken by learners in Years 6, 10, and 12. The test, which covers the 21st century skills, is designed to determine if learners are meeting the learning standards set forth in the K to 12 Basic Education Program.

g. ***In-Service Training (INSET)*** - a learning and development activity for teachers and staff that may include seminars, workshops, conferences, exhibitions and Learning Action Cells that are designed to update their knowledge, skills and competencies that will result to considerable evidence of improved teaching-learning and instructional leadership practices which enhance learners' performance and competency levels.

h. ***National Career Assessment Examination (NCAE)*** – an aptitude test geared towards providing information through test results for self-assessment, career awareness, and career guidance of Grade 9 learners of the K to 12 Program.

i. ***Parent-Teacher Conference*** – an opportunity to bring parents and teachers together in partnership to support learners' academic success and happiness.

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Teachers shall discuss with the parents the academic progress and social behavior of their children and showcase the outputs of the learners.

IV. POLICY STATEMENT

7. DepEd hereby issues these guidelines to ensure that the number of class days required for curriculum operations and school-related activities are complied with and standard school events and celebrations/observances are being conducted during the school year to ensure quality teaching and holistic learning.

V. GUIDELINES

8. For SY 2020-2021, schools shall formally start the conduct of teaching and learning activities on **August 24, 2020** while the end of the SY shall be **April 30, 2021**. It shall consist of **203 class days** inclusive of the pre-school opening assignments exploring foundational topics for deepening during the year, orientation on the utilization of alternative learning delivery modalities and corresponding learners' materials, and conduct of mental health and psychosocial support activities.

9. The learning intervention for Alternative Learning System (ALS) shall formally open on the same date, while its program duration will depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program.

10. School opening will not necessarily mean traditional face-to-face learning in classroom. The physical opening of schools will depend on the risk severity grading or classification of a locality, pursuant to guidelines of the DOH, the IATF or the OP. Even in areas where schools are allowed to open, physical distancing will still be required, which will necessitate schools to combine face-to-face learning with distance learning.

11. Schools and CLCs, under the supervision of the regional and schools division offices, are authorized to decide on the specific learning delivery modalities which may be deemed appropriate in their context. Where face-to-face modality is allowed, there shall only be a maximum of 15 to 20 learners in each class in compliance with the social distancing measures set by the DOH.

12. Because of the compressed school year, the Secretary is authorizing the holding of Saturday classes, through the conduct of distance learning activities to be undertaken by learners, pursuant to Republic Act No. 7797. Should religious considerations prohibit these Saturday activities, they shall be undertaken on Sundays. However, teachers will not be required to report for work and engage in teaching activities on Saturdays and Sundays.

13. Teachers shall start rendering service on June 1, 2020, upon completion of summer vacation on May 31, 2020. They will attend orientation and training activities on the utilization of the distance learning delivery modalities, prepare instructional materials, and plan the organization of classes in consideration of the learning delivery modalities to be employed. If skeleton workforce will still be the operative government guidelines by June, DepEd shall issue the appropriate alternative work arrangements guidelines to the field to comply with prevailing policy, and to ensure safe work environment.

14. Schools shall conduct enrollment from June 1–30, 2020 for all learners intending to attend SY 2020-2021, including those who enrolled during the early registration period, given that circumstances have changed substantially. It is important to validate

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the enrollment, so that teachers and schools will be able to adequately plan the organization of their learners into classes, taking into consideration their particular circumstances.

15. The enrollees and/or their parents/guardians shall provide information through an enrollment and survey form (**Enclosure No. 4**). The enrollment and survey form is intended to collect important information to consider for the adoption of the relevant learning delivery strategies and modalities and to further provide support to learners for the school year.

16. Teachers shall encode the accomplished enrollment form in the Learner Information System (LIS) enrollment module which will be deployed on June 8, 2020. Various modalities will be employed to administer the form to maintain physical distancing. The detailed procedures for the deployment of the enrollment and survey forms shall be issued separately.

17. *Brigada Eskwela* and *Oplan Balik Eskwela* will be undertaken from June 1, 2020 to August 29, 2020. *Oplan Kalusugan (OK) sa* DepEd will be scheduled in September 2020. Separate guidelines for these activities will be issued.

18. Homeroom activities that include mental health and psychosocial activities, particularly psychological first aid for learners, discussions on the characteristics and effects of the pandemic, orientation on precautionary and preventive measures, such as water, sanitation and hygience (WASH), and other topics related to COVID-19 pandemic shall be conducted on August 17–22, 2020.

19. Pursuant to the objectives of *Sulong EduKalidad*, schools shall strictly devote the eight (8) weeks of each academic quarter to teaching and learning activities. Learners must be made aware of their responsibility to engage actively in the learning process and participate according to the requirements in each learning area.

20. Given the differing circumstances and capacities by learners and households to cope with the new modalities of learning, a number of learners may be left behind. Thus, efforts to provide remediation and enhancement activities shall also be given more attention.

21. Classroom assessment, namely, formative and summative assessments shall be conducted by the teachers to track and measure learners' progress and to adjust instruction accordingly. These shall be done through paper-based, offline or online assessment format, whichever is appropriate to the context and needs of the learners, to enable them to participate fully in the assessment process and be assessed fairly. The last two days of each academic quarter shall be devoted to the administration of quarterly assessment.

22. At the national level, the Bureau of Education Assessment (BEA) shall administer the National Career Assessment Examination (NCAE) to assess the aptitude and interest of learners and provide them with relevant information on their skills, abilities, and readiness for academic and non-academic courses. The Early Language Literacy and Numeracy Assessment (ELLNA) shall be conducted to measure the literacy skills of the learners in their respective Mother Tongues (MT), Filipino and English. The Exit Assessments such as National Achievement Tests (NAT) shall also be administered for Grades 6, 10, and 12 to determine if learners are meeting the learning standards set forth in the K to 12 Basic Education Program. The Accreditation and Equivalency Test shall also be administered to measure the competencies of those who have not finished either formal elementary or secondary education. National assessments shall be conducted, subject to guidelines by the DOH, the IATF, and the OP.

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23. The conduct of curricular and co-curricular activities that involve gathering of large number of learners, such as science fairs, showcase of portfolios, trade fairs, school sports, campus journalism, festival of talents, job fairs, career orientation, and other similar activities are **cancelled for the school year,** except for those that can be conducted through online platform.

24. The conduct of activities related to *Palarong Pambansa* shall be decided separately by the *Palarong Pambansa* Board.

25. Career guidance activities shall be conducted between September 2020 and January 2021 to guide Grades 9 and 10 learners in making informed choices on their preferred Senior High School track using modalities applicable in the learner's situation. College and middle level skills fair, job fair, business, SHS summits and entrepreneurship expo, and similar activities shall be cancelled.

26. A general assembly of stakeholders shall be conducted by all schools at the beginning of the school year to orient stakeholders on the vision, mission, and core values of DepEd, as well as curriculum, learning delivery, co-curricular programs, and ancillary services that support learners' development and other continuous improvement initiatives, and to generate proposals. In addition, Mid-year (October) and Year-end (April) General Assemblies shall also be held to present the School Report Card (SRC) and consult the assembly on how to better achieve the vision, goals, and objectives. Schools shall decide on the appropriate mechanism for undertaking the activity, e.g. teleconferencing, face-to-face, etc., as appropriate.

27. Parent-Teacher Conferences (PTC) shall be done not earlier than the Second Saturday after the examinations for the first three Academic Quarters. It will be used as a venue to apprise the parents on the performance of their children and ensure their involvement in school activities. The school shall have the responsibility to determine the appropriate manner of undertaking the PTC. For parents without access to online conference, and where face-to-face is allowed, social distancing must be strictly observed. Report Cards shall be distributed to parents/guardians, where feasible, otherwise a scanned copy of the the Report Card may be uploaded online for access of only the learner and his/her parents or guardian, in consideration of the confidentiality of school records.

28. All public gatherings shall be organized following guidelines and protocols set by the DOH, the IATF, and the OP.

29. Christmas break shall begin on Saturday, December 19, 2020. Classes shall resume on Monday, January 4, 2021.

30. Deliberation of awards and recognition may be conducted two weeks before the graduation or moving-up ceremonies by the School Awards Committee (AC) for the following:

a. Learners who will receive recognition and awards; and
b. Learners who are candidates for graduation.

31. Accomplishment of year-end financial clearance of learners is strictly prohibited in accordance with the Department's No Collection Policy.

32. Remedial, advancement and enrichment classes during summer shall begin on Monday, May 3, 2021 and end on Friday, June 11, 2021.

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33. In preparation for the opening of classes for the SY 2021-2022, the schools shall conduct the following activities:

a. Early registration of incoming Kindergarten, Grades 1, 7 and 11 learners as well as locating, identifying and registering Special Education (SPED) learners, Out of School Children (OSC) and Out of School Youth (OSY) from the last Saturday of January to the last Friday of February, as stipulated in DepEd Order No. 3, s. 2018; and
b. *Brigada Eskwela* (to be announced).

34. In **Enclosure No. 2**, a calendar is presented with the following markings on relevant dates:

a. Declared holidays and weekdays with no classes (x).
b. Days for INSET, Curricular and Co-curricular activities, home-school collaboration related activities (□).
c. Days for the conduct of Quarterly Assessment (☆).

35. Attached is **Enclosure No. 3**, listing the celebrations/observances provided by law. Schools are encouraged to integrate such celebrations/observances in curricular activities as reasonable and appropriate, but the schools may plan on the celebrations or observances they will highlight for the year. The Central Office shall no longer issue separate memoranda on these observations, except when there is compelling reason to do so.

VI. MONITORING AND EVALUATION

36. The Bureau of Learning Delivery (BLD), the Curriculum Learning Management Division (CLMD), the Curriculum Implementation Division (CID), and the School Governance Operations Division (SGOD) shall monitor the compliance of schools with the provisions of these guidelines. Queries on these guidelines shall be addressed to the Office of the Director, BLD, via email address bld.od@deped.gov.ph or at telephone numbers (02) 8637-4346 and (02) 8637-4347.

37. These Guidelines shall be regularly evaluated and updated, as may be deemed necessary.

VII. EFFECTIVITY

38. This Policy shall take effect immediately upon publication in the DepEd website.

VIII. REFERENCES

R.A 7797, An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220)

D.O. No. 07, s. 2019, School Calendar for School Year 2019-2020

D.O. No. 13, s. 2018, Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program

D.O. No. 3, s. 2018, Basic Education Enrollment Policy

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DEPED-OSEC-433014

D.O. No. 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program

D.O No. 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and School Report Card (SRC)

DECS Order No. 36, s. 1997, Mid-year Program Review and Evaluation (MPRE)

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(Enclosure No. 2 to DepED Order No. 007, s. 2020)

Monthly School Calendar of Activities For School Year 2020-2021

Month	Activity
June 2020	
1	• Start for teachers to render service for SY 2020-2021
12	• Independence Day (regular holiday)
23	• Department of Education Founding Anniversary
TBA	• Special Administration of Philippine Educational Placement Test (PEPT), if allowed under IATF rules
1-30	• Enrollment
1-30	• *Brigada Eskwela* and *Oplan Balik Eskwela*
July 2020	
1-31	• *Brigada Eskwela* and *Oplan Balik Eskwela*
TBA	• *Eidul Adha* (regular holiday; date subject to Presidential Proclamation)
August 2020	
3-15	• Pre-school opening assignments exploring foundational topics for deepening during the year/orientation of learners on the utilization of alternative modalities and learners' materials
17-22	• Mental Health and Psychosocial Support Activities
21	• Ninoy Aquino Day (special non-working day)
TBA	• Conduct of Career Assessment of Grade 9 students
24	• **Start of Teaching and Learning Activities**
1-29	• *Brigada Eskwela* and *Oplan Balik Eskwela*
31	• National Heroes Day (regular holiday)
September 2020	
TBA	• *Oplan Kalusugan sa* DepEd
October 2020	
5	• World Teachers' Day
15-16	• 1st Quarter Assessment
November 2020	
1	• All Saints' Day (special non-working day)
2	• Additional Special Non-Working Day (Per Presidential Proclamation No. 845, s. 2019)
7	• Parent-Teacher Conference
27	• *Araw ng Pagbasa*
30	• Bonifacio Day (regular holiday)
December 2020	
8	• Feast of the Immaculate Conception of Mary (special non-working holiday)
10-11	• 2nd Quarter Assessment
14-18	• Mid-Year INSET
19	• Start of Christmas Break
24	• Additional Special Non-Working Day (Per Presidential Proclamation No. 845, s. 2019)
25	• Christmas Day (regular holiday)
30	• Rizal Day (regular holiday)
31	• Last Day of the Year (special non-working day)

TBA - to be announced

JUNE 2020

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	×12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2020

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	×21	22
23	**24**	25	26	27	28	29
30	×31					
					Class Days	22

SEPTEMBER 2020

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					Class Days	26

OCTOBER 2020

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	☆15	☆16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					Class Days	26

NOVEMBER 2020

S	M	T	W	Th	F	Sa
1	×2	3	4	5	6	□7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	×30					
					Class Days	23

DECEMBER 2020

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	×8	9	☆10	☆11	12
13	14	15	16	17	18	19
20	×21	×22	×23	×24	×25	26
27	×28	×29	×30	×31		
					Class Days	15

Legend:
× - Declared Holidays/ No Classes
□ - Days for INSET, Curricular, Co-Curricular and home-school collaboration related activities, Parent-Teacher Conference
☆ - Days for the conduct of Quarterly Assessment

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Month	Activity
January 2021	
1 4 9 3rd week 4th week 30	• New Year's Day (regular holiday) • Resumption of classes • Parent-Teacher Conference • NCAE, if allowed under IATF rules • Administration of NAT for Grade12, if allowed under IATF rules • Start of Early Registration
February 2021	
1st week 1st-2nd week 12* 24 & 26 25*	• PEPT, if allowed under IATF rules • Supreme Pupil Government (SPG)/Supreme Student Government (SSG) Election • Chinese New Year • 3rd Quarter Examination • Anniversary of the EDSA People Power Revolution
March 2021	
13 TBA TBA	• Parent-Teacher Conference • Administration of NAT for Grade 6 and Grade 10 (one week before the final exams), if allowed under IATF rules • Early Language Literacy and Numeracy Assessment (ELLNA) (two weeks before final exam), if allowed under IATF rules
April 2021	
1 2 9 15 – 16 22-23 26 - 30 3rd week **30**	• Maunday Thursday (regular holiday) • Good Friday (regular holiday) • *Araw ng Kagitingan* (regular holiday) • 4th Quarter Examination (Final Examination for Grades 6, 10 and 12) • 4th Quarter Examinations (Final Examinations for Grades 1-5 & 7-11) • End-of-School Year Rites • Administration of Accreditation and Equivalency (A&E) Test, if allowed under IATF rules • **Last day of the School Year** • Parent-Teacher Conference
May 2021	
1 **3** TBA TBA TBA TBA TBA	• Labor Day (regular holiday) • **Start of Summer Classes** • NSPC / NFOT (Online) • *Palarong Pambansa* (where possible) • *Eidul Fitr* (regular holiday; date subject to Presidential Proclamation) • *Brigada Eskwela* • *Oplan Balik Eskwela*
June 2021	
11	• **End of Summer Classes**

Notes:
TBA - to be announced
* - Traditionally declared as special (non-working) days by the President, but still subject to Presidential Proclamation for 2021.

JANUARY 2021

S	M	T	W	Th	F	Sa
					✕	2
3	4	5	6	7	8	☐9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
					Class Days	24

FEBRUARY 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15	16	17	18	19	20
21	22	23	☆24	25*	☆26	27
28						
					Class Days	21

MARCH 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	☐13
14	15	16	17	18	19	20
21	22	23	25	25	26	27
28	29	30	31			
					Class Days	27

APRIL 2021

S	M	T	W	Th	F	Sa
				✕	✕	3
4	5	6	7	8	✕	10
11	12	13	14	☆15	☆16	17
18	19	20	21	☆22	☆23	24
25	26	27	28	29	☐30	
					Class Days	19

MAY 2021

S	M	T	W	Th	F	Sa
						1
2	☐3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	☐11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Legend:
✕ - Declared Holidays/ No Classes
☐ - Days for INSET, Curricular, Co-Curricular and home-school collaboration related activities, Parent-Teacher Conference
☆ - Days for the conduct of Quarterly Assessment

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(Enclosure No. 3 to DepEd Order No. 007, s. 2020)

ACTIVITIES AND CELEBRATIONS/OBSERVANCES MANDATED BY LAW

Month/ Date	Activities and/or Observances	Legal Bases
May		
7	Health Workers Day	Republic Act (RA) No. 10069
22	Commemoration of the Philippine-Australia Friendship Day	Presidential Proclamation (PP) No. 1282, s. 2016
May 28-June 12	National Flag Day Celebration	RA No. 8491, s. 1998 PP No. 374, s. 1965 Executive Order (EO) No. 179, s. 1994
31	World No Tobacco Day	Res WHA 42.19, 1988
June		
1-30	Dengue Awareness Month	PP No. 1204, s. 1998
	National Kidney Month	PP No. 184, s. 1993
	W.A.T.C.H. (We Advocate Time Consciousness and Honesty Month	PP No. 1782, s. 2009
5	World Environment Day	PP No. 1149, s. 1973
3rd week	National Safe Kids Week	PP No. 1307, s. 2007
23	Department of Education Founding Anniversary	Administrative Order (AO) No. 322, s. 1997
26	International Day Against Drug Abuse and Illicit Trafficking	PP No. 264, s. 1988
30	Commemoration of the Historic Siege of Baler and Philippine-Spanish Friendship Day	RA No. 9187, s. 2003
July		
1-31	National Disaster Resilience Month	EO No. 29, s. 2017
	Nutrition Month	PP No. 491, s. 1974
3rd Week	National Disability Prevention and Rehabilitation Week	PP No. 361, s. 2000 PP No. 1870, s. 1979
23	Commemoration of the Philippine-Japan Friendship Day	PP No. 854, s. 2005
24-28	Career Guidance Week for High School Students	DepEd Order (DO) No. 25, s. 2013
Last Week	*Linggo ng Musikang Pilipino*	PP No. 933, s. 2014
August		
1-31	*Buwan ng Wikang Pambansa*	*Proklamasyon Blg.* 1041, s. 1997
	ASEAN Month	PP No. 282, s. 2017
	National Adolescent Immunization Month	Department of Health (DOH) Calendar 2020
	National Breastfeeding Awareness Month	RA No. 10028, s. 2009
	National Lung Month	PP No. 1761 s. 1978
	Sight Saving Month	DOH Calendar 2019
	Philippine History Month	PP No. 339, s. 2012
1	White Cane Safety Day	RA No. 6759, s. 1989
1st Week	Sight Conservation Week	PP No. 40, s. 1954
9	National Indigenous Peoples Day	RA No. 10689, s. 2015
12	Philippine International Youth Day	PP No. 229, s. 2002

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Month/ Date	Activities and/or Observances	Legal Bases
19	Commemoration of the Birth Anniversary of President Manuel L. Quezon	RA No. 6741, s. 1989
25	National Tech-Voc Day	RA No. 10970, s. 2018
September		
1-30	National Peace Consciousness Month	PP No. 675, s. 2004
1-7	National Crime Prevention Week	PP No. 461, s. 1994 DepEd Memorandum (DM) No. 158, s. 2013
2-8	Literacy Week	PP No. 239, s. 1993
September 5 –October 5	National Teacher's Month	PP No. 242, s. 2011 DM 99, s. 2015
10	World Suicide Prevention Day	DOH Calendar 2020
21	Commemoration of the Anniversary of the Declaration of Martial Law	PP No. 1081, s. 1972
3rd Sunday	International Coastal Clean-up Day	PP No. 470, s. 2003
3rd Week	*Linggo ng Kasuotang Filipino*	PP No. 241, s. 1993
4th Monday	Family Day	PP 1895, s. 2009
Last Week	Family Week	PP No. 60, s. 1992
October		
1-31	Consumers Welfare Month	PP No. 1098, s. 1997
	National Indigenous Peoples (IP) Month	PP No. 1906, s. 2009
	Scouting Month	PP No. 1326, s. 1974
1st Week	Elderly Filipino Week	PP No. 470, s. 1994
5	World Teachers' Day	DM 46, s. 2016
	National Teachers' Day	RA No. 10743, s. 2016
2nd Week	National Mental Health Week	PP No. 452, s. 1994
17-20	Commemoration of the Leyte Gulf Landing	PP No. 653, s. 1993
18-24	United Nations Week	PP No. 483, s. 2003
4th Week	Juvenile Justice and Welfare Consciousness Week	PP 489, s. 2012
November		
1-30	Filipino Values Month	PP No. 479, s. 1994
	Malaria Awareness Month	PP No. 1168, s. 2006
	National Children's Month	RA No. 10661, s. 2015
	Philippine Environment Month	PP No. 237, s. 1998
	Library and Information Services Month	PP No. 837, s. 1991
10-16	Deafness Awareness Week	PP No. 829, s. 1991
2nd Week	Economic and Financial Literacy Week	RA No. 10922, s. 2016
19-25	Global Warming and Climate Change Consciousness Week	PP No. 1667, s. 2008
25	National Consciousness Day for the Elimination of Violence Against Women and Children (VAWC)	RA No. 10398, s. 2013
	National Day for Youth in Climate Action	PP No. 1160, s. 2015
	National Day for Youth in Climate Action	PP No. 1160, s. 2015
Nov. 25 – Dec. 12	18-Day Campaign to End Violence Against Women (VAW)	PP No. 1172, s. 2006
27	*Araw ng Pagbasa*	RA No.10556, s. 2013
4th Week	National Week for the Gifted and Talented	PP No. 199, s. 1999
	National Science and Technology Week	PP No. 78, s. 2019
Last Week	National Music Week for Young Artists	PP No. 25, s. 1998

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Month/ Date	Activities and/or Observances	Legal Bases
December		
1	World AIDS Day	DM 270, s. 2001
3	International Day of Persons with Disabilities in the Philippines	PP No. 1157, s. 2006
1-31	Firecrackers Injury Prevention Month	DOH Calendar 2019
	Rizal Month	PP No. 126, s. 2001
4-10	National Human Rights Consciousness Week	RA No. 9201, s. 2002
2nd Sunday	*Linggo ng Kabataan*	PP No. 99, s. 1985
2nd Sunday	National Children's Broadcasting Day	RA No. 8296, s. 1997
2nd Week	Education Week	PP 2399, s. 1985
January		
1-31	Food Conservation Week	PP No. 1398, s. 1975
	Zero Waste Month	PP No. 760, s. 2014
3rd Week	National Cancer Consciousness Week	PP No. 1348, s. 1974
3rd Week	Autism Consciousness Week	PP No. 711, s. 1996
23	Commemoration of the First Philippine Republic Day	RA No. 11014, s. 2018
February		
1-28	National Arts Month	PP No. 683, s. 1991
	National Dental Health Month	PP No. 559, s. 2004
	Philippine Heart Month	PP No. 1096, s. 1973
1st Saturday	Adoption Consciousness Day	PP No. 72, s. 1999
11	International Day of Women and Girls in Science	UN Gen Assembly A/RES/70/212
2nd Week	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	PP No. 731, s. 1996 DM No. 5, s. 2015
2nd Tuesday	Safer Internet Day for Children Philippines	PP No. 417, s. 2018
14-20	National Children with Intellectual Disabilities Week	PP No. 1385, s. 1975
22-25	EDSA People Power Commemoration Week	PP No. 1224, s. 2007
Last Week	Leprosy Control Week	PP No. 467, s. 1965
March		
1-31	Fire Prevention Month	PP No. 115-A, s. 1966
1st Week	Women's Week	PP No. 224, s. 1988
8	Women's Rights and International Peace Day	PP No. 224, s. 1975
1-31	Women's Role in History Month	PP No. 227, s. 1988
4th Week	Protection and Gender-Fair Treatment of the Girl Child	PP No. 759, s. 1996
April		
1-30	National Intellectual Property Month	PP No. 190, s. 2017
2	Commemoration of the Birth Anniversary of Francisco 'Balagtas' Baltazar	PP No. 964, s. 1997
9	Commemoration of the *Araw ng Kagitingan*	EO No. 203, s. 1987 RA No. 3022, s. 1961

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(Enclosure No. 4 to DepEd Order No. 007, s. 2020)

LEARNER ENROLLMENT AND SURVEY FORM

THIS FORM IS NOT FOR SALE

Instructions:

1. This enrollment survey shall be answered by the parent/guardian of the learner.
2. Please read the questions carefully and fill in all applicable spaces and write your answers legibly in CAPITAL letters. For items not applicable, write N/A.
3. For questions/ clarifications, please ask for the assistance of the teacher/ person-in-charge.

A. GRADE LEVEL AND SCHOOL INFORMATION

A1. School Year ☐☐☐☐ - ☐☐☐☐ A2. Check the appropriate boxes only ☐ No LRN ☐ With LRN A3. ☐ Returning (Balik-Aral)

A4. Grade Level to enroll: _____

A5. Last grade level completed: _____

A6. Last school year completed: _____

A7. Last School Attended: _____ A8. School ID: _____

A9. School Address: _____

A10. School Type: ☐ Public ☐ Private

A11. School to enroll in: _____ A12. School ID: _____

A13. School Address: _____

FOR SENIOR HIGH SCHOOL ONLY:

A14. Semester (1st/2nd): _____ A15. Track: _____ A16. Strand (if any): _____

B. STUDENT INFORMATION

B1. PSA Birth Certificate No. (if available upon enrolment) _____ B2. Learner Reference Number (LRN) ☐☐☐☐☐☐☐☐☐☐☐☐

B3. LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

B4. FIRST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

B5. MIDDLE NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

B6. EXTENSION NAME e.g. Jr., III (if applicable) _____

B7. Date of Birth (Month/Day/Year) ☐☐/☐☐/☐☐☐☐

B8. Age ☐☐ B9. Sex ☐ Male ☐ Female

B10. Belonging to Indigenous Peoples (IP) Community/Indigenous Cultural Community ☐ Yes ☐ No

B11. If yes, please specify: _____

B12. Mother Tongue: _____

B13. Religion: _____

For Learners with Special Education Needs

B14. Does the learner have special education needs?

☐ Yes ☐ No

B15. If yes, please specify: _____

B16. Do you have any assistive technology devices available at home? (i.e. scree reader, Braille, DAISY)

☐ Yes ☐ No

B17. If yes, please specify : _____

ADDRESS

B18. House Number and Street _____ B19. Barangay _____

B20. City/ Municipality _____ B21.Province _____ B22.Region _____

C. PARENT/ GUARDIAN INFORMATION

Father	Mother	Guardian
C1. Full Name (surname, full name, middle name)	C7. Full Maiden Name (surname, full name, middle name)	C13. Full Name (surname, full name, middle name)
C2. Highest Educational Attainment ☐ Elementary graduate ☐ High School graduate ☐ College graduate ☐ Vocational ☐ Master's/Doctorate degree ☐ Did not attend school	C8. Highest Educational Attainment ☐ Elementary graduate ☐ High School graduate ☐ College graduate ☐ Vocational ☐ Master's/Doctorate degree ☐ Did not attend school	C14. Highest Educational Attainment ☐ Elementary graduate ☐ High School graduate ☐ College graduate ☐ Vocational ☐ Master's/Doctorate degree ☐ Did not attend school
C3. Employment Status ☐ Full time ☐ Part time ☐ Self-employed (i.e. family business) ☐ Unemployed due to ECQ ☐ Not working	C9. Employment Status ☐ Full time ☐ Part time ☐ Self-employed (i.e. family business) ☐ Unemployed due to ECQ ☐ Not working	C15. Employment Status ☐ Full time ☐ Part time ☐ Self-employed (i.e. family business) ☐ Unemployed due to ECQ ☐ Not working
C4. Working from home due to ECQ? ☐ Yes ☐ No	C10. Working from home due to ECQ? ☐ Yes ☐ No	C16. Working from home due to ECQ? ☐ Yes ☐ No
C5. Contact number/s (cellphone/ telephone)	C11. Contact number/s (cellphone/ telephone)	C17. Contact number/s (cellphone/ telephone)

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D. HOUSEHOLD CAPACITY AND ACCESS TO DISTANCE LEARNING

D1. How does your child go to school? Choose all that applies.

☐ walking ☐ public commute (land/ water) ☐ family-owned vehicle ☐ school service

D2. How many of your household members (including the enrollee) are studying in School Year 2020-2021? Please specify each.

Kinder _____ Grade 1 _____ Grade 2 _____ Grade 3 _____
Grade 4 _____ Grade 5 _____ Grade 6 _____ Grade 7 _____
Grade 8 _____ Grade 9 _____ Grade 10 _____ Grade 11 _____
Grade 12 _____ *Others* _____ *(ie college, vocational, etc)*

D3. Who among the household members can provide instructional support to the child's distance learning? Choose all that applies.

☐ parents/ guardians
☐ elder siblings
☐ grandparents
☐ extended members of the family
☐ others (tutor, house helper)
☐ none
☐ able to do independent learning

D4. What devices are available at home that the learner can use for learning? Check all that applies.

☐ cable TV
☐ non-cable TV
☐ basic cellphone
☐ smartphone
☐ tablet
☐ radio
☐ desktop computer
☐ laptop
☐ none
☐ others: _____

D5. Do you have a way to connect to the internet?

☐ Yes
☐ No
(If NO, proceed to D7)

D6. How do you connect to the internet? Choose all that applies.

☐ own mobile data
☐ own broadband internet (DSL, wireless fiber, satellite)
☐ computer shop
☐ other places outside the home with internet connection (library, barangay/ municipal hall, neighbor, relatives)
☐ none

D7. What distance learning modality/ies do you prefer for your child? Choose all that applies.

☐ online learning
☐ television
☐ radio
☐ modular learning
☐ combination of face to face with other modalities
☐ others: _____

D8. What are the challenges that may affect your child's learning process through distance education? Choose all that applies.

☐ lack of available gadgets/ equipment
☐ insufficient load/ data allowance
☐ unstable mobile/ internet connection
☐ existing health condition/s
☐ difficulty in independent learning
☐ conflict with other activities (i.e., house chores)
☐ high electrical consumption
☐ distractions (i.e., social media, noise from community/neighbor)
☐ others: _____

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

_____ _____
Signature Over Printed Name of Parent/Guardian Date

For use of DepEd Personnel Only. To be filled up by the Class Adviser.

DATE OF FIRST ATTENDANCE (Month/Day/Year) ☐☐ / ☐☐ / ☐☐☐☐

Grade Level _____ Track (for SHS) _____

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DEPED-OSEC-433014

GUIDELINES ON THE USE OF
THE MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)

I. Rationale

The current global health crisis poses a profound impact on the basic education system as approximately 87% of the world's student population, or about 1.5 billion learners, have been affected by school closures (UNESCO, 2020). While interim distance and remote learning programs are being put in place in many locations, the most marginalized, poverty-stricken, and vulnerable children are expected to be put at a disadvantage.

In the Philippines, ensuring the welfare of more than 27 million learners in basic education alone requires indomitable commitment amidst this crisis. However, as UNESCO reiterates its stand: "*Education cannot wait. If learning stops, we will lose human capital."* Meeting the needs of the most vulnerable populations in these times is essential to achieving SDG4 (UNESCO, 2017).

The Department echoes UNESCO's belief that educational quality, access, and system strengthening cannot be compromised in times of crisis (UNESCO, 2017), and that doing the opposite will negatively affect human capital. Thus, the Department of Education affirms its commitment to sustaining the delivery of quality, accessible, relevant and liberating Philippine basic education services anchored on the *Sulong EduKalidad* framework. It will continue to strive to produce holistic Filipino learners with 21st century skills. Consequently, the Bureau of Curriculum Development ensures that learning standards are relevant and flexible to address the complex, disruptive, volatile, and ambiguous impact of COVID-19 in the Philippines particularly in the basic education sector.

Working on the said premise, the Department hereby releases the Most Essential Learning Competencies (MELCs) to be used nationwide by field implementers for SY 2020-2021 only. The Department emphasizes that the review of the K to 12 curriculum remains ongoing, and the experience with MELCs for this school year will be used to inform and enrich the curriculum review.

The release of the MELCs is not just a response to addressing the challenges of the current pandemic but is also part of the Department's long-term response to the call of SDG 4 to develop resilient education systems, most especially during emergencies. Thus, it can be used under certain circumstances as a mechanism to ensure education continuity through the curriculum dimension.

The MELCs will enable the Department to focus instruction to the most essential and indispensable competencies that our learners must acquire, as we anticipate challenges in learning delivery.

It will also lighten the burden of converting classroom-oriented learning resources into learning resources adapted to distance learning.

Releasing the MELCs does not diminish the standards set by the full K to 12 curriculum guides. Rather, these serve as one of the guides for teachers as they address the instructional needs of learners while ensuring that curriculum standards are maintained and achieved.

The content and performance standards are indicated in the attached documents for field implementers, to demonstrate how the MELCs are anchored on the prescribed standards.

II. Background on the Identification of the Most Essential Learning Competencies

The Department, through the Bureau of Curriculum Development – Curriculum Standards Development Division, in collaboration with the Assessment Curriculum and Technology Research Centre (ACTRC), started working on the identification of essential learning competencies in the middle of 2019 as part of its ongoing review of the intended curriculum. Bureau specialists, academic experts and field implementers worked to reach a consensus regarding the criteria to be used in determining these competencies.

Initiated by Secretary Leonor Magtolis-Briones, the K to 12 curriculum review is not just meant to fulfill one of the provisions of Republic Act (RA) 105333 to review the curriculum, but is also part of her commitment to ensure quality, relevant and liberating education for all. After the four phases of curriculum review are completed, the Secretary will convene the Curriculum Consultative Committee to present the findings as provided for in Section 6 of the same Republic Act.

The review focuses on articulation within and across learning areas to identify gaps, issues, and concerns across learning areas and grade levels. Specifically, the review covers the following:

- Mapping of the *essential* and *desirable* learning competencies within the curriculum;
- Identification of prerequisite knowledge and skills needed to prepare students for essential learning competencies; and
- Analysis of the interconnectedness of prerequisite knowledge and skills among the learning competencies for each subject area.

Essential learning competencies are defined as *what the students need,* considered indispensable, in the teaching-learning process to building skills to equip learners for subsequent grade levels and subsequently, for lifelong learning. On the other hand, desirable learning competencies were defined as what may enhance education but may not be necessary in building foundational skills.

A list of characteristics of essential learning competencies was provided to help reviewers decide which among the learning competencies are deemed most important.

Characteristics of an Essential Learning Competency

Learning competency is *ESSENTIAL* if …	1. It is aligned with national and/or local standards/ frameworks (eg: “scientifically literate Filipinos”). 2. It connects the content to higher concepts across content areas. 3. It is applicable to real-life situations. 4. If students leave school, it would still be important for them to have this competency above many others. 5. It would not be expected for most students to learn this in settings other than through formal education.

These characteristics are based on a US-developed competency validation rubric, which is intended to assure that learning competencies can reach the highest level of quality and comparability across schools (New Hampshire Department of Education, 2012), although adaptations were made for relevance in the Philippine context.

With the challenges on learning delivery posed by COVID-19, the Bureau of Curriculum Development accelerated the identification of the essential learning competencies, and streamlined these further into the **Most Essential Learning Competencies (MELCs)**.

In determining the criteria for the selection of the most essential learning competencies, the descriptor "ENDURANCE " was considered to be the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed, or if it is useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life (Reeves, 2002; Many & Horrell, 2014).

Part of the process was deciding whether a learning competency is to be retained, merged, dropped, or rephrased. As a general rule, a learning competency was *retained* if it satisfies the endurance criterion which greatly contributes to life-long learning and is a pre-requisite skill to the next grade level. Two or more learning competencies are *merged or clustered* into one comprehensive learning competency if they have the same objective or learning intention. A significant number of learning competencies were r*emoved/dropped* due to the following reasons:

- They are too specific, and the articulation is similar to that of a learning objective
- They are deemed appropriate to be introduced in an earlier quarter or grade level or moved to a later quarter or grade level
- They are recurring
- They are subsumed in another learning competency.

Finally, certain competencies were rephrased to be more concise.

The content and performance standards are directly lifted from the curriculum guides. This is to emphasize that the identification of MELCs is anchored on the prescribed standards and not a departure from the standards-based basic education curriculum. Thus, teachers are encouraged to refer to the 2016 Curriculum Guides in unpacking the MELCs.

All learning areas will still be taken up by the learners in all grade levels, but with the streamlined competencies. This is to ensure that the learning outcomes are still achieved even in this pandemic. It is noted that, in principle, the time allocated per subject on a daily basis did not change. This means that schools need to consider this aspect in employing various delivery schemes.

Field implementers and private schools are encouraged to contextualize the most essential learning competencies in order to accommodate the varying contexts of learners, teachers, learning environment and support structures considering both the content and performance standards. It is advantageous for students to learn the concepts and skills in the MELCs through meaningful activities and scenarios relatable to them and within the context of the students' own environment. The MELCs are implementable as long as the designed activities also teach the procedures and processes on how and when to apply those knowledge and skills in a given context. With these, learners are assured relevant and quality basic education despite the current health crisis.

The Department of Education, through the Office of the Undersecretary for Curriculum and Instruction, shall gather relevant feedback on a regular basis from internal units and external partners and stakeholders in the implementation of these guidelines in order to further enhance the ongoing review of the K to 12 curriculum.

III. Guide for Teachers in use of MELCS

A. Kindergarten

The MELCs identified in Kindergarten may be taught repeatedly to help the learner acquire the necessary knowledge, skills and values. The teacher may unpack the MELCs into more specific learning competencies or objectives using the Kindergarten Curriculum Guide. The teacher may add more sub-competencies depending on the need of the learners, and as time allows.

Example:

Quarter 1 – Week 1

Content Standards	Performance Standards	Most Essential Learning Competencies	Sub-Competencies
Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	1. Nakikilala ang sarili a) pangalan at apelyido b) kasarian c) gulang/kapanganakan d) 1.4 gusto/di-gusto e) Use the proper expression in introducing oneself e.g., I am/My name is _____	• Use the proper expression in introducing oneself e.g., I am/My name is _____ • Talk about one's personal experiences/narrates events of the day • Naipakikita ang tiwala sa sarili na tugunan ang sariling pangangailangan nang mag-isa Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan

Quarter 2 - Week 2

Content Standards	Performance Standards	Most Essential Learning Competencies	Sub-Competencies
Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	Ang bata ay nakapagpapamalas ng a) pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan • Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad • Talk about family members, pets, toys, foods, or members of the community using

			various appropriate descriptive words

Grade Level: Kindergarten

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	2. Nakikilala ang sarili f) pangalan at apelyido g) kasarian h) gulang/kapanganakan i) 1.4 gusto/di-gusto j) Use the proper expression in introducing oneself e.g., I am/My name is _____	Week 1
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin. Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: 1. Disiplina	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain Ang bata ay nakapagpapamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba	• Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan • Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan	Week 2
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color,	The child shall be able to manipulate objects based on properties or attributes	• Sort and classify objects according to one attribute/property (shape, color, size, function/use)	Week 3

	size, shapes, and functions) and that objects can be manipulated based on these properties and attributes The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	• Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag	
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin The child demonstrates an understanding of similarities and differences in what he/she can see	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly	• Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa • Identify the letter, number, or word that is different in a group	Week 4
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin The child demonstrates an	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain	• Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)	Week 5

	understanding of similarities and differences in what he/she can see	The child shall be able to critically observes and makes sense of things around him/her	• Tell which two letters, numbers, or words in a group are the same	
	The child demonstrates an understanding of Objects can be 2-dimensional or 3-dimensional The child demonstrates an understanding of body parts and their uses	The child shall be able to describe and compare 2-dimensional and 3-dimensional objects The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Recognize symmetry (own body, basic shapes) • Identify one's basic body parts	Week 6
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Tell the function of each basic body part • Demonstrate movements using different body parts	Week 7
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Name the five senses and their corresponding body parts	Week 8
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered	• Identify one's basic needs and ways to care for one's body	Week 9

		within the context of everyday living		
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Practice ways to care for one's body	Week 10
2	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy na may pamilya ang bawat isa	Week 1
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy kung sino-sino ang bumubuo ng pamilya	Week 2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya	Week 3
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling	• Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: 4.1 pagsunod nang maayos sa mga utos/kahilingan	Week 4

		karanasan bilang kabahagi ng pamilya, paaralan at komunidad	4.2 pagmamano/paghalik 4.3 paggamit ng magagalang na pagbati/pananalita 4.4 pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 4.5 pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan 4.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya	
	The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	• Identify the letters of the alphabet (mother tongue, orthography)	
	The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences	The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary	• Name the places and the things found in the classroom, school and community	Week 5
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes	• Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	

	The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words	Week 6
	The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Use polite greetings and courteous expressions in appropriate situations 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please…./May I…..	Week 7
	The child demonstrates an understanding of increasing his/her conversation skills The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Talk about likes/dislikes (foods, pets, toys, games, friends, places) • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words	Week 8
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	• Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy)	Week 9

	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	• Observe and record the weather daily (as part of the opening routine)	
	The child demonstrates an understanding of different types of weather and changes that occur in the environment The child demonstrates an understanding of different types of weather and changes that occur in the environment The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment The child shall be able to identify the letter names and sounds The child shall be able to identify the letter names and sounds	• Identify what we wear and use for each kind of weather • Observe safety practices in different kinds of weather • Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops • Write one's given name	Week 10
3	The child demonstrates an understanding of concepts of size, length, weight, time, and money	The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of	• Tell the names of the days in a week, months in a year	Week 1

	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	things around him/her, time (including his/her own schedule) Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa	
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy ang iba't ibang lugar sa komunidad	Week 2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad	Week 3
	Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan at kagandahan ng kapaligiran	Ang bata ay nakapagpapamalas ng kakayahang magmasid at magpahalaga sa ganda ng kapaligiran	• Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali	Week 4

	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes The child shall be able to manipulate objects based on properties or attributes	• Identify sequence of events (before, after, first, next, last) • Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)	Week 5
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Rote count up to 20	Week 6
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Count objects with one-to-one correspondence up to quantities of 10	Week 7
	The child demonstrates an understanding of objects in the environment have properties or	The child shall be able to manipulate objects based on properties or attributes	• Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the	Week 8

	attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes		child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	• Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar	Week 9
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	• Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong	Week 10

			lugar	
4	The child demonstrates an understanding of characteristics and needs of animals and how they grow	The child shall be able to communicate the usefulness of animals and practice ways to care for them	• Name common animals • Observe, describe, and examine common animals using their senses • Identify the needs of animals • Identify ways to care for animals • Identify and describe how animals can be useful	Week 1
	The child demonstrates an understanding of characteristics and growth of common plants	The child shall be able to communicate the usefulness of plants and practice ways to care for them	• Name common plants • Observe, describe, and examine common plants using their senses • Group plants according to certain characteristics, e.g., parts, kind, habitat • Identify needs of plants and ways to care for plants • Identify and describe how plants can be useful	Week 2
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	• Classify objects according to observable properties like size, color, shape, texture, and weight)	Week 3
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	• Identify simple ways of taking care of the environment	Week 4
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	• Explore simple cause-and-effect relationships in familiar events and situations	Week 5
	The child demonstrates an understanding of concepts of size,	The child shall be able to use arbitrary measuring	• Recognize and name the hour and minute hands in a clock	Week 6

	length, weight, time, and money	tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule)	• Tell time by the hour	
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Identify the number that comes before, after, or in between • Arrange three numbers from least to greatest/ greatest to least	Week 7
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers • Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers	Week 8
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Add quantities up to 10 using concrete objects • Subtract quantities up to 10 using concrete objects	Week 9
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Write addition and subtraction number sentences using concrete representations	Week 10

B. Araling Panlipunan

Layunin ng pagbuo ng MELCs ay matulungan ang mga guro na matukoy ang mahahalagang kasanayang pampagkatuto upang sa gayon ay mabigyan ito ng prayoridad at maging batayan sa kanilang mga desisyong instruksyonal at hindi upang palitan ang kasalukuyang curriculum guide.

Ang mga *MELC* ay hinango mula sa mga *learning competencies* ng K to 12 Araling Panlipunan Curriculum Guide kung saan ito ay pinag-aralan kung *retained*, *merged*, *rephrased*, *subsumed* o *deleted* katulad ng nasa talahanayan sa ibaba:

MELCs	Uri ng Batayan / Paliwanag	Halimbawa (Learning Competency/-ies mula sa K to 12 Curriculum Guide)
'*Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino*' (AP1, Quarter 1).	Retained ❑ *itinuturing na esensyal kaya hindi nirebisa o nanatili sa dati nitong anyo o artikulasyon tulad ng makikita sa K to 12 Curriculum Guide*	'*Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino*' (AP1, Quarter 1).
**Naipaliliwanag ang konsepto ng komunidad'* (AP2, Quarter 1)	Merged ❑ *magkakaugnay, magkakahalintulad, o bahagi ng isang paksa na pinag-isa na lamang sa pamamagitan ng pagbuo ng bagong PP* ❑ *pagsasama-sama ng ilang learning competencies upang mapaikli ang panahon ng pagtuturo nang hindi isinasantabi ang pagbibigay tuon sa paglinang ng pagpapahalaga (valuing) at pagsasabuhay nito*	a. *Nauunawaan ang konsepto ng 'komunidad'*, b. '*Nasasabi ang payak na kahulugan ng 'komunidad'* at c. *Nasasabi ang mga halimbawa ng 'komunidad'*
**Naipamamalas ang pagpapahalaga sa pagkakatulad at pagkakaiba-iba ng mga kultura gamit ang sining na nagpapakilala sa lalawigan at rehiyon (e.g. tula, awit, sayaw, pinta, atbp.*) (AP 3, Quarter 3)	Rephrased ❑ *sumailalim sa pagpapalit ng learning verb, salita, o grupo ng mga salita upang gawin itong mas tiyak , malinaw, o komprehensibo* ❑ *pagsasaayos ng learning competency/-ies upang higit itong maging malinaw sa guro*	'*Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga natatanging kaugalian, paniniwala at tradisyon ng iba't ibang lalawigan sa kinabibilangang rehiyon*'(AP3PKR- IIIh-9).
Nailalapat ang kahulugan ng ekonomiks sa pang-araw- araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan (AP 9, Quarter 1)	Subsumed ❑ *magkakaugnay, magkakahalintulad, o bahagi ng isang paksa na ipinagpapalagay na nakapaloob na sa nakapag-iisang (independent) MELC*	a. Naipakikita ang ugnayan ng kakapusan sa pang-araw-araw na pamumuhay b. Natutukoy ang mga palatandaan ng kakapusan sa pang-araw-araw na buhay. c. Nakakabuo ang konklusyon na ang kakapusan ay isang

		pangunahing suliraning panlipunan d. Nakapagmumungkahi ng mga paraan upang malabanan ang kakapusan
	Deleted ❑ *hindi isinama sa ibang uri ng PPs dahil ito ay hindi esensyal, at ang pagtatanggal dito ay halos walang epekto sa pagkakamit ng pamantayang pangnilalaman/pagganap*	Nasusuri ang mga tungkulin ng iba't- ibang organisasyon ng negosyo (LC 22, AP 9, Quarter 1)

Tulad ng *curriculum guide,* ang MELCs ay batayan ng guro sa lalamanin ng kanilang pagtuturo sa *Taong Pampaaralang 2020-2021*. Bawat kasanayang pampagkatuto ay may malawak na paksa at kasanayan. Maari itong i-*unpack* ng guro sa kanyang DLP o DLL upang mabigyang pansin ang mga batayang konsepto at kaalaman na siyang kakailanganin sa pagsasakatuparan nito. Lahat ng MELCs ay inaasahang tutugon sa pamantayang pangnilalaman at pamantayan sa pagganap.

C. English

Guided by the requirement that a learning competency (LC) be useful in lifelong learning, the group of specialists in-charge of the English curricula recognizes the role of the subject in providing the literacy and oracy skills necessary in acquiring the content knowledge in other learning areas. Therefore, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration.

Example:
G4 Q1: Identify different meanings of content specific words (denotation and connotation)

The example above provides students with knowledge of content specific words learned from subjects delivered using English such as Math and Science.

MELCs are also significantly less than the original number of LCs in the curriculum because of two factors. First, recurrence is avoided especially in a key stage. Although any language curricula would require recurrence as this is the nature of language learning, this is limited per key stage. In other words, an LC deemed significant enough to repeat shall only recur in the next key stage while observing spiral progression.

Example:
Key Stage 2 (G6 Q2): Detect biases and propaganda devices used by speakers
Key Stage 3 (G8 Q3): Examine biases (for or against) made by the author

However, this does not mean that the teacher is prohibited from teaching an LC more than once. Following the principle of curriculum flexibility and differentiated instruction, he/she is may put focus, and therefore repeat an LC should circumstances require.

The second factor considered in determining the MELCs is the LCs' ability to be clustered together. Consider the example below:

Example:
Use a variety of informative, persuasive, and argumentative writing techniques

As can be seen, this LC would entail a number of other competencies in order for it to be achieved. Among the competencies needed are: (1) making a stand; (2) gathering information from various sources; (3) citing sources of information. This consequently calls for unpacking and sub-tasking on the part of the teacher, so that bigger or broader LCs may be broken down into manageable sub-competencies.

It should also be noted that domains were no longer retained as these may cause confusion among end users. The original English Curriculum Guide (CG) was designed in such a way that domains work together through horizontal alignment since one lesson does not tackle only one macro skill, but multiple skills. However, during the examination of LCs using the ENDURANCE criterion, some skills under a particular domain can no longer be retained. Organizing the MELCs by domain, through columns as in the original CG, would render the document seemingly incomplete and harder to follow due to the absence of horizontal alignment. See table below which shows Week 9 of the First Quarter of Grade 4; note that entries in red are not considered MELCs:

LC Listening Comprehension	**OL Oral Language**	**V Vocabulary Development**	**RC Reading Comprehension**	**F Oral Reading Fluency**	**SS Study Strategy**	**G Grammar**	**WC Writing Composition**
EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard	**EN4OL-Ii-10** Express one's ideas and feelings clearly	**EN4V-Ii-13.9** Use context clues (exemplification) to determine the meaning of unfamiliar words	**EN4RC-Ii-2.8** Infer feelings and traits of characters based on the story read	**EN4F-Ii-14** Read with accuracy words, phrases, poems, and stories with silent letters	--	**EN4G-Ii-3.2.1.1** Use simple present tense of verbs in sentences	**EN4WC-Ii-6** Write a response to a story/poem read or listened to -letters

Accordingly, the MELCs were arranged in a list based on cognitive demand, which makes way for better curriculum flexibility as teachers are able to freely integrate LCs without the restrictions of horizontal alignment. Relative to this, the schedule and time allotment of LCs in quarters are suggestive in nature. As discussed, the teacher is given the autonomy to unpack the MELC depending on the needs of the learners. Based on this premise, therefore, the duration of an LC is relative. What is required, however, is that the list of competencies be achieved in the specified grade level.

Lastly, because the content and performance standards in the English Curriculum are described in such detail, especially in Grades 1 to 4 where these are broken down into domains, the process of determining the MELCs required that some of these standards be forgone. See figure below showing some of the content and performance standards for Grade 2:

Domain	Content Standard	Performance Standard
	The learner...	*The learner...*
Oral Language	demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings	independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words
	demonstrates understanding of familiar literary texts and common expressions for effective oral interpretation and communication	uses appropriate expressions in oral interpretation and familiar situations
Fluency	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts appropriate to the grade level
Listening Comprehension	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	correctly presents text elements through simple organizers to make inferences, predictions and conclusions
	demonstrates understanding of information heard to make meaningful decisions	uses information from theme-based activities as guide for decision making and following instructions
Alphabet Knowledge	demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue	distinguishes similarities and differences of the alphabets in English and Mother Tongue/Filipino
Phonics and Word Recognition	demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	analyzes pattern of sounds in words for meaning and accuracy
		ably reads and spells out grade appropriate regular and irregular words in English
Phonological Awareness	demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English
		correctly hears and records sounds in words
Vocabulary	demonstrates understanding of suitable vocabulary used in different languages for effective communication	uses familiar vocabulary to independently express ideas in speaking activities
Book Knowledge	demonstrates understanding about the concepts about print	correctly identifies book parts and follows reading conventions

Nevertheless, it is assured that all Grade Level Standards are maintained through the chosen MELCs.

Given the nature of the MELCs, the teacher is advised to re-teach certain competencies needed for their achievement. It is also recommended that the teacher unpack the MELCs into more specific learning competencies as guided by the original 2016 English Curriculum Guide. Consider the following samples:

GRADE LEVEL/ QUARTER	MELC	SUB-COMPETENCIES
G3 Q2	Read phrases, sentences, and short stories consisting of words with initial and final consonant blends	Read words with initial consonant blends (l, r and s blends) followed by short vowel sounds (e.g. black, frog, step)
		Read phrases, sentences and short stories consisting of words with initial consonant blends
		Read words with final blends (-st, -lt, -nd, -nt, -ft) preceded by short e, a, i, o and u words (belt, sand, raft)
G5 Q3	Summarize various text types based on elements	Identify the elements of literary texts
		Identify informational text-types
		Summarize narrative texts based on elements: -Theme -Setting -Characters (heroes and villains) -Plot (beginning, middle and ending)
		Identify the main idea, key sentences and supporting details of a given paragraph
		Distinguish text-types according to purpose (classify or describe, recall series of events, explain, persuade)
		Distinguish text types according to features (structural and language): problem and solution, cause and effect, comparison and contrast, and time order (sequence, recounts, process)
		Make generalizations

		Respond appropriately to messages of different authentic texts
G6 Q2	Analyze the elements used in print, non-print, and digital materials	Identify the elements of a literary text listened to
		Identify the elements of informational text (editorial)
		Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard
		Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behavior)
		Analyze the setting used in print, non-print and digital materials (urban or rural; affluent or poor)
G7 Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	Determine the tone and mood of the speaker or characters in the narrative listened to
		Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts
		Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues
		Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers
		Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech

The sub-competencies listed above are only some of the LCs subsumed by the MELCs. The teacher may include more or less than those identified depending on the needs of the learners. Teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.

D. Edukasyon sa Pagpapakatao (EsP)

Sa Baitang 1 hanggang 6, ang mga LC ay may nakapaloob na Batayang Konsepto kahit hindi direktang binanggit ito. Halimbawa, LC sa sa Baitang 1, Unang Markahan: Nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili. LC sa Baitang 3, Ikatlong Markahan: Nakapagpapahayag na isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan.

Sa Junior High School, may **apat na uri ng mga Kasanayan sa Pampagkatuto o LCs** sa bawat paksa batay sa anim na kasanayan sa Cognitive Process Dimensions (DepEd Order 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program). Hindi malilinang ang pag-unawa sa Batayang Konsepto (BK) na nakapaloob sa paksa at ang Performance task na ebidensya ng pag-unawa sa BK kung aalisin ang isa man sa apat na LC. Narito ang mga uri ng kasanayang nililinang sa bawat isa sa apat na LC, at ang mga tanong na sinasagot ng bawat LC:

- *Unang LC* – Knowledge. Sinasagot nito ang tanong na: *Anong kaalaman ang kailangan upang maipamalas ng mag-aaral ang pag-unawa?*

- *Ikalawang LC*- Comprehension, Analysis, Evaluation sa dating Blooms Taxonomy ng Cognitive Domain. Sinasagot nito ang tanong na: *Anong kasanayan ang dapat maipamalas tungo sa pag-unawa?*
- *Ikatlong LC* – Comprehension at Synthesis; taglay nito ang Batayang Konsepto o Essential Understanding (EU), ang batayan ng pagbubuo ng ika-apat, una, at ikalawang LC. Sinasagot nito ang tanong na: *Ano ang pinakamahalagang mensahe na dapat maunawaan ng mag-aaral?*
- *Ika-apat na LC*- Application, nakapaloob dito ang Performance Task, ang produkto o pagpapakita ng kasanayan (demonstration of a skill) na nagsisilbing ebidensya ng pag-unawa ng mag-aaral sa Batayang Konsepto. Sinasagot nito ang tanong na: *Ano ang dapat maipamalas ng mag-aaral bilang patunay ng pag-unawa?*

Ang Batayang Konsepto ang matibay na patunay ng dalawang katangian ng Most Essential Learning Competencies (MELCs) – ang Endurance at Leverage. Kung walang Batayang Konsepto, hindi maipahahayag nang malinaw ang expert system of knowledge (na nakaankla sa mga batayang disiplina ng EsP, Etika at Career Guidance) na dapat matutuhan ng mga mag-aaral. May apat na katangian ang Batayang Konsepto:

a. **Pangmatagalan o pang-habang buhay** *(Endurance).* Kailangan ng mag-aaral ang LC na ito kahit tapos na siya sa pag-aaral. Mailalapat niya ito sa mga konkretong sitwasyon ng buhay at sa anomang propesyon o curriculum exit na pipiliin niya.Hindi ito maaaring maaanod sa pagbabago ng panahon.

b. **Batay sa mga disiplina ng EsP** *(Discipline-based)*. Nakaankla ang Batayang Konsepto sa dalawang disiplina ng EsP: Etika at Career Guidance. Ang expert system of knowledge na ipinahahayag nito ay nangangailangan ng matibay na batayan mula sa malalim na pag-aaral o pagsasaliksik.

c. **May nakapaloob na mga konsepto** *(Needs Uncoverage*). Ang malaking mensahe ng Batayang Konsepto ay maaari pang mahimay sa maliliit na konsepto.

d. **Mapupukaw nito ang interes, atensyon, at pakikilahok ng mag-aaral** (*Potentially Engaging)*. Lubhang mahalaga ang mensahe ng Batayang Konsepto sa buhay ng mag-aaral, kaya napupukaw nito ang kanyang interes, atensyon, at pakikilahok.

Sa pag-gamit ng MELCs ng EsP, kinakailangang:

1. Isaalang-alang ang Pangkalahatang Pamantayan sa bawat baitang.

2. Pag-aralan ang bawat MELC ayon sa Pamantayang Pangnilalaman at Pamantayan sa Pagganap ng bawat quarter o paksa.

3. Sa Junior High School, bigyang prayoridad sa *pagtuturo* at *pagpili ng learning resources* ang **paglinang ng Batayang Konsepto** na nasa ikatlong LC ng paksa at ang **ebidensya ng pagkaunawa nito** – ang Performance Task na nasa ika-apat na LC. Ang una at ikalawang LC ang pre-requisite ng ikatlo at ika-apat na LC. **Sa Baitang 1 hanggang 6, mahalaga ang paghinuha o pagtukoy mismo ng mga guro ng Batayang Konsepto na ipinahihiwatig ng isang LC o kalipunan ng mga LC, kahit hindi direktang binanggit ito.** "Ano ang kahalagahan ng paggawa ng gawain o pagsasabuhay ng pagpapahalagang nakapaloob sa LC" ang dapat matandaan ng mga bata, hindi lamang ang *gawain o pagpapahalagang* nakasaad dito.

4. Gamitin ang mga modyul o Learning Resources na nabanggit sa Teachers' Resources ayon sa tatlong hakbang sa itaas.

5. Maaring gamitin ang mga gawain sa aklat o Learners' Module bilang *pagtatasa* (assessment) ng pagkatuto. Halimbawa: Sa Ikatlong LC, paksang *Talento at Kakayahan*, Baitang 7, Unang Markahan:

Learning Competency (Kasanayan sa Pampagkatuto)	**Gawain** (Maaaring gamitin sa Pagtatasa)
Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin ay makahuhubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	- Pagbasa nang may pag-unawa ng babasahin sa Pagpapalalim - Pagsagot sa "Tayahin ang Iyong Pag-unawa" - Pagbuo ng Batayang Konsepto gamit ang graphic organizer at pagpapaliwanag nito

E. Filipino

Ang MELCs ay tumutugon sa pangunahing layunin ng pag-aaral ng Filipino, ang makalinang ng isang buo at ganap na Filipinong may kapaki - pakinabang na literasi. Isinaalang-alang din ang pagsasakatuparan ng mga pamantayan sa bawat baitang at ang kasama nitong pamantayang pangnilalaman at pamantayan sa pagganap.

Dahil sa ilang katangiang tinataglay ng MELCs, pinapayuhan ang guro na gamitin ito ayon sa mga sumusunod:

1. Pag-uulit ng ilang MELCs sa iba pang markahan ng bawat baitang kung kinakailangan sa lalong paglinang nito.

Baitang/Markahan	**MELCs**
Baitang 1 – Ikatlong Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto
Baitang 2 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto
Baitang 3 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto

Matatagpuan sa listahan ng MELCs na ang ibang kompetensi katulad ng halimbawa sa itaas ay hindi na nauulit sa bawat markahan bagkus makikita ang pag-uulit nito sa bawat baitang. Ang pagpapanatili ng pag-

uulit ng mga kompetensi sa bawat baitang ay nangangahulugang pagbibigay pansin sa mga kasanayang dapat matutuhan ng mag-aaral lalo't higit na kailangan ito sa pagkatuto ng iba pang asignatura.

2. Pag-*unpack* ng MELCs para sa mga tiyak na mga kasanayang pampagkatuto.

Baitang/Markahan	**MELCs**	**Mga Pantulong na Kasanayang Pampagkatuto**
Baitang 2 – Ikaapat na Markahan	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	✓ Napapantig ang mga mahahabang salita ✓ Nabibigkas nang wasto ang mga diptonggo ✓ Nababasa ang mga salita sa unang kita
Baitang 5 – Unang Markahan	Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar, bagay at pangyayari sa paligid, sa usapan at paglalahad tungkol sa sariling karanasan	✓ Natutukoy ang kahulugan ng mga pangalan at panghalip ✓ Nakapagbibigay ng mga halimbawa ng pangalan at panghalip ✓ Nakapagbibigay ng reaksiyon sa isang usapin ✓ Naisalaysay ang sariling karanasan

Inaasahang magkakaroon ng *unpacking* ang guro para sa mga malalawak na MELCs upang sa gayon ay mas mabigyang pansin ang mga batayang konsepto at kasanayang dapat matutuhan ng mga mag-aaral.

3. Pagpili ng mga magkakasamang MELCs na sasakto para sa walong (8) linggo.

Baitang/ Markahan	**MELCs**	**Duration**
Baitang 5 Ikalawang Markahan	Nababaybay nang wasto ang salitang natutuhan sa aralin at salitang hiram	
	Nasasagot ang mga tanong sa binasa/napakinggang talaarawan, journal at anekdota	
	Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan	
	Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto	
	Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	
	Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo,	
	Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo	
	Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtanggi	
	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan	
	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita, isyu o usapan,	

	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form	
	Nakasusulat ng simpleng patalastas, at simpleng islogan	
	Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu	
	Naitatala ang mga impormasyon mula sa binasang teksto	

Binibigyang laya pa rin ang mga guro na makapili ng mga magkakasamang MELC sa bawat linggo na sa tingin nila'y sasakto at sasapat batay sa gagamiting paraan ng pagtuturo o *mode of instructional delivery*. Ito ay makatutulong upang maipadron ang mga MELCs sa konteksto at pangangailangan ng mga guro't mag-aaral.

Minabuti ng mga espesyalista sa Filipino na hindi magbigay ng tiyak na haba ng oras sa pagtuturo ng MELCs sa loob ng isang markahan upang maiwasang malimitahan ang guro sa paggamit nito. Subali't dapat bigyang pansin na ang mga kompetensing nakalista sa MELCs ay dapat makamit sa mga tinukoy na baitang.

Tandaan na ang layunin sa pagbuo ng MELCs ay hindi upang palitan ang kasakuluyang *curriculum guide* kundi upang magabayan ang mga guro sa pagtukoy ng mga kompetensing mas kinakailangan ng mga mag-aaral sa Taong Panuruang 2020-2021. Hinihikayat pa rin ang mga guro na sumangguni sa *curriculum guide ng* Filipino kung sa tingin nila ay hindi sapat ang mga kompetensing tinukoy sa MELCs.

F. Math

Identifying the learning competencies in the Mathematics K to 10 Curriculum that satisfy the criterion endurance posits that these most essential learning competencies must realize the twin goals of Mathematics – problem solving and critical thinking. Laying the foundational concepts and skills at each grade level are pivotal in the learning progression of each child. This consequently scaffold the learner's understanding and acquisition of higher skills.

The identified most essential learning competencies in Math puts premium on the development of numeracy skills which are fundamental to practical and real-life problems, rather than Math content-knowledge; and on the development of higher-order thinking skills which goes beyond procedural fluency. It followed the content domains as articulated in the curriculum – Numbers and Number Sense, Measurement, Geometry, Patterns and Algebra, and Statistics and Probability.

Similarly, the skills and processes to be developed as emphasized in the curriculum, are maintained. These include knowing and understanding; estimating, computing and solving; visualizing and modelling, representing and communicating, conjecturing, reasoning, proving and decision-making; and applying and connecting.

It is further aimed that the values and attitudes – accuracy, creativity, objectivity, perseverance, and productivity, be strongly honed among learners especially at this crucial time of health emergencies. The use of various instructional resources, especially calculators, computers, smart phones and tablets, while ensuring its appropriate use with respect to age and grade level of the learners, are likewise encouraged.

The value of Mathematics as a learning area should not be confined in the corners of a classroom or any learning space. Its application to real-life world problems should be dealt with depth and breadth which may be mirrored in classroom instruction.

Teachers, as the instructional leader should use the identified most essential learning competencies as outlined in this document to help them decide on how to scaffold the achievement of the learning

goals and meaningful learning in Math, in a reduced time allotment.

Examples:

Grade 1: Quarter 1

Learning Competencies	Comments/Recommendation	Identified MELCs
Visualizes and represents numbers from 0 to 100 using a variety of materials	Clustered as counting the number of objects subsumed or is part of visualizing and representing numbers	Visualizes and represents numbers from 0 to 100 using a variety of materials
Counts the number of objects in a given set by ones and tens		
Visualizes and count by 2s, 5s, and 10s through 100		
Composes and decomposes a given number, e.g. 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4 and 0 and 5	Omitted as this will is also discussed in Quarter 3	
Visualizes, represents and compares two sets using expressions "less than," "more than," and "as many as"	Clustered and rephrased	Compares two sets using the expressions "less than," "more than," and "as many as" and orders sets from least to greatest and vice versa
Visualizes, represents and orders sets from least to greatest and vice versa		
Visualizes, represents and compares numbers up to 100 using relation symbols	Clustered and rephrased	Compares numbers up to 100 using relations symbols and ordering them in increasing and decreasing order
Visualizes, represents and orders numbers up to 100 in increasing or decreasing order		
Identifies the 1^{st}, 2^{nd}, 3^{rd} up to 10^{th} object in a given set from a given point of reference	Clustered and rephrased	Identifies, reads and writes ordinal numbers: 1^{st}, 2^{nd}, 3^{rd}, up to 10^{th} object in a given set from a given point of reference
Reads and writes ordinal numbers: 1^{st}, 2^{nd}, 3^{rd} up to 10^{th}		

Grade 2, Quarter 4

Learning Competencies	Comments/Recommendation	Identified MELCs
Visualizes and finds the elapsed time in days	Omitted, subsumed in the next LC	Visualizes, represents and solves problems involving time (minutes including a.m and p.m and elapsed time in days)
Shows and uses the appropriate unit of length and their abbreviation cm and m to measure a particular object	Clustered and rephrased	Measures objects using appropriate measuring tools and units of length in m or cm
Measures objects using appropriate measuring tools in m or cm		
Compares length in meters or centimeters		Compares the following unit of measures:

Learning Competencies	Comments/Recommendation	Identified MELCs
Compares mass in grams or kilograms	Clustered and rephrased; the mathematical focus is on the comparing measures	a. Length in meters or centimeters b. Mass in grams or kilograms c. Capacity in mL or L
Shows and uses the appropriate unit of weight and their abbreviations g and kg to measure a particular object	Clustered and rephrased	Measures objects using appropriate measuring tools and measuring units in g or kg
Measures objects using appropriate measuring units in g or kg		

Learning Competencies	Comments/Recommendation	Identified MELCs
Illustrates area as measure of how much surface is covered or occupied by a plane figure	Omitted, subsumed in the LC of finding the area using square tiles	
Collects data on one variable using questionnaire	Omitted, learners have better grasps of this LC in Grade 4 be as they may not be somehow struggling in reading and writing	
Sorts, classifies, and organizes data in tabular form and present this into a pictograph without and with scales		
Tells whether an event is likely, equally likely, unlikely to happen	Omitted as this may also be taken in Grade 3 for the discussion of probability of events	
Describe events in real-life situations using the phrases “likely to happen” or “unlikely to happen” or “equally likely to happen”		

Grade 6 Quarter 2

Learning Competencies	Comments/Recommendation	Identified MELCs
Sets up proportions for groups of objects or numbers and for given situation	omitted	
Identifies real-life situations that make use of integers	Clustered and rephrased	Describe the set of integers and identify real-life situations that make use of it
Describes the set of integers		
Represents integers on the number line	LC is subsumed to the next LC	Compares and arranges integers on the number line
Compares and arranges integers		

Grade 8 Quarter 2

Learning Competency	Comments/Recommendations	Identified MELCS
Illustrates linear inequalities in two variables	Clustered, rephrased	Illustrates and graphs linear inequalities in two variables
Graphs linear inequalities in two variables		
Illustrates a linear function	Clustered and rephrased	

Graphs a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope		Graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope

In using the MELCs in Math, the teacher should:

1. Appraise the content standards in each quarter of your grade level. This will guide you in tracking the learning content being focused per quarter.

2. Plan the instructional activities suited to the type of learning delivery modality being used based on the performance standards specified in a particular quarter. Ensure the appropriateness of the learning materials, instructional resources and/or instructional device to be utilized to achieve these standards.

3. Examine the identified most essential competencies for each week. This will be the learning goal for the week. If the learning competency is seemingly a big chunk of a learning goal, then it has to be sub-tasked. But bear in mind that the development of math skill is arguably of more importance than the competence of content-knowledge in Math. For example, place a great emphasis on how to perform operations on fractions and how it can be utilized in real life context than on defining the different types of fractions.

4. In your instructional plans, design activities or assessment tasks whereby learners will have a great deal of analysis and problem-solving. A case in point is on analyzing the graph of an equation. Tasks should not concentrated on how the learners will draw the graph of the equation as this may be augmented through the use of spreadsheets or software application, but on the analysis of the graph and how these graphs illustrate solving real-life problems.

G. MAPEH

Guided by the requirement that a learning competency (LC) be useful in lifelong learning, the group of specialists' in-charge of the MAPEH curriculum recognizes the role of the subject in providing the physical, health, and cultural literacies including artistic expression skills necessary in acquiring the knowledge, skills and values to live an active life. Further, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration.

The MELCs serve as reference to assist the teachers in identifying the most important learning competencies to be developed by the learners and what must be prioritized in this crisis situation. Further, MELCs are not meant to replace the existing curriculum guide and is effective only for SY 2020-2021.

MELCs with (*) are rephrased and deemed essential learning competencies in the achievement of content and performance standards. For example:

Component	MAPEH CG	Rephrased
Music	G2-Q2 - Demonstrates the melodic contour with movement	Demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery

Arts	G10-Q1 - Determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	Explain the role or function of artworks by evaluating their utilization and combination of art elements and principles
Physical Education	G1-Q3 – Describes the difference between slow and fast, heavy and light, free and bound movements	Demonstrates the difference between slow and fast, heavy and light, free and bound movements
Health Education	G2-Q1 – Discusses the important functions of food	Discusses the important function of food and a balanced meal

H. Mother Tongue

In the first key stage, that is, from Kindergarten to Grade 3, the medium of teaching and learning is the student's first language. Mother Tongue as a subject is significant in providing the literacy and oracy skills necessary in acquiring the content knowledge in other learning areas. Accordingly, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration. Consider the Grade 3 LC cited below:

Example:
Interprets a pictograph based on a given legend

The example above deals with the skill to draw meaning from non-prose texts, a knowledge which is especially useful in Math.

MELCs are also considerably less than the original number of LCs in the curriculum because of two factors. First, recurrence is limited. Although any language curricula would require recurrence as this is the nature of language learning, this was done with restriction in identifying the MELCs. However, this does not mean that the teacher is prohibited from teaching an LC more than once. Following the principle of curriculum flexibility and differentiated instruction, he/she may put focus, and therefore repeat an LC should circumstances require.

The second factor considered in determining the MELCs is the LCs' ability to be clustered together. Consider the example below:

Example:
Get information from various sources: published announcements and map of the community

As can be seen, this LC would entail a number of other competencies in order for it to be achieved. Among the competencies needed are: (1) distinguishing different sources of information; (2) comparing and contrasting different sources of information in terms of structure and content; (3) interpreting non-prose texts. This consequently calls for unpacking and sub-tasking on the part of the teacher, so that bigger or broader LCs may be broken down into manageable sub-competencies.

It should also be noted that domains were no longer retained as these may cause confusion among end users. The original Curriculum Guide (CG) for Mother Tongue was designed in such a way that domains work together through horizontal alignment since one lesson does not tackle only one macro skill, but multiple skills. However, during the examination of LCs using the ENDURANCE criterion, some skills under a particular domain can no longer be retained. Organizing the MELCs by domain, through columns as in the original CG,

would render the document seemingly incomplete and harder to follow due to the absence of horizontal alignment. See table below which shows Week 1 of the First Quarter of Grade 1; note that entries in red are not considered MELCs (domains with no LC entries were no longer included):

Oral Language (OL)	Book and Print Knowledge (BPK)	Fluency (F)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Attitude Towards Reading (ATR)
MT1OL-Ia- i-1.1 Talk about oneself and one's personal experiences using appropriate expressions	**MT1BPK- Ia-c-1.1** Use the terms referring to conventions of print: -front and back cover -beginning, ending, title page author and illustrator	**MT1F-Ic- IVa-i-1.1** Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy	**MT1GA-Ia- e-1.1** Use appropriate expressions orally to introduce: -Oneself -Family -Friends -Others	**MT1VCD- Ia-i-1.1** Use vocabulary referring to: -People (Self, Family, Friends) -Animals -Objects -Musical Instruments -Environment	**MT1ATR- Ia-i-2.1** Browse books read to them

Relative to this, the schedule and time allotment of LCs in quarters are suggestive in nature. As discussed, the teacher is given the autonomy to unpack the MELC depending on the needs of the learners. Based on this premise, therefore, the duration of an LC is relative. What is required, however, is that the list of competencies be achieved in the specified grade level.

Lastly, given the detailed nature of the content and performance standards in the Mother Tongue Curriculum, the process of determining the MELCs required that some of these standards be forgone. See figure below showing the content and performance standards for Grade 1:

Domain	Content Standard	Performance Standard
	The learner...	*The learner...*
Oral Language	manifests beginning oral language skills to communicate in different contexts.	uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.
Phonological Skills	demonstrates understanding that words are made up of sounds and syllables.	uses knowledge of phonological skills to discriminate and manipulate sound patterns.
Book and Print Knowledge	demonstrates understanding of the basic features of a book and how print works, as a prerequisite for reading.	demonstrates knowledge and understanding of the organization and basic features of print.
Phonics and Word Recognition	demonstrates knowledge of the alphabet and decoding to read, write and spell words correctly.	applies grade level phonics and word analysis skills in reading, writing and spelling words.
Fluency	demonstrates the ability to read grade one level text with sufficient accuracy, speed, and expression to support comprehension.	reads with sufficient speed, accuracy, and proper expression in reading grade level text.
Composing	demonstrates the ability to formulate ideas into sentences or longer texts using developmental and conventional spelling.	uses basic knowledge and skills to write clear,coherent sentences, and simple paragraphs based on a variety of stimulus materials.
Grammar Awareness	demonstrates awareness of language grammar and usage when speaking and/or writing.	speaks and/or writes correctly for different purposes using the basic grammar of the language.
Vocabulary and Concept Development	demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	uses developing vocabulary in both oral and written form.
Listening Comprehension	demonstrates understanding of grade level narrative and informational text.	comprehends and appreciates grade level narrative and informational texts
Reading Comprehension	demonstrates understanding of grade level narrative and informational texts.	uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.
Attitude Towards Reading	demonstrates positive attitudes towards language, literacy and literature.	values reading and writing as communicative activities.
Study Skills	demonstrates basic knowledge and skills to listen, read, and write for specific purposes.	listens, reads, and writes for specific purpose.

Nevertheless, it is assured that all Grade Level Standards are maintained through the chosen MELCs.

Given the nature of the MELCs, the teacher is advised to re-teach certain competencies needed for their achievement. It is also recommended that the teacher unpack the MELCs into more specific learning competencies as guided by the original Mother Tongue Curriculum Guide. Consider the following example:

GRADE LEVEL/ QUARTER	MELC	SUB-COMPETENCIES
G3 Q3	Uses the correct form of the verb that agrees with the subject when writing an event, or an interesting experience	Identifies and uses verbs appropriate for the grade level
		Uses the correct form of the verb given the time signal
		Uses the correct form of the verb that agrees with the subject

The sub-competencies listed above are only some of the LCs subsumed by the MELCs. The teacher may include more or less than those identified depending on the needs of the learners. Teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.

I. Science

The K to 12 Basic Education Curriculum is standards-based. The content standards cover a specified scope of topics which sets the essential knowledge and understanding that must be learned. The performance standards describe the abilities and skills that the learners are expected to demonstrate in relation to the content standards. These standards are further represented as learning competencies which are the knowledge, skills and attitudes that students need to demonstrate in every lesson or learning activity.

To ensure continuity of the learning progression of our learners, it is important to make sure that learning competencies needed in the understanding of succeeding concepts in the next grade level are prioritized. Overall, the resulting list still captures the objective of the science program which is the development of scientifically, technologically, and environmentally literate and productive members of society who manifest skills as critical problem solvers, responsible stewards of nature, innovative and creative citizens, informed decision makers, and effective communicators.

The table below shows examples of how the Most Essential Learning Competencies in the different Key Stages Matter domain were identified.

KEY STAGE	Retained LC	Deleted LC	Justification
Key Stage 1	**S3MT-Ic-d-2** Classify objects and materials as solid, liquid, and gas based on some observable characteristics	**S3MT-Ia-b-1** Describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	Description of shape and weight has been discussed in Grades 1 and 2 and based on how it is stated the deleted LC (**S3MT-Ia-b-1)** can be covered in the retained LC (**S3MT-Ic-d-2).** Furthermore, the ability to classify solids, liquids and gases based on observable characteristics is a foundation of other science skills.

Key Stage 2	**S5MT-Ih-i-4** Design a product out of local, recyclable solid and/or liquid materials in making useful products	**S5MT- Ie-g-3** Recognize the importance of recycle, reduce, reuse, recover and repair in waste management	The retained LC will already cover the intention of the deleted LC (**S5MT- Ie-g-3)** and will even require students to be more creative
Key Stage 3	**S8MT-IIIi-j-12** Use the periodic table to predict the chemical behavior of an element	**S8MT-IIIg- h-11** Trace the development of the periodic table from observations based on similarities in properties of elements	The deleted LC(**S8MT-IIIg- h-11)** is deemed not as essential as the retained LC (**S8MT-IIIi-j-12)** as it requires the student to use the properties of elements to predict the chemical behavior of an element, hence it is more encompassing.
Key Stage 4	**S11/12PS-IIIc-d17** describe the general types of intermolecular forces	**S11/12PS-IIId-e18** give the type of intermolecular forces in the properties of substances	The deleted LC (**S11/12PS-IIId-e18)** is subsumed in the retained LC (**S11/12PS-IIIc-d7).**

The Science curriculum guide lists the LCs together with the code, which was set to guide the teachers the time at which a certain competency is to be delivered. However, since the learning competencies have been reduced to the most essential, the code will not be of much use. For this reason, the proposed length of time for each of the competency is also included. It should be noted that the time allocation for the competencies is not a hard and fast rule. Teachers may deviate from the time allocation as long as the LCs are delivered and developed among the learners.

The identified MELCS are broad statements and should be unpacked into learning objectives. In translating the LC into a specific learning objective, it is best to look into the content and performance standards. Below is an example of learning objectives for the Physics domain of Grade 8 which is taught in the first quarter.

Content Standard	Performance Standard	Learning Competency	Learning Objectives
The learners demonstrate understanding of work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy	The learners should be able to develop a written plan and implement a "Newton's Olympics"	Identify and explain the factors that affect potential and kinetic energy	a. define and differentiate potential and kinetic energy b. identify the factors that affect potential energy c. determine the mathematical variation between potential energy and mass and height from the ground d. compare the values of potential energy of varying masses at the same elevation from the ground

			e. identify the factors that affect kinetic energy f. determine the mathematical variation between kinetic energy and mass and velocity g. create and explain a concept map involving the terms kinetic energy, potential energy, mass, velocity, and elevation h. demonstrate and explain the Law of Conservation of Energy using a pendulum

The proposed delivery of the identified LC above is from the middle of the second week up to third week. Since the performance standard, which is to develop and implement a plan for a "Newton's Olympics," involves other LCs, an activity involving a pendulum will provide the learners a first-hand observation of the nature of the movement of a pendulum bob with respect to kinetic and potential energy. The learners could also be given activities that relate the impact of an object dropped from a certain height, while varying both the mass and elevation. The impact of the object hitting the ground can then be equated with the amount of energy it possess.

J. EPP/TLE

EPP/TLE MELCs were identified in the four components which are as follows:

a. Industrial Arts (IA)
b. Home Economics (HE)
c. Agriculture and Fishery Arts (AFA)
d. Information, Communication and Technology (ICT)

The identified MELCs preserve the main objective of Edukasyong Pantahanan at Pangkabuhayan (EPP) which is to enable the learners acquire technical knowledge, skills and values in the four components mentioned above; and Technology and Livelihood Education (TLE), which is to make the learners technologically proficient to help lead them in pursuing a career or livelihood training.

The identified MELCs in EPP/TLE are intended only for School Year 2020-2021 to accommodate the necessary adjustment due to the shortened academic year. The curriculum was not revised and the identified MELCs are lifted from the existing curriculum guide.

HOW TO USE MELCs IN TEACHING EPP/TLE/TVL

The duration stipulated in this document is not prescriptive but are rather suggestive. Nonetheless, the MELCs remain non-negotiable.

The following are the premises to be considered in utilizing MELCs for teaching of EPP/TLE:

- Entrepreneurship is embedded in the four components of EPP/TLE;
- MELCS that maybe too broad would have to be unpacked by the teachers.
- Sub learning competencies that are redundant or recurring were removed to satisfy the 8 to 9 week allotment per quarter;
- For Grades 4-6 of Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), there is a quarter 0. This is consistent with the coding of EPP/TLE Curriculum Guide as it gives leeway to the school to decide which among the components need emphasis per quarter.
- For Grades 7/8 Exploratory, there is an option to choose four mini courses in ICT/AFA/HE/IA or one of the components may be chosen for the duration of the whole year. Each mini course is good for 8 to 9 weeks per quarter.
- For Grades 7/8 Exploratory, the last two to three weeks are allotted for entrepreneurship.
- In addition to Exploratory TLE 7 and 8, MELCs for these Grade Levels are similar to that of Grades 4 to 6 in that these grade levels also have quarter 0. Furthermore, the modifications below were made to show a clearer articulation of standards.

Basis	Curriculum Guide	Most Essential Learning Competencies (MELCs)
1. Clustering of some mini-courses according to their sector, in consideration that they have the same tools, equipment, materials and competencies.	Mini-courses: • Agri-Crop Production I and II • Horticulture Combined in one [1] curriculum guide	Refer to the MELCs for Crop Production Sector
	Mini-courses: • Carpentry • Masonry • Plumbing • Welding • EIM • EPAS • Technical Drafting • Automotive Servicing/Small Engine Different CGs but you can choose four [4] or more and offer in Grades 7 and 8.	Refer to the MELCs for Construction Sector
2. Combining the learning competencies to simplify the teaching days without omitting the value of the skill or concept	**LO 1. Select and use farm tools** 1.1 Identify farm tools according to use 1.2 Check farm tools for faults 1.3 Use appropriate tools for the job requirement according to manufacturer's specifications and instructions **LO 2. Select farm equipment**	**LO 1. Select and use farm tools and equipment*** 1.1 Identify farm tools and equipment according to use 1.2 Conduct pre-operation check-up in line with the manufacturer's manual 1.3 Use appropriate tools and equipment for the job

	2.1. Identify appropriate farm equipment 2.2. Follow the guidelines in the instructional manual of farm equipment 2.3. Conduct pre-operation check-up in line with the manufacturer's manual 2.4. Identify faults in farm equipment and facilities 2.5. Use farm equipment according to their function	requirement according to manufacturer's specifications and instructions
3. Rephrasing the standards to make it clearer for the teachers to understand its context	**Content Standard :** The learner demonstrates an understanding of estimation and basic calculation	**Content Standard :** The learner demonstrates an understanding of estimation and basic calculation needed in the workplace
	Performance Standard: The learner accurately performs estimation and basic calculation	**Performance Standard:** The learner accurately performs estimation and basic calculation needed in the workplace
	UNIT OF COMPETENCY: **LESSON 4: APPLY SAFETY MEASURES IN FARM OPERATIONS (SO)**	**UNIT OF COMPETENCY:** **LESSON 4: APPLY SAFETY MEASURES IN FISHERY FARM OPERATIONS (ASMFO)**
4. Deleting learning competencies that was already captured in the previous competency	**LO 1. Collect farm waste** 1.1 Prepare tools and materials for collection of farm waste 1.2 Collect waste following OSH and waste collection requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol 1.4 Wear appropriate PPE as prescribed by OSHS.	**LO 1. Collect farm waste** 1.1 Prepare tools and materials for collection of farm waste 1.2 Collect waste following OSH and waste collection requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol
5. Adding learning competency to fully attain the learning outcome	**LO 2. Perform preventive maintenance of tools and equipment** 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment	**LO 2. Perform preventive maintenance of tools and equipment** 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment

		2.4 Store tools and equipment in designated areas in line with farm procedures.

- For most of the TLE/TVL specializations, the Curriculum Guides remain as is. MELCs were not identified because the competencies are based on the *Training Regulations (TR) of TESDA which were not amended or modified for the present situation, but will be delivered through flexible learning modes as stated in TESDA Circular No. 62, s. 2020. However, regardless of the learning modalities, nominal hours remain the same* ***EXCEPT*** *for the* following suggested specializations:

    - *Handicraft and other TLE/TVL specializations that are non-NC or that may not affect the assessment of the learners are suggested to be offered this year. The performance/skills for these specializations can be taught and assessed either in school or at home. Local materials are available in the community.*

    - *The Beauty Care (Nail Care/Foot SPA/Hand SPA), Hairdressing, Barbering and other TLE/TVL specializations similar to these are also recommended to be offered this year. These have National Certification Assessment but the performance/skills can be taught and assessed either in school or at home.*

    - *Sample MELCs for these specializations are suggested to be used.*

- For TLE/TVL Specializations, consider the resources available in school, at home, or in the community in choosing which course(s) to offer since health is of utmost concern. In instances where the learners cannot physically attend a class, the learners should still be able to perform the task as stated in the CG.

- On the other hand, in cases where competencies are not feasible or not attainable due to various circumstances, the teacher may give an alternative activity provided it is aligned with the substituted learning competency.

K to 12
Most Essential Learning Competencies
With Corresponding CG Codes

Department of Education
Curriculum and Instruction Strand

TABLE OF CONTENTS

Kindergarten 8 - 22

Edukasyon sa Pagpapakatao

Grade 1	60 - 64
Grade 2	65 - 69
Grade 3	69 - 73
Grade 4	73 - 78
Grade 5	79 - 85
Grade 6	86 - 89
Grade 7	89 - 100
Grade 8	100 - 110
Grade 9	110 - 119
Grade 10	119 - 127

Filipino

Grade 1	144 - 146
Grade 2	147 - 150
Grade 3	150 - 154
Grade 4	155 - 161
Grade 5	162 - 165
Grade 6	165 - 168
Grade 7	169 - 172
Grade 8	172 - 177
Grade 9	177 - 185
Grade 10	185 - 195

Araling Panlipunan

Grade 1	24 - 28
Grade 2	29 - 32
Grade 3	32 - 36
Grade 4	37 - 39
Grade 5	39 - 42
Grade 6	42 - 46
Grade 7	47 - 50
Grade 8	51 - 54
Grade 9	54 - 56
Grade 10	57 - 58

English

Grade 1	129 - 130
Grade 2	130 - 131
Grade 3	132 - 134
Grade 4	134 - 135
Grade 5	135 - 136
Grade 6	136 - 137
Grade 7	137 - 138
Grade 8	138 - 139
Grade 9	140
Grade 10	140 - 142

Mathematics

Grade 1	197 - 200
Grade 2	200 - 205
Grade 3	205 - 210
Grade 4	211 - 215
Grade 5	216 - 221
Grade 6	221 - 226
Grade 7	227 - 230
Grade 8	230 - 234
Grade 9	234 - 237
Grade 10	238 - 240

TABLE OF CONTENTS

-MAPEH
-Mother Tongue

Arts

Grade 1	274 - 276
Grade 2	276 - 278
Grade 3	279 - 282
Grade 4	282 - 285
Grade 5	286 - 290
Grade 6	290 - 293
Grade 7	294 - 298
Grade 8	299 - 303
Grade 9	303 - 307
Grade 10	308 - 312

Health

Grade 1	340 - 342
Grade 2	342 - 344
Grade 3	344 - 346
Grade 4	347 - 349
Grade 5	349 - 352
Grade 6	352 - 355
Grade 7	355 - 358
Grade 8	358 - 362
Grade 9	362 - 364
Grade 10	364 - 365

Music

Grade 1	243 - 245
Grade 2	245 - 248
Grade 3	248 - 251
Grade 4	251 - 254
Grade 5	254 - 258
Grade 6	258 - 262
Grade 7	263 - 265
Grade 8	265 - 268
Grade 9	268 - 270
Grade 10	270 - 272

PE

Grade 1	314 - 316
Grade 2	316 - 318
Grade 3	318 - 321
Grade 4	321 - 323
Grade 5	324 - 326
Grade 6	326 - 328
Grade 7	328 - 330
Grade 8	330 - 333
Grade 9	333 - 336
Grade 10	336 - 338

Mother Tongue

Grade 1	367 - 370
Grade 2	370 - 372
Grade 3	373 - 374

TABLE OF CONTENTS

Science

Grade 3	376 - 377
Grade 4	378 - 379
Grade 5	380 - 382
Grade 6	382 - 384
Grade 7	384 - 386
Grade 8	387 - 391
Grade 9	391 - 394
Grade 10	395 - 397

EPP/TLE

EPP

Grade 4	399 - 403
Grade 5	403 - 406

TLE

Grade 6	407 - 414
Grade 7/8	415 - 469
Grades 9-12	469 - 498

Senior High School Core Subjects

21st Century Literature from the Philippines and the World	500 - 501
Contemporary Philippine Arts from the Regions	502 - 503
Disaster Readiness and Risk Reduction	503 - 506
Earth and Life Science	507 - 510
Earth Science	510 - 512
General Mathematics	512 - 515
Introduction to Philosophy of the Human Person	515 - 519
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	519 - 521
Media and Information Literacy	521 - 522
Oral Communication in Context	523 - 524
Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik	524 - 526
Personal Development	526 - 530
Physical Education and Health (Grade 11)	530 - 532
Physical Education and Health (Grade 12)	532 - 534
Physical Science	534 - 538
Reading and Writing Skills	538 - 539
Statistics and Probability	540 - 543
Understanding Culture, Society and Politics	543 - 546

Applied Subjects

Empowerment Technologies	548 - 553
English for Academic and Professional Purposes	553 - 556
Entrepreneurship	556 - 559
Filipino sa Piling Larang (Akademik)	559 - 560
Filipino sa Piling Larang (Isports)	561
Filipino sa Piling Larang (Sining at Disenyo)	562 - 563
Filipino sa Piling Larang (Teknikal-Bokasyunal)	563 - 564
Inquiries, Investigations and Immersion	564 - 565
Practical Research 1	566 - 568
Practical Research 2	569 - 570

Specialized Subjects

Academic Track

ABM

Applied Economics	573 - 574
Bus. Ethics and Social Responsibility	574 - 577
Bus. Finance	578 - 580
Bus. Math	580 - 583
Fund. of Accountancy, Bus, and Mgt 1	583 - 585
Fund. of Accountancy, Bus, and Mgt 2	586 - 588
Organization and Management	588 - 591
Principles of Marketing	591 - 594

HUMMS

Community Engagement, Solidarity and Citizenship	596 - 598
Creative Nonfiction	598 - 600
Creative Writing	600 - 601
Culminating Activity	602
Disciplines and Ideas in the Applied Social Sciences	603 - 609
Disciplines and Ideas in the Social Sciences	609 - 610
Introduction of World Religions and Belief System	611 - 619
Malikhaing Pagsulat	619 - 621
Philippines Politics and Governance	621 - 622
Trend, Networks, and Critical Thinking in the 21st Century	623 - 625

STEM

Basic Calculus	627 - 628
Biology 1	629 - 631
Biology 2	631 - 633
General Chemistry 1	633 - 636
General Chemistry 2	637 - 640
General Physics 1	640 - 647
General Physics 2	647 - 653
Pre - Calculus	653 - 655

Arts and Design Track

Apprenticeship and Exploration in the Performing Arts (Music)	657 - 658
Creative Industries I - Arts and Design Appreciation and Productions	658 - 659
Creative Industries II: Performing Arts	659 - 663
Developing Filipino Identity in the Arts	663 - 664
Integrating Elements and Principles of Organization in the Arts	664 - 665
Leadership and Management in Different Arts and Fields	655 - 677
Physical and Personal Dev. In the Arts	677 - 678
Production in the Performing Arts	678 - 680

Sports Track

Apprenticeship (Off - Campus)	682 - 687
Fitness, Sports, and Recreation	687 - 688
Fitness Testing and Basic Exercise Programming	689 - 690
Fundamentals of Coaching	690 - 691
Human Movement	691 - 692
Practicum (In - Campus)	692 - 697
Psychosocial Aspects of Sports and Exercise	698 - 700
Safety and First Aid	700 - 701
Sports Officiating and Activity Management	701 - 702

Homeroom Guidance Program 704 - 723

Department of Education

KINDERGARTEN

Grade Level: Kindergarten

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
1st	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	• Nakikilala ang sarili a) pangalan at apelyido b) kasarian c) gulang/kapanganakan d) 1.4 gusto/di-gusto • Use the proper expression in introducing oneself e.g., I am/My name is _____	Week 1	SEKPSE-00-1 SEKPSE-Ia-1.1 SEKPSE-Ib-1.2 SEKPSE-Ic-1.3 SEKPSE-IIc-1.4 LLKVPD-Ia-13
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin. Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: 1. Disiplina	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain Ang bata ay nakapagpapamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba	• Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan • Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan	Week 2	SEKPSE-If-3 SEKPSE-IIa-4
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be	The child shall be able to manipulate objects based on properties or attributes	• Sort and classify objects according to one attribute/property (shape, color, size, function/use)	Week 3	MKSC-00-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	manipulated based on these properties and attributes The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	• Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag		LLKH-00-6
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin The child demonstrates an understanding of similarities and differences in what he/she can see	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly	• Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa • Identify the letter, number, or word that is different in a group	Week 4	SEKPSE-If-2 LLKVPD-00-6
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-	• Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)	Week 5	SEKPSE-00-11

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
		uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain			
	The child demonstrates an understanding of similarities and differences in what he/she can see	The child shall be able to critically observes and makes sense of things around him/her	• Tell which two letters, numbers, or words in a group are the same		LLKVPD-Ie-4
	The child demonstrates an understanding of Objects can be 2-dimensional or 3-dimensional The child demonstrates an understanding of body parts and their uses	The child shall be able to describe and compare 2-dimensional and 3-dimensional objects The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Recognize symmetry (own body, basic shapes) • Identify one's basic body parts	Week 6	MKSC-00-11 PNEKBS-Id-1
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Tell the function of each basic body part • Demonstrate movements using different body parts	Week 7	PNEKBS-Id-2 PNEKBS-Ic-3
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered	• Name the five senses and their corresponding body parts	Week 8	PNEKBS-Ic-4

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
		within the context of everyday living			
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Identify one's basic needs and ways to care for one's body	Week 9	PNEKBS-Ii-8
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	• Practice ways to care for one's body	Week 10	PNEKBS-Ii-9
2nd	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy na may pamilya ang bawat isa	Week 1	KMKPPam-00-1
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy kung sino-sino ang bumubuo ng pamilya	Week 2	KMKPPam-00-2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling	• Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya	Week 3	KMKPPam-00-3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	komunidad bilang kasapi nito	karanasan bilang kabahagi ng pamilya, paaralan at komunidad			
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: 4.1 pagsunod nang maayos sa mga utos/kahilingan 4.2 pagmamano/paghalik 4.3 paggamit ng magagalang na pagbati/pananalita 4.4 pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 4.5 pagsasabi ng “Hindi ko po sinasadya “, ”Salamat po”, “Walang anuman”, kung kinakailangan 4.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya	Week 4	KMKPPam-00-5
	The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	• Identify the letters of the alphabet (mother tongue, orthography)		LLKAK-Ih-3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary The child shall be able to manipulate objects based on properties or attributes	• Name the places and the things found in the classroom, school and community • Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	Week 5	LLKV-00-8 MKSC-00-23
	The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use • Talk about family members, pets, toys, foods, or members of the	Week 6	LLKV-00-6 LLKOL-00-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
			community using various appropriate descriptive words		
	The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Use polite greetings and courteous expressions in appropriate situations 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please…./May I…..	Week 7	LLKOL-Ia-1
	The child demonstrates an understanding of increasing his/her conversation skills The child demonstrates an understanding of increasing his/her conversation skills	The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense	• Talk about likes/dislikes (foods, pets, toys, games, friends, places) • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words	Week 8	LLKOL-Ic-15 LLKOL-00-5
	The child demonstrates an understanding of different types of weather and changes that occur in the environment The child demonstrates an understanding of different types of weather and	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment The child shall be able to talk about how to adapt to	• Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy) • Observe and record	Week 9	PNEKE-00-1

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	changes that occur in the environment	the different kinds of weather and care for the environment	the weather daily (as part of the opening routine)		PNEKE-00-1
	The child demonstrates an understanding of different types of weather and changes that occur in the environment The child demonstrates an understanding of different types of weather and changes that occur in the environment The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment The child shall be able to identify the letter names and sounds The child shall be able to identify the letter names and sounds	• Identify what we wear and use for each kind of weather • Observe safety practices in different kinds of weather • Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops • Write one's given name	Week 10	PNEKE-00-2 PNEKE-00-6 LLKH-00-3 LLKH-00-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
3rd	The child demonstrates an understanding of concepts of size, length, weight, time, and money Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule) Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Tell the names of the days in a week, months in a year • Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa	Week 1	MKME-00-8 KMKPKom-00-2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Natutukoy ang iba't ibang lugar sa komunidad	Week 2	KMKPKom-00-3
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	• Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad	Week 3	KMKPKom-00-6
	Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan at kagandahan ng kapaligiran	Ang bata ay nakapagpapamalas ng kakayahang magmasid at	• Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay	Week 4	SKPK-00-2

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
		magpahalaga sa ganda ng kapaligiran	na: a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali		
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes The child shall be able to manipulate objects based on properties or attributes	• Identify sequence of events (before, after, first, next, last) • Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)	Week 5	MKSC-00-9 MKSC-00-10

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Rote count up to 20	Week 6	MKSC-00-12
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Count objects with one-to-one correspondence up to quantities of 10	Week 7	MKC-00-7
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes	• Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	Week 8	MKSC-00-23
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at	• Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng	Week 9	KPKPKK-Ih-3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
		pangangalaga para sa sariling kaligtasan	matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar		
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	• Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar	Week 10	KPKPKK-Ih-3
4th	The child demonstrates an understanding of characteristics and needs	The child shall be able to communicate the usefulness of animals and practice ways to care for them	• Name common animals • Observe, describe, and examine common	Week 1	PNEKA-Ie-1 PNEKA-IIIh-2

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	of animals and how they grow		animals using their senses • Identify the needs of animals • Identify ways to care for animals • Identify and describe how animals can be useful		 PNEKA-III g-5 PNEKA-III g-6 PNEKA-III g-7
	The child demonstrates an understanding of characteristics and growth of common plants	The child shall be able to communicate the usefulness of plants and practice ways to care for them	• Name common plants • Observe, describe, and examine common plants using their senses • Group plants according to certain characteristics, e.g., parts, kind, habitat • Identify needs of plants and ways to care for plants • Identify and describe how plants can be useful	Week 2	PNEKP-IIa-7 PNEKP-IIb-1 PNEKP-IIb-8 PNEKP-IIb-2 PNEKP-IIIf-4
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	• Classify objects according to observable properties like size, color, shape, texture, and weight)	Week 3	PNEKPP-00-1
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	• Identify simple ways of taking care of the environment	Week 4	PNEKE-00-4

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	• Explore simple cause-and-effect relationships in familiar events and situations	Week 5	PNEKE-00-5
	The child demonstrates an understanding of concepts of size, length, weight, time, and money	The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule)	• Recognize and name the hour and minute hands in a clock • Tell time by the hour	Week 6	MKME-00-6 MKME-00-7
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Identify the number that comes before, after, or in between • Arrange three numbers from least to greatest/ greatest to least	Week 7	MKC-00-5 MKC-00-6
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers • Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers	Week 8	MKAT-00-26 MKAT-00-4
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Add quantities up to 10 using concrete objects • Subtract quantities up to 10 using concrete	Week 9	MKAT-00-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	increase and subtraction results in decrease		objects		MKAT-00-9
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	• Write addition and subtraction number sentences using concrete representations	Week 10	MKAT-00-10

Department of Education

ARALING PANLIPUNAN

Grade Level: Grade 1
Subject: Araling Panlipunan

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili bilang Pilipino gamit ang konsepto ng pagpapatuloy at pagbabago	buong pagmamalaking nakapagsasalaysay ng kwento tungkol sa sariling katangian at pagkakakilanlan bilang Pilipino sa malikhaing Pamamaraan	Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino	Week 1	
			Nailalarawan ang pansariling pangangailan: pagkain, kasuotan at iba pa at mithiin para sa Pilipinas	Week 2	
			*Natutukoy ang mga mahahalagang pangyayari at pagbabago sa buhay simula isilang hanggang sa kasalukuyang edad gamit ang mga larawan at timeline	Week 3-4	
			* Nakapaghihinuha ng konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mgalarawan ayon sa pagkakasunod-sunod	Week 5- 6	AP1NAT-If- 10
			Naihahambing ang sariling kwento o karanasan sa buhay sa kwento at karanasan ng mga kamag- aral ibang miyembro ng pamilya gaya ng mga kapatid, mga magulang (noong sila ay nasa parehong edad), mga pinsan, at iba pa; o mga	Week 7	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			kapitbahay		
			Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamamaraan	Week 8	AP1NAT-Ij- 14
2nd	Ang mag-aaral ay… naipamamalas ang pag-unawa at pagpapahalaga sa sariling pamilya at mga kasapi nito at bahaging ginagampanan ng bawat isa	Ang mag-aaral ay… buong pagmamalaking nakapagsasaad ng kwento ng sariling pamilya at bahaging ginagampanan ng bawat kasapi nito sa malikhaing pamamaraan	*Naipaliliwanag ang konsepto ng pamilya batay sa bumubuo nito (ie. two- parent family, single-parent family, extended family)	Week 1	
			*Nailalarawan ang sariling pamilya batay sa: (a) komposisyon (b) kaugalian at paniniwala (c) pinagmulan at (d) tungkulin at karapatan ng bawat kasapi	Week 2	AP1PAM- IIa-3
			Nasasabi ang kahalagahan ng bawat kasapi ng pamilya	Week 3	
			Nailalarawan ang mga mahahalagang pangyayari sa buhay ng pamilya sa pamamagitan ng timeline/family tree	Week 4	
			*Napahahalagahan ang kwento ng sariling pamilya.	Week 5/6	
			Nakagagawa ng wastong pagkilos sa pagtugon sa mga alituntunin ng pamilya	Week 7	
			Nakabubuo ng konklusyon tungkol sa mabuting pakikipag-	Week 8	AP1PAM- IIh-23

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino.		
3rd	Ang mag-aaral ay… naipamamalas ang pag- unawa sa kahalagahan ng pagkilala ng mga batayang impormasyon ng pisikal na kapaligiran ng sariling paaralan at ng mga taong bumubuo dito na nakakatulong sa paghubog ng kakayahan ng bawat batang mag-aaral	Ang mag-aaral ay… buong pagmamalaking nakapagpapahayag ng pagkilala at pagpapahalaga sa sariling paaralan	Nasasabi ang mga batayang impormasyon tungkol sa sariling paaralan: pangalan nito (at bakit ipinangalan ang paaralan sa taong ito), lokasyon, mga bahagi nito, taon ng pagkakatatag at ilang taon na ito, at mga pangalan ng gusali o silid (at bakit ipinangalan sa mga taong ito)	Week 1-2	AP1PAA- IIIa-1
			Nasasabi ang epekto ng pisikal na kapaligiran sa sariling pag-aaral (e.g. mahirap mag-aaral kapag maingay, etc)	Week 3	
			Nailalarawan ang mga tungkuling ginagampanan ng mga taong bumubuo sa paaralan (e.g. punong guro, guro, mag-aaral, doktor at nars, dyanitor, etc	Week 4-5	AP1PAA- IIIb-4
			Naipaliliwanag ang kahalagahan ng paaralan sa sariling buhay at sa pamayanan o komunidad.	Week 6	
			Nabibigyang-katwiran ang pagtupad sa mga alituntunin ng paaralan	Week 7	
			*Nakalalahok sa mga gawain at pagkilos na nagpapamalas ng pagpapahalaga sa sariling paaralan (eg. Brigada Eskwela)	Week 8	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
4th	Ang mag-aaral ay… naipamamalas ang pag-unawa sa konsepto ng distansya sa paglalarawan ng sariling kapaligirang ginagalawan tulad ng tahanan at paaralan at ng kahalagahan ng pagpapanatili at pangangalaga nito	Ang mag-aaral ay… 1. nakagagamit ang konsepto ng distansya sa paglalarawan ng pisikal na Kapaligirang Ginagalawan 2. nakapagpakita ng payak na gawain sa pagpapanatili at pangangalaga ng kapaligirang ginagalawan	*Naipaliliwanag ang konsepto ng distansya at diresyon at ang gamit nito sa pagtukoy ng lokasyon	Week 1	
			Nakagagawa ng payak na mapa ng loob at labas ng tahanan	Week 2	AP1KAP- IVb-4
			*Natutukoy ang mga bagay at istruktura na makikita sa nadadaanan mula sa tahanan patungo sa paaralan	Week 3	AP1KAP- IVc-5
			Naiuugnay ang konsepto ng lugar, lokasyon at distansya sa pang-araw-araw na buhay sa pamamagitan ng iba't ibang uri ng transportasyon mula sa tahanan patungo sa paaralan	Week 4	AP1KAP- IVc-6
			*Naipaliliwanag ang kahalagahan ng mga istruktura mula sa tahanan patungo sa paaralan	Week 5	AP1KAP- IVd-7
			Nakagagawa ng payak na mapa mula sa tahanan patungo sa paaralan	Week 6	
			Nakapagbigay halimbawa ng mga gawi at ugali na makatutulong at nakasasama sa sariling kapaligiran: tahanan at paaralan	Week 7	
			*Naisasagawa ang iba't ibang pamamaraan ng pangangalaga ng kapaligirang ginagalawan	Week 8	AP1KAP- IVj-14

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			• sa tahanan • sa paaralan • sa komunidad		

Grade Level: Grade 2
Subject: Araling Panlipunan

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang pag- unawa sa kahalagahan ng kinabibilangang komunidad	Ang mag-aaral ay… malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	*Naipaliliwanag ang konsepto ng komunidad	Week 1	AP2KOM-Ia- 1
			*Nailalarawan ang sariling komunidad batay sa pangalan nito, lokasyon, mga namumuno, populasyon, wika, kaugalian, paniniwala, atbp.	Week 2	
			Naipaliliwanag ang kahalagahan ng ‘komunidad’	Week 3	
			* Natutukoy ang mga bumubuo sa komunidad : a. mga taong naninirahan b: mga institusyon c. at iba pang istrukturang panlipunan	Week 4	
			Naiuugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya	Week 5	
			Nakaguguhit ng payak na mapa ng komunidad mula sa sariling tahahan o paaralan, na nagpapakita ng mga mahahalagang lugar at istruktura, anyong lupa at tubig, atbp.	Week 6	
			Nailalarawan ang panahon at kalamidad na nararanasan sa	Week 7	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			sariling komunidad		
			*Naisasagawa ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad	Week 8	
2nd	Ang mag-aaral ay… naipamamalas ang pag- unawa sa kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad	Ang mag-aaral ay… 1. nauunawaan ang pinagmulan at kasaysayan ng komunidad 2. nabibigyang halaga ang mga bagay na nagbago at nananatili sa pamumuhay komunidad	*Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa pagtatanong at pakikinig sa mga kuwento ng mga nakatatanda sa komunidad	Week 1	AP2KNN- IIa-1
			* Nailalahad ang mga pagbabago sa sariling komunidad a.heograpiya (katangiang pisikal) b. politika (pamahalaan) c. ekonomiya (hanapbuhay/kabuhayan) d. sosyo-kultural	Week 2	
			*Naiuugnay ang mga sagisag (hal. natatanging istruktura) na matatagpuan sa komunidad sa kasaysayan nito.	Week 3	
			Naihahambing ang katangian ng sariling komunidad sa iba pang komunidad tulad ng likas na yaman, produkto at hanap-buhay, kaugalian at mga pagdiriwang, atbp	Week 4	
			*Nakapagbibigay ng mga inisyatibo at proyekto ng komunidad na nagsusulong ng natatanging pagkakakilanlan o	Week 5	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			identidad ng komunidad		
			Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad	Week 6	AP2KNN- IIj-12
			*Nabibigyang halaga ang pagkakakilalanlang kultural ng komunidad	Week 7	
3rd	Ang mag-aaral ay… naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	Ang mag-aaral ay… nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	* Natatalakay ang mga pakinabang na naibibigay ng kapaligiran sa komunidad	Week 1	AP2PSK- IIIa-1
			* Nailalarawan ang kalagayan at suliraning pangkapaligiran ng komunidad.	Week 2	
			Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpapanatili ng kalinisan ng sariling komunidad	Week 3	
			*Naipaliliwanag ang pansariling tungkulin sa pangangalaga ng kapaligiran.	Week 4	
			*Natatalakay ang konsepto ng pamamahala at pamahalaan	Week 5	
			*Naipaliliwanag ang mga tungkulin ng pamahalaan sa komunidad	Week 5	
			* Naiisa-isa ang mga katangian ng mabuting pinuno	Week 6	
			*Natutukoy ang mga namumuno	Week 7	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			at mga mamamayang nag-aaambag sa kaunlaran ng komunidad		
4th	Ang mag-aaral ay… naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	Ang mag-aaral ay… nakapahahalagahan ang mga paglilingkod ng komunidad sa sariling pag- unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad	* Naipaliliwanag na ang bawat kasapi ng komunidad ay may karapatan	Week 1-2	
			Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad	Week 3-4	
			*Natatalakay ang mga paglilingkod/ serbisyo ng mga kasapi ng komunidad	Week 5-6	
			*Napahahalagahan ang pagtutulungan at pagkakaisa ng mga kasapi ng komunidad.	Week 7-8	AP2PKK- IVg-j-6

Grade Level: Grade 3
Subject: Araling Panlipunan

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang pang-unawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito	Ang mag-aaral ay… nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga batayang	Naipaliliwanag ang kahulugan ng mga simbolo na ginagamit sa mapa sa tulong ng panuntunan (ei. katubigan, kabundukan, etc)	Week 1	AP3LAR- Ia-1
			*Nasusuri ang kinalalagyan ng mga lalawigan ng sariling rehiyon batay sa mga nakapaligid dito gamit ang pangunahing	Week 2	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
		impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa	direksiyon (primary direction)		
			* Nasusuri ang katangian ng populasyon ng iba't ibang pamayanan sa sariling lalawigan batay sa: a) edad; b) kasarian; c) etnisidad; at 4) relihiyon	Week 3	
			*Nasusuri ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon	Week 4	AP3LAR- Ie-7
			Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon	Week 5	
			Nakagagawa ng payak na mapa na nagpapakita ng mahahalagang anyong lupa at anyong tubig ng sariling lalawigan at mga karatig na lalawigan nito	Week 6	AP3LAR- If-10
			Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito	Week 7	AP3LAR- Ig-h-11
			*Naipaliliwanag ang wastong pangangasiwa ng mga pangunahing likas na yaman ng sariling lalawigan at rehiyon	Week 8	
			Nakabubuo ng interprestayon ng kapaligiran ng sariling lalawigan at karatig na mga lalawigan ng rehiyon gamit ang mapa	Week 8	AP3LAR- Ii-14

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd	Ang mag-aaral ay… naipapamalas ang pang-unawa at pagpapahalaga ng iba't ibang kwento and mga sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon	Ang mag-aaral ay… nakapagpapamalas ang mga mag-aaral ng pagmamalaki sa iba't ibang kwento at sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon	*Nasusuri ang kasaysayan ng kinabibilangang rehiyon	Week 1	AP3KLR- IIa-b-1
			Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon	Week 2	AP3KLR- IIc-2
			*Naiuugnay sa kasalukuyang pamumuhay ng mga tao ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at ibang panglalawigan ng kinabibilangang rehiyon	Week 3	AP3KLR- IId-3
			Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon	Week 4	AP3KLR- IIe-4
			Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon	Week 5	AP3KLR- IIf-5
			Natatalakay ang kahulugan ng "official hymn" at iba pang sining na nagpapakilala ng sariling lalawigan at rehiyon	Week 6	AP3KLR- IIg-6
			*Napahahalagahan ang mga naiambag ng mga kinikilalang bayani at mga kilalang mamamayan ng sariling lalawigan at rehiyon	Week 7	AP3KLR- IIh-i-7
			*Nabibigyang-halaga ang katangi-tanging lalawigan sa kinabibilangang rehiyon	Week 8	AP3KLR- IIj-8

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd	Ang mag-aaral ay… naipapamalas ang pag- unawa at pagpapahalaga sa pagkakakilanlang kultural ng kinabibilangang rehiyon	Ang mag-aaral ay… nakapagpapahayag ng may pagmamalaki at pagkilala sa nabubuong kultura ng mga lalawigan sa kinabibilangang rehiyon	*Nailalarawan ang kultura ng mga lalawigan sa kinabibilangang rehiyon	Week 1	AP3PKR- IIIa-1
			*Naipaliliwanag ang kaugnayan ng heograpiya sa pagbuo at paghubog ng uri ng pamumuhay ng mga lalawigan at rehiyon	Week 2	AP3PKR- IIIa-2
			Nailalarawan ang pagkakakilanlang kultural ng kinabibilangang rehiyon	Week 3	AP3PKR- IIIb-c-3
			Naipaliliwanag ang kahalagahan ng mga makasaysayan lugar at ang mga saksi nito sa pagkakakilanlang kultura ng sariling lalawigan at rehiyon	Week 4	AP3PKR- IIId-4
			Naihahambing ang pagkakatulad at pagkakaiba ng mga kaugalian, paniniwala at tradisyon sa sariling lalawigan sa karatig lalawigan sa kinabibilangang rehiyon at sa ibang lalawigan at rehiyon	Week 5-6	
			Napahahalagahan ang iba’t ibang pangkat ng tao sa lalawigan at rehiyon	Week 7	AP3PKR- IIIf-7
			*Naipamamalas ang pagpapahalaga sa pagkakatulad at pagkakaiba-iba ng mga kultura gamit ang sining na nagpapakilala sa lalawigan at rehiyon (e.g. tula, awit, sayaw, pinta, atbp.)	Week 8	
4th	Ang mag-aaral ay…	Ang mag-aaral ay…	Naipaliliwanag ang kaugnayan ng kapaligiran sa uri ng pamumuhay	Week 1	AP3EAP- IVa-1

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
	naipamamalas ang pang-unawa sa mga gawaing pangkabuhayan at bahaging ginagampanan ng pamahalaan at ang mga kasapi nito, mga pinuno at iba pang naglilingkod tungo sa pagkakaisa, kaayusan at kaunlaran ng mga lalawigan sa kinabibilangang rehiyon	nakapagpapakita ng aktibong pakikilahok sa mga gawaing panlalawigan tungo sa ikauunlad ng mga lalawigan sa kinabibilangang rehiyon	ng mamamayan sa lalawigan ng kinabibilangang rehiyon at sa mga lalawigan ng ibang rehiyon		
			Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon	Week 2	AP3EAP- IVa-2
			Natatalakay ang pinanggalingan ng produkto ng kinabibilagang lalawigan	Week 3-4	
			Naiuugnay ang pakikipagkalakalan sa pagtugon ng mga pangangailangan ng sariling lalawigan at mga karatig na lalawigan sa rehiyon at ng bansa.	Week 5	
			Natutukoy ang inprastraktura (mga daanan, palengke) ng mga lalawigan at naipaliliwanag ang kahalagahan nito sa kabuhayan	Week 6	
			Naipapaliwang ang kahalagahan ng gampanin ng pamahalaan sa paglilingkod sa bawat lalawigan sa kinabibilangang rehiyon	Week 7	

Grade Level: Grade 4
Subject: Araling Panlipunan

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang pang-unawa sa pagkakakilanlan ng bansa ayon sa mga katangiang heograpikal gamit ang mapa.	Ang mag-aaral ay… naipamamalas ang kasanayan sa paggamit ng mapa sa pagtukoy ng iba't ibang lalawigan at rehiyon ng bansa	Natatalakay ang konsepto ng bansa	Week 1	
			Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa mga nakapaligid dito gamit ang pangunahin at pangalawang direksyon	Week 2	AP4AAB-Ic- 4
			*Natutukoy ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa	Week 3	
			*Nasusuri ang ugnayan ng lokasyon Pilipinas sa heograpiya nito	Week 4	
			*Nailalarawan ang pagkakakilanlang heograpikal ng Pilipinas: (a) Heograpiyang Pisikal (klima, panahon, at anyong lupa at anyong tubig) (b) Heograpiyang Pantao (populasyon, agrikultura, at industriya)	Week 5	
			*Nakapagmumungkahi ng mga paraan upang mabawasan ang epekto ng kalamidad	Week 6	AP4AAB- Ii-j-12
			Nakapagbibigay ng konlusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag- unlad ng bansa	Week 7	AP4AAB-Ij- 13

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd	Ang mag-aaral ay… nasusuri ang mga iba't ibang mga gawaing pangkabuhayan batay sa heograpiya at mga oportunidad at hamong kaakibat nito tungo sa likas kayang pag-unlad.	Ang mag-aaral ay… nakapagpapakita ng pagpapahalaga sa iba't ibang hanapbuhay at gawaing pangkabuhayan na nakatutulong sa pagkakakilanlang Pilipino at likas kayang pag-unlad ng bansa.	Naipaliliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas na yaman ng bansa	Week 1	
			*Nasusuri ang kahalagahan ng pangangasiwa at pangangalaga ng mga likas na yaman ng bansa	Week 2	
			*Natatalakay ang mga hamon at pagtugon sa mga gawaing pangkabuhayan ng bansa.	Week 3	AP4LKE- IId-5
			*Nakalalahok sa mga gawaing nagsusulong ng likas kayang pag-unlad (sustainable development) ng mga likas yaman ng bansa	Week 4	AP4LKE- IIe-6
			* Naipaliliwanag ang kahalagahan at kaunayan ng mga sagisag at pagkakakilanlang Pilipino	Week 5	
3rd	Ang mag-aaral ay… naipamamalas ang pang-unawa sa bahaging ginagampanan ng pamahalaan sa lipunan, mga pinuno at iba pang naglilingkod sa pagkakaisa, kaayusan at kaunlaran ng bansa	Ang mag-aaral ay… nakapagpapakita ng aktibong pakikilahok at pakikiisa sa mga proyekto at gawain ng pamahalaan at mga pinuno nito tungo sa kabutihan ng lahat (common good)	*Natatalakay ang kahulugan at kahalagahan ng pamahalaan	Week 1	AP4PAB- IIIa-1
			Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas	Week 2-3	
			Nasusuri ang mga gampanin ng pamahalaan upang matugunan ang pangangailangan ng bawat mamamayan	Week 4	
			*Nasusuri ang mga programa ng pamahalaan tungkol sa: (a) pangkalusugan (b) pang-edukasyon (c) pangkapayapaan (d) pang-ekonomiya	Week 5-7	

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
			(e) pang-impraestruktura		
			*Napahahalagahan (nabibigyang-halaga) ang bahaging ginagampanan ng pamahalaan	Week 8	
4th	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pang-unawa at pagpapahalaga sa kanyang mga karapatan at tungkulin bilang mamamayang Pilipino	Ang mag-aaral ay… nakikilahok sa mga gawaing pansibiko na nagpapakita ng pagganap sa kanyang tungkulin bilang mamamayan ng bansa at pagsasabuhay ng kanyang karapatan.	*Natatalakay ang konsepto at prinsipyo ng pagkamamamayan	Week 1	AP4KPB- IVa-b-1
			Natatalakay ang konsepto ng karapatan at tungkulin	Week 2-3	
			*Naipaliliwanag ang mga gawaing lumilinang sa kagalingan pansibiko	Week 4-5	AP4KPB- IVd-e-4
			*Napahahalagahan ang kagalinang pansibiko	Week 6	AP4KPB- IVd-e-4
			*Nasusuri ang bahaging ginagampanan ng mga mamamayan sa pagtataguyod ng kaunlaran ng bansa	Week 7-8	

Grade Level: Grade 5
Subject: Araling Panlipunan

Quarter	Content Standard Ang mag-aaral ay…	Performance Standard Ang mag-aaral ay…	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng	Ang mag-aaral ay… naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga sinaunang Pilipinogamit ang kaalaman sa	*Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan	Week 1	
			*Naipaliliwanag ang pinagmulan ng Pilipinas batay sa a. Teorya (Plate Tectonic Theory) b. Mito c. Relihiyon	Week 2	AP5PLP- Id-4
			*Natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas a.	Week 3	AP5PLP- Ie-5

	lahing Pilipino upang mapahahalagahan ang konteksto ng lipunan/ pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	kasanayang pangheograpikal at mahahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino	Teorya (Austronesyano) b. Mito (Luzon, Visayas, Mindanao) c. Relihiyon		
			*Nasusuri ang paraan ng pamumuhay ng mga sinaunang Pilipino sa panahong Pre-kolonyal.	Week 4	AP5PLP-If- 6
			*Nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong pre-kolonyal a. panloob at panlabas na kalakalan b. uri ng kabuhayan (pagsasaka, pangingisda, panghihiram/pangungutang, pangangaso, slash and burn, pangangayaw, pagpapanday, paghahabi atbp)	Week 5	AP5PLP- Ig-7
			* Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino a. sosyo-kultural (e.g. pagsamba (animismo, anituismo, at iba pang ritwal, pagbabatok/pagbabatik , paglilibing (mummification primary/ secondary burial practices), paggawa ng bangka e. pagpapalamuti (kasuotan, alahas, tattoo, pusad/ halop) f. pagdaraos ng pagdiriwang b. politikal (e.g. namumuno, pagbabatas at paglilitis)	Week 6	
			*Natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas.	Week 7	AP5PLP-Ii- 10
			*Napahahalagahan ang kontribusyon ng sinaunang	Week 8	

			kabihasnang Asyano sa pagkabuo ng lipunang at pagkakakilanlang Piliipino		
2nd	Ang mag-aaral ay… naipamamalas ang mapanuring pag-unawa sa konteksto,ang bahaging ginampanan ng simbahan sa, layunin at mga paraan ng pananakopng Espanyolsa Pilipinas at ang epekto ng mga ito sa lipunan.	Ang mag-aaral ay… nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon	*Naipapaliwanag ang mga dahilan ng kolonyalismong Espanyol	Week 1	
			*Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. Pwersang militar/ divide and rule b. Kristyanisasyon	Week 2-3	
			* Nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa A. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa) B. Patakarang pampolitika (Pamahalaang kolonyal)	Week 4-8	
3rd	Ang mag-aaral ay… naipamamalas ang mapanuring pag-unawa sa mga pagbabago sa lipunan ng sinaunang Pilipino kabilang ang pagpupunyagi ng ilang pangkat na mapanatili ang kalayaan sa Kolonyalismong Espanyol at ang impluwensya nito sa	Ang mag-aaral ay… nakakapagpakita ng pagpapahalaga at pagmamalaki sa pagpupunyagi ng mga Pilipino sa panahon ng kolonyalismong Espanyol	*Naipaliliwanag ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol (Hal. Pag-aalsa, pagtanggap sa kapangyarihang kolonyal/ kooperasyon)	Week 1	
			*Napahahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol	Week 2	
			*Natatalakay ang impluwensya ng mga Espanyol sa kultura ng mga Pilipino	Week 3-4	

	kasalukuyang panahon.		*Nasusuri ang kaugnayan ng pakikipaglaban ng mga Pilipino sa pag-usbong ng nasyonalismong Pilipino	Week 5-6	
			*Napahahalagahan ang mga katutubong Pilipinong lumaban upang mapanatili ang kanilang kasarinlan	Week 7- 8	
4th	Ang mag-aaral ay… naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang koteksto ng reporma sa pag- usbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon	Ang mag-aaral ay… nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginagampanan nito sa pag- usbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon	*Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino	Week 1-2	
			*Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan	Week 3-4	AP5PKB- IVe-3
			Natataya ang partisipasyon ng iba't-ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan	Week 5-6	AP5PKB- IVf-4
			* Napahahalagahan ang partisipasyon ng iba't ibang rehiyon at sektor sa pagsulong ng kamalayang pambansa	Week 7-8	

Grade Level: Grade 6
Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang mapanuring pag-unawa at kaalaman	Ang mag-aaral ay… naipamamalas ang pagpapahalaga sa kontribosyon ng Pilipinas	*Nasusuri ang epekto ng kaisipang liberal sa pag-usbong ng damdaming nasyonalismo.	Week 1	
			*Naipaliliwanag ang layunin at resulta ng pagkakatatag ng Kilusang	Week 2	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	sa bahagi ng Pilipinas sa globalisasyon batay sa lokasyon nito sa mundo gamit ang mga kasanayang pangheograpiya at ang ambag ng malayang kaisipan sa pag-usbong ng nasyonalismong Pilipino	sa isyung pandaigdig batay sa lokasyon nito sa mundo	Propaganda at Katipunan sa paglinang ng nasyonalismong Pilipino		
			*Nasusuri ang mga dahilan at pangyayaring naganap sa Panahon ng Himagsikang Pilipino • Sigaw sa Pugad-Lawin • Tejeros Convention • Kasunduan sa Biak-na-Bato	Week 3	
			Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyong Pilipino	Week 4	**AP6PMK-Ie-8**
			*Napahahalagahan ang deklarasyon ng kasarinlan ng Pilipinas at ang pagkakatatag ng Unang Republika	Week 5	
			*Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano • Unang Putok sa panulukan ng Silencio at Sociego, Sta.Mesa • Labanan sa Tirad Pass • Balangiga Massacre	Week 6	
			Nabibigyang halaga ang mga kontribusyon ng mga natatanging Pilipinong nakipaglaban para sa kalayaan	Week 7	**AP6PMK-Ih-11**
2nd	Ang mag-aaral ay… naipamamalas ang mapanuring pag-	Ang mag-aaral ay… nakapagpapahayag ng kritikal na pagsusuri at	*Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano	Week 1	
			*Naipaliliwanag ang mga	Week 2	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	unawa sa pamamahala at mga pagbabago sa lipunang Pilipino sa panahon ng kolonyalismong Amerikano at ng pananakop ng mga Hapon at ang pagpupunyagi ng mga Pilipino na makamtan ang kalayaan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado	pagpapahalaga sa konteksto,dahilan, epekto at pagbabago sa lipunan ng kolonyalismong Amerikano at ng pananakop ng mga Hapon at ang pagmamalaki sa kontribusyon ng pagpupunyagi ng mga Pilipino namakamit ang ganap na kalayaan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado	pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan		
			*Nasusuri ang pamahalaang Komonwelt	Week 3	
			* Naipapaliwag ang resulta ng pananakop ng mga Amerikano	Week 4	
			Natatalakay ang mga layunin at mahahalagang pangyayari sa pananakop ng mga Hapones Hal: o Pagsiklab ng digmaan o Labanan sa Bataan o Death March o Labanan sa Corregidor	Week 5	**AP6KDP-IIe-5**
			*Nasusuri ang mga patakaran at resulta ng pananakop ng mga Hapones	Week 6	
			*Naipaliliwanag ang paraan ng pakikipaglaban ng mga Pilipino para sa kalayaan laban sa Hapon	Week 7	
			*Napahahalagahan ang iba't ibang paraan ng pagmamahal sa bayan ipinamalas ng mga Pilipino sa panahon ng digmaan	Week 8	
3rd	Ang mag-aaral ay… naipamamalas ang mas malalim na pag-	Ang mag-aaral ay… nakapagpakita ng pagmamalaki sa	*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972	Week 1-3	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	unawa at pagpapahalaga sa pagpupunyagi ng mga Pilipino tungo sa pagtugon sa mga suliranin, isyu at hamon ng kasarinlan	kontribosyon ng mga nagpunyaging mga Pilipino sa pagkamit ng ganap na kalayaan at hamon ng kasarinlan	*Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972	Week 4-7	
			*Napahahalagahan ang pagtatanggol ng mga Pilipino sa pambansang interes	Week 8	
4th	Ang mag-aaral ay… naipamamalas ang mas malalim na pag-unawa at pagpapahalaga sa patuloy na pagpupunyagi ng mga Pilipino tungo sa pagtugon ng mga hamon ng nagsasarili at umuunlad na bansa	Ang mag-aaral ay… nakapagpakita ng aktibong pakikilahok sa gawaing makatutulong sa pag-unlad ng bansa bilang pagtupad ng sariling tungkulin na siyang kaakibat na pananagutan sa pagtamasa ng mga karapatan bilang isang malaya at maunlad na Pilipino	*Nasusuri ang mga suliranin at hamon sa ilalim ng Batas Militar	Week 1	
			*Natatalakay ang mga pagkilos at pagtugon ng mga Pilipino nagbigay-daan sa pagwawakas ng Batas Militar • People Power 1	Week 2-3	
			*Napahahalagahan ang pagtatanggol at pagpapanatili sa karapatang pantao at demokratikong pamamahala	Week 4-5	
			*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan	Week 6	
			*Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng	Week 7-8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			mga Pilipino mula 1986 hanggang kasalukuyan		
			Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa • Pampulitika (Hal., usaping pangteritoryo sa West Philippine Sea, korupsyon, atbp) • Pangkabuhayan (Hal., open trade, globalisasyon, atbp) • Panlipunan (Hal., OFW, gender, drug at child abuse, atbp) • Pangkapaligiran (climate change, atbp)		**AP6TDK-IVe-f-6**
			*Natatalakay ang mga gampaning ng pamahalaan at mamamayan sa pagkamit ng kaunlaran ng bansa		
			*Napahahalagahan ang aktibong pakikilahok ng mamamayan sa mga programa ng pamahalaan tungo sa pag-unlad ng bansa		

Grade Level: Grade 7
Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano.	Ang mag-aaral ay… malalim na nakapaguugnay-ugnay sa bahaging ginampanan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano	Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya at Hilaga/ Gitnang Asya	Week 1	**AP7HAS-Ia-1.1**
			Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano	Week 2	**AP7HAS-Ia-1**
			Nailalarawan ang mga yamang likas ng Asya	Week 3	**AP7HAS-Ie-1.5**
			*Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon	Week 4-5	
			Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon	Week 6	**AP7HAS-Ig-1.7**
			*Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang-tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon	Week 7-8	
2nd	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa	Ang mag-aaral ay… kritikal na nakapagsusuri sa mga kaisipang Asyano,	Natatalakay ang konsepto ng kabihasnan at mga katangian nito	Week 1	**AP7KSA-IIb-1.3**
			Napaghahambing ang mga sinaunang kabihasnan sa Asya (Sumer, Indus, Tsina)	Week 2-3	**AP7KSA-IIc-1.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano	pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakilanlang Asyano	*Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya	Week 4	
			*Napapahalagahan ang mga kaisipang Asyano na nagbigay-daan sa paghubog ng sinaunang kabihasnang sa Asya at sa pagbuo ng pagkakilanlang Asyano	Week 5	
			*Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasnan at ikalabing-anim na siglo	Week 6-7	
			Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya	Week 8	**AP7KSA-IIh-1.12**
3rd	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)	Ang mag-aaral ay… nakapagsasagawa ng kritikal na pagsusuri sa pagbabago, pag- unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)	*Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya	Week 1-2	
			*Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya	Week 3	
			*Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano	Week 4	
			*Nasusuri ang kaugnayan ng iba’t ibang ideolohiya sa pag-usbong ng	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			nasyonalismo at kilusang nasyonalista		
			*Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	Week 5	
			*Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya	Week 6	
			Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay	Week 6	**AP7TKA-IIIg- 1.21**
			*Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Timog at Kanlurang Asya	Week 7	
			Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa kulturang Asyano	Week 8	**AP7TKA-IIIj- 1.25**
4th	Ang mag-aaral ay… napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon	Ang mag-aaral ay… nakapagsasagawa nang kritikal na pagsusuri sa pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog Silangang Asya sa Transisyoal at Makabagong Panahon	*Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog-Silangang Asya	Week 1-2	
			*Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog-Silangang Asya	Week 3	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	(ika-16 hanggang ika-20 Siglo)	(ika-16 hanggang ika-20 siglo)	*Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano	Week 4	
			*Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista	Week 4	
			*Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	Week 5	
			*Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Silangan at Timog-Silangang Asya	Week 6	
			Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay	Week 6	**AP7KIS-IVh-1.21**
			*Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Silangan at Timog-Silangang Asya	Week 7	
			Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa kulturang Asyano	Week 8	**AP7KIS-IVj-1.26**

Grade Level: Grade 8
Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… naipamamalas ang pag-unawa sa interaksiyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasnan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon	Ang mag-aaral ay… nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasnan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon	Nasusuri ang katangiang pisikal ng daigdig	Week 1	**AP8HSK-Id-4**
			Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)	Week 2-3	**AP8HSK-Ie-5**
			Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko	Week 4	**AP8HSK-If-6**
			Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasnan sa daigdig	Week 5	**AP8HSK-Ig-6**
			**Nasusuri ang mga sinaunang kabihasnan ng Egypt, Mesopotamia, India at China batay sa politika, ekonomiya, kultura, relihiyon, paniniwala at lipunan*	Week 6-7	
			Napahahalagahan ang mga kontribusyon ng mga sinaunang kabihasnan sa daigdig	Week 8	**AP8HSK-Ij-10**
2nd	Ang mag-aaral ay… naipapamalas ang pag-unawa sa kontribusyon ng mga pangyayari sa Klasiko at Transisyunal na Panahon sa pagkabuo at pagkahubog ng pagkakakilanlan ng mga	Ang mag-aaral ay… nakabubuo ng adbokasiya na nagsusulong ng pangangalaga at pagpapahalaga sa mga natatanging kontribusyon ng	Nasusuri ang kabihasnang Minoan, Mycenean at kabihasnang klasiko ng Greece	Week 1	**AP8DKT-IIa-1**
			Naipapaliwanag ang kontribusyon ng kabihasnang Romano	Week 2	**AP8DKT-IIc-3**
			**Nasusuri ang pag-usbong at pag-unlad ng mga klasikong kabihasnan sa:* • *Africa – Songhai, Mali,*	Week 3	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	bansa at rehiyon sa daigdig	Klasiko at Transisyunal na Panahon na nagkaroon ng malaking impluwensya sa pamumuhay ng tao sa kasalukuyan	*atbp.* • *America – Aztec, Maya, Olmec, Inca, atbp.* *Mga Pulo sa Pacific – Nazca*		
			Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag-unlad ng pandaigdigang kamalayan	Week 4	**AP8DKT-IIf-8**
			*Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon • Politika (Pyudalismo, Holy Roman Empire) • Ekonomiya (Manoryalismo) Sosyo-kultural (Paglakas ng Simbahang Katoliko, Krusada)	Week 5	
			Natataya ang impuwensya ng mga kaisipang lumaganap sa Gitnang Panahon		**AP8DKT-IIi-13**
3rd	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa naging transpormasyon tungo sa makabagong panahon ng mga bansa at rehiyon sa daigdig bunsod ng paglaganap ng mga kaisipan sa agham, politika, at ekonomiya	Ang mag-aaral ay… kritikal na nakapagsusuri sa naging implikasyon sa kaniyang bansa, komunidad, at sarili ng mga pangyayari sa panahon ng transpormasyon tungo	**Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance*	Week 1	
			**Nasusuri ang dahilan, pangyayari at epekto ng unang Yugto ng Kolonyalismo*	Week 2-3	
			**Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal*	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	tungo sa pagbuo ng pandaigdigan kamalayan	sa makabagong panahon.	**Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses.*	Week 5-7	
			**Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo)*	Week 8	
			Naipapahayag ang pagpapahalaga sa pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig.		**AP8PMD-IIIi-10**
4th	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikipag- ugnayan at sama-samang pagkilos sa kontemporanyong daigdig tungo sa pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran	Ang mag-aaral ay… aktibong nakikilahok sa mga gawain, programa,proyekto sa antas ng komunidad at bansa na nagsusulong ng rehiyonal at pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran	Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Unang Digmaang Pandaigdig	Week 1-2	**AP8AKD-IVa-1**
			Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaidig.	Week 3-4	**AP8AKD-IVb-2**
			Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran.	Week 5	AP8AKD-IVh-8
			Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.	Week 6	AP8AKD-IVi-9
			Natataya ang epekto ng mga ideolohiya, ng *Cold War* at ng Neo-kolonyalismo sa iba't ibang bahagi ng daigdig.	Week 7	AP8AKD-IVi-10
			**Napahahalagahan ang bahaging ginampanan ng mga pandaidigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan,	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			pagkakaisa, pagtutulungan, at kaunlaran.		

Grade Level: Grade 9
Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… may pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay	Ang mag-aaral ay… naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang- araw-araw na pamumuhay	Nailalapat ang kahulugan ng ekonomiks sa pang-araw- araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan	Week 1	**AP9MKE-Ia-1**
			Natataya ang kahalagahan ng ekonomiks sa pang-araw- araw na pamumuhay ng bawat pamilya at ng lipunan	Week 2-3	**AP9MKE-Ia-2**
			*Nasusuri ang iba't-ibang sistemang pang-ekonomiya	Week 4	
			*Natatalakay ang mga salik ng produksyon at ang implikasyon nito sa pang- araw- araw na pamumuhay	Week 5	
			Nasusuri ang mga salik na nakaaapekto sa pagkonsumo.	Week 6-7	**AP9MKE-Ih-16**
			Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili	Week 8	**AP9MKE-Ih-18**
2nd	Ang mag-aaral ay…	Ang mag-aaral ay… kritikal na	*Natatalakay ang konsepto at salik na nakaaapekto sa demand sa pang araw-araw na pamumuhay	Week 1-2	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran	nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran	*Natatalakay ang konsepto at salik na nakaaapekto sa suplay sa pang araw-araw na pamumuhay	Week 3-4	
			*Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan	Week 5	
			*Nasusuri ang kahulugan at iba't ibang istraktura ng pamilihan	Week 6-7	
			*Napahahalagahan ang bahaging ginagampanan ng pamahalaan sa regulasyon ng mga gawaing pangkabuhayan	Week 8	
3rd	Ang mag-aaral ay… naipamamalas ng mag-aaral ang pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran	Ang mag-aaral ay… nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran	*Naipaliliwanag ang bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya	Week 1-2	
			*Nasusuri ang pamamaraan at kahalagahan ng pagsukat ng pambansang kita	Week 3	
			*Natatalakay ang konsepto, dahilan, epekto at pagtugon sa implasyon	Week 4-5	
			*Nasusuri ang layunin at pamamaraan ng patakarang piskal	Week 6	
			*Nasusuri ang layunin at pamamaraan ng patakarang pananalapi	Week 7	
			*Napahahalagahan ang pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya	Week 8	
4th	Ang mag-aaral ay… may pag-unawa	Ang mag-aaral ay… aktibong nakikibahagi sa maayos na	Nasisiyasat ang mga palatandaan ng pambansang kaunlaran	Week 1	**AP9MSP-IVa-2**
			Natutukoy ang iba't ibang gampanin ng mamamayang Pilipino	Week 2	**AP9MSP-IVb-3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng mga hamon at pwersa tungo sa pambansang pagsulong at pag-unlad	pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad	upang makatulong sa pambansang kaunlaran		
			*Nasusuri ang bahaging ginagampanan ng agrikultura, pangingisda, at paggugubat sa ekonomiya	Week 3	
			Nasusuri ang mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangingisda, at paggugubat	Week 4	**AP9MSP-IVd-7**
			Nabibigyang-halaga ang mga patakarang pang- ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangingisda, at paggugubat)	Week 5	**AP9MSP-IVd-8**
			Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng industriya at mga patakarang pang- ekonomiyang nakatutulong dito	Week 6	**AP9MSP-IVe-11**
			Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng paglilingkod at mga patakarang pang- ekonomiyang nakatutulong dito	Week 6	**AP9MSP-IVh-17**
			Nabibigyang-halaga ang mga ang mga gampanin ng impormal na sektor at mga patakarang pang-ekonomiyang nakatutulong dito	Week 7	**AP9MSP-IVh-16**
			Nasusuri ang pang-ekonomikong ugnayan at patakarang panlabas na nakakatulong sa Pilipinas	Week 8	

Grade Level: Grade 10
Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	Ang mag-aaral ay… ay may pag- unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng pagtugon na makapagpapabuti sa pamumuhay ng tao.	Ang mag-aaral ay… nakabubuo ng angkop na plano sa pagtugon sa among pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.	*Nasusuri ang kahalagahan ng pag-aaral ng Kontemporaryong Isyu	Week 1	
			*Natatalakay ang kalagayan, suliranin at pagtugon sa isyung pangkapaligiran ng Pilipinas	Week 2-3	
			Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran	Week 4	
			*Nasusuri ang kahalagahan ng kahandaan, disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran	Week 5-6	
			* Naisasagawa ang mga angkop na hakbang ng CBDRRM Plan	Week 7-8	
2nd	Ang mag-aaral ay… may pag-unawa sa sanhi at implikasyon ng mga lokal at pandaigdigang isyung pang ekonomiya upang mapaunlad ang kakayahan sa matalinong pagpapasya tungo sa pambansang kaunlaran.	Ang mag-aaral ay… ay nakabubuo ng pagsusuring papel sa mga isyung pang-ekonomiyang nakaaapekto sa kanilang pamumuhay.	*Nasusuri ang dahilan, dimensyon at epekto ng ng globalisasyon	Week 1-2	
			*Naipaliliwanag ang kalagayan, suliranin at pagtugon sa isyu ng paggawa sa bansa	Week 3-4	
			*Nasusuri ang dahilan at epekto ng migrasyon dulot ng globalisasyon	Week 5-6	
			*Naipahahayag ang saloobin tungkol sa epekto ng globalisasyon	Week 7-8	
3rd	Ang mag-aaral ay… nakagagawa ng mga malikhaing hakbang na nagsusulong ng	Ang mag-aaral ay… may pag-unawa sa mga epekto ng mga isyu at hamon na may	*Natatalakay ang mga uri ng kasarian (gender) at sex at gender roles sa iba't ibang bahagi ng daigdig	Week 1-2	
			*Nasusuri ang diskriminasyon at	Week 3-4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	pagtanggap at paggalang sa iba't ibang kasarian upang maitaguyod ang pagkakapantay-pantay ng tao bilang kasapi ng pamayanan.	kaugnayan sa kasarian at lipunan upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa kapwa bilang kasapi ng pamayanan.	diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian , Gay , Bi – sexual , Transgender)		
			*Napahahalagahan ang tugon ng pamahalaan at mamamayan Pilipinas sa mga isyu ng karahasan at diskriminasyon	Week 5-6	
			Nakagagawa ng hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay-pantay ng tao bilang kasapi ng pamayanan	Week 7-8	
4th	Ang mag-aaral ay… ay may pag-unawa sa kahalagahan ng pagkamamamayan at pakikilahok sa mg agawaing pansibiko tungo sa pagkakaroon ng pamayanan at bansang maunlad, mapayapa at may pagkakaisa.	Ang mag-aaral ay… nakagagawa ng pananaliksik tungkol sa kalagayan ng pakikilahok sa mga gawaing pansibiko at politikal ng mga mamamayan sa kanilang pamayanan.	*Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan	Week 1-2	
			*Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan	Week 3-4	
			*Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan	Week 5-6	
			*Napahahalagahan ang papel ng mamamayan sa pagkakaron ng isang mabuting pamahalaan	Week 7-8	

Department of Education

EDUKASYON SA PAGPAPAKATAO

Grade Level: Grade 1
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at sariling kakayahan,pangangalaga sa sariling kalusugan at pagiging mabuting kasapi ng pamilya.	Naipakikita ang kakayahan nang may tiwala sa sarili	1. Nakikilala ang sariling: 1.1. gusto 1.2. interes 1.3. potensyal 1.4. kahinaan 1.5. damdamin / emosyon	Week 1	**EsP1PKP- Ia-b – 1**
			2. Naisasakilos ang sariling kakayahan sa iba't ibang pamamaraan 2.1 pag-awit 2.2 pagsayaw 2.3 pakikipagtalastasan at iba pa	Week 2	**EsP1PKP- Ib-c – 2**
		Naisabubuhay nang may wastong pag-uugali ang iba't ibang paraan ng pangangalaga sa sarili at kalusugan upang mapaunlad ang anumang kakayahan.	1. Nakapaglalarawan ng iba't ibang gawain na maaaring makasama o makabuti sa kalusugan 1.1 nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan	Week 3	**EsP1PKP- Id – 3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			3.2 nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili		**EsP1PKP- Ie – 4**
		Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya	4. Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng 4.1. pagsasama-sama sa pagkain 4.2. pagdarasal 4.3. pamamasyal 4.4. pagkukuwentuhan ng masasayang pangyayari	Week 4	**EsP1PKP- Ig – 6**
			5.Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya Hal. 1. pag-aalala sa mga kasambahay 2. pag-aalaga sa nakababatang kapatid at kapamilyang maysakit	Week 5	**EsP1PKP- Ii– 8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Ikalawang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng wastong pakikitungo sa ibang kasapi ng pamilya at kapwa tulad ng pagkilos at pagsasalita ng may paggalang at pagsasabi ng katotohanan para sa kabutihan ng nakararami	Naisasabuhay ang wastong pakikitungo sa ibang kasapi ng pamilya at kapwa sa lahat ng pagkakataon.	6. Nakapagpapakita ng pagmamahal at paggalang sa mga magulang	Week 1	**EsP1P- IIa-b – 1**
			7. Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan	Week 2	**EsP1P- IIc-d – 3**
		Naisasabuhay ang pagiging magalang sa kilos at pananalita	8. Nakapagpapakita ng paggalang sa pamilya at sa kapwa sa pamamagitan ng: a. pagmamano/paghalik sa nakatatanda b. bilang pagbati c. pakikinig habang may nagsasalita d. pagsagot ng “po" at “opo” e. paggamit ng salitang “pakiusap” at “salamat”	Week 3	**EsP1P- IIe-f– 4**
		Naisasabuhay ang pagiging matapat sa lahat ng pagkakataon	9. Nakapagsasabi ng totoo sa magulang/ nakatatanda at iba pang kasapi ng mag-anak sa lahat ng pagkakataon upang maging maayos ang samahan 10.1.kung saan papunta/ nanggaling 10.2.kung kumuha ng hindi kanya 10.3. mga pangyayari sa paaralan na nagbunga ng hindi pagkakaintindihan	Week 4	**EsP1P- IIg-i– 5**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			9.4. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral		
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging masunurin, pagpapanatili ng kaayusan, kapayapaan at kalinisan sa loob ng tahanan at paaralan	Naisasabuhay ang pagiging masunurin at magalang sa tahanan, nakasusunod sa mga alituntunin ng paaaralan at naisasagawa nang may pagpapahalaga ang karapatang tinatamasa	10. Nakapagpapakita ng iba't ibang paraan ng pagiging masunurin at magalang tulad ng: 10.1.pagsagot kaagad kapag tinatawag ng kasapi ng pamilya 10.2.pagsunod nang maluwag sa dibdib kapag inuutusan 10.3.pagsunod sa tuntuning itinakda ng: □ tahanan □ paaralan	Week 1	**EsP1PPP- IIIa – 1**
			11. Nakapagpapakita ng pagpapahalaga sa mga karapatang tinatamasa Hal. Pagkain ng masustansyang pagkain Nakapag-aaral	Week 2	**EsP1PPP- IIIb-c– 2**
			12. Nakasusunod sa utos ng magulang at nakatatanda. Nakapagpapakita ng mga paraan upang makamtam at mapanatili ang kaayusan at kapayapaan sa tahanan at paaralan tulad ng: 12.1.pagiging masaya para sa tagumpay ng ibang kasapi ng pamilya at ng kamag-aral 12.2.pagpaparaya	Week 3	**EsP1PPP-IIId-e – 3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			12.3.pagpapakumbaba		
			13. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan sa loob ng tahanan at paaralan para sa mabuting kalusugan Hal. Pagtulong sa paglilinis ng tahanan Pagtulong sa paglilinis ng paaralan Pag-iwas sa pagkakalat	Week 4	**EsP1PPP- IIIf-h – 4**
		Naisasagawa nang may kusa ang mga kilos at gawain na nagpapanatili ng kalinisan, kaayusan at katahimikan sa loob ng tahanan at paaralan	14. Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan	Week 5	**EsP1PPP- IIIi – 5**
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa Diyos, paggalang sa paniniwala ng iba at pagkakaroon ng pag-asa	Naipakikita ang pagmamahal sa magulang at mga nakatatanda, paggalang sa paniniwala ng kapwa at palagiang pagdarasal	15. Nakasusunod sa utos ng magulang at nakatatanda	Week 1	**EsP1PD- IVa-c– 1**
			16. Nakapagpapakita ng paggalang sa paniniwala ng kapwa	Week 2	**EsP1PD- IVd-e – 2**
			17. Nakasusunod sa mga gawaing panrelihiyon	Week 3	**EsP1PD- IVf-g– 3**

Grade Level: Grade 2
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalabanan ang anumang kahinaan	1. Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan: 1.1. pag-awit 1.2. pagguhit 1.3. pagsayaw 1.4. pakikipagtalastasan 1.5. at iba pa	Week 1	**EsP2PKP- Ia-b – 2**
			2. Napahahalagahan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent	Week 2	**EsP2PKP- Ic – 9**
			3. Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully	Week 3	**EsP2PKP- Ic – 10**
		Naisasagawa nang palagian ang pangangalaga at pag-iingat sa katawan	4. Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan	Week 4	**EsP2PKP- Id – 11**
		Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan	5. Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan 5.1. paggising at pagkain sa tamang oras 5.2. pagtapos ng mga gawaing bahay	Week 5	**EsP2PKP- Id-e – 12**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			5.3. paggamit ng mga kagamitan 5.4. at iba pa		
Ikalawang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	6. Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may pagtitiwala sa mga sumusunod: 6.1. kapitbahay 6.2. kamag-anak 6.3. kamag-aral 6.4. panauhin/ bisita 6.5. bagong kakilala 6.6. taga-ibang lugar	Week 1	**EsP2P- IIa-b – 6**
			7. Nakapagbabahagi ng sarili sa kalagayan ng kapwa tulad ng: 7.1. antas ng kabuhayan 7.2. pinagmulan 7.3. pagkakaroon ng kapansanan	Week 2	**EsP2P- IIc – 7**
			8. Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda	Week 3	**EsP2P- IId – 8**
			9. Nakapagpapakita ng iba't ibang magalang na pagkilos sa kaklase o kapwa bata		**EsP2P- IId-9**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			10. Nakapagbabahagi ng gamit, talento, kakayahan o anumang bagay sa kapwa	Week 4	**EsP2P- IIe – 10**
		Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	11. Nakapaglalahad na ang paggawa ng mabuti sa kapwa ay pagmamahal sa sarili.		**EsP2P- IIf 11**
			12. Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	Week 5	**EsP2P- IIg – 12**
			13. Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan		**EsP2P- IIh-i – 13**
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng kamalayan sa karapatang pantao ng bata, pagkamasunurin tungo sa kaayusan at kapayapaan ng kapaligiran at ng bansang kinabibilangan	Naisasagawa nang buong pagmamalaki ang pagiging mulat sa karapatan na maaaring tamasahin	14. Nakapagpapakita ng paraan ng pagpapasalamat sa anumang karapatang tinatamasa Hal. pag-aaral nang mabuti pagtitipid sa anumang kagamitan	Week 1	**EsP2PPP- IIIa-b– 6**
			15. Nakatutukoy ng mga karapatang maaaring ibigay ng pamilya o mga kaanak	Week 2	**EsP2PPP- IIIc– 7**
			16. Nakapagpapahayag ng kabutihang dulot ng karapatang tinatamasa		**EsP2PPP- IIIc– 8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			17. Nakapagbabahagi ng pasasalamat sa tinatamasang karapatan sa pamamagitan ng kuwento	Week 3	**EsP2PPP- IIId– 9**
		Naisasabuhay ang pagsunod sa iba't ibang paraan ng pagpapanatili ng kaayusan at kapayapaan sa pamayanan at bansa	18. Nakagagamit nang masinop ng anumang bagay tulad ng tubig, pagkain, enerhiya at iba pa		**EsP2PPP- IIId-e– 10**
			19. Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	Week 4	**EsP2PPP- IIIf– 11**
			20. Nakatutukoy ng iba't ibang paraan upang mapanatili ang kalinisan at kaayusan sa pamayanan hal. - pagsunod sa mga babalang pantrapiko - wastong pagtatapon ng basura - pagtatanim ng mga halaman sa paligid	Week 5	**EsP2PPP- IIIg-h– 12**
			21. Nakapagpapakita ng pagmamahal sa kaayusan at kapayapaan	Week 6	**EsP2PPP- IIIi– 13**
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga	Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng	22. Nakapagpapakita ng ibat-ibang paraan ngpagpapasalamat sa mga biyayang tinanggap, tinatanggap at tatanggapin mula sa Diyos		**EsP2PD-IVa-d– 5**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	biyayang tinatanggap mula sa Diyos	pag-asa sa lahat ng pagkakataon		Week 1	
			23. Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng: 23.1. paggamit ng talino at kakayahan 23.2. pagbabahagi ng taglay na talino at kakayahan sa iba 23.3. pagtulong sa kapwa 23.4.pagpapaunlad ng talino at kakayahang bigay ng Panginoon	Week 2	**EsP2PD- IVe-i– 6**

Grade Level: Grade 3
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga at pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan	Naipakikita ang natatanging kakayahan sa iba't ibang pamamaraan nang may tiwala, katapatan at katatagan ng loob	Nakatutukoy ng natatanging kakayahan Hal. talentong ibinigay ng Diyos	Week 1	**EsP3PKP- Ia – 13**
			Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili		**EsP3PKP- Ia – 14**
			Napahahalagahan ang kakayahan sa paggawa		**EsP3PKP- Ib 15**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Nakatutukoy ng mga damdamin na nagpapamalas ng katatagan ng kalooban	Week 2	**EsP3PKP- Ic – 16**
		Naisasabuhay ang iba't ibang patunay ng pangangalaga at pag-iingat sa sarili	Nakagagawa ng mga wastong kilos at gawi sa pangangalaga ng sariling kalusugan at kaligtasan.		**EsP3PKP- Ie – 18**
		Naipakikita ang katapatan, pakikiisa at pagsunod sa mga tuntunin o anumang kasunduang itinakda ng mag-anak na may kinalaman sa kalusugan at kaligtasan tungo sa kabutihan ng lahat	Nakasusunod sa mga pamantayan/tuntunin ng mag-anak	Week 3	**EsP3PKP- Ii – 22**
Ikalawang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa-tao	Naisasabuhay nang palagian ang mga makabuluhang gawain tungo sa kabutihan ng kapwa 1. pagmamalasakit sa kapwa 2. pagiging matapat sa kapwa 3. pantay-pantay na pagtingin	Nakapagpapadama ng malasakit sa kapwa na may karamdaman sa pamamagitan ng mga simpleng gawain 1.1.pagtulong at pag-aalaga 1.2.pagdalaw, pag-aliw at pagdadala ng pagkain o anumang bagay na kailangan	Week 1	**EsP3P- IIa-b – 14**
			Nakapagpapakita ng malasakit sa may mga kapansanan sa pamamagitan ng: 2.1.pagbibigay ng simpleng tulong	Week 2	**EsP3P- IIc-e – 15**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			sa kanilang pangangailangan 2.2.pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba pang programang pampaaralan 2.3 pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro at iba pang paligsahan sa pamayanan		
			Naisasaalang-alang ang katayuan/ kalagayan/ pangkat etnikong kinabibilangan ng kapwa bata sa pamamagitan ng: pagbabahagi ng pagkain, laruan, damit, gamit at iba pa	Week 3	**EsP3P- IIf-g –16**
			Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. paglalaro programa sa paaralan (paligsahan, pagdiriwang at iba pa)	Week 4	**EsP3P- IIh-i – 17**
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pananatili ng mga natatanging kaugaliang Pilipino kaalinsabay ng pagsunod sa mga	Naipagmamalaki ang mga magagandang kaugaliang Pilipino sa iba't ibang pagkakataon	Nakapagpapakita ng mga kaugaliang Pilipino tulad ng: pagmamano paggamit ng "po" at "opo" pagsunod sa tamang tagubilin ng mga nakatatanda	Week 1	**EsP3PPP- IIIa-b – 14**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	tuntunin at batas na may kaugnayan sa kalikasan at pamayanan		Nakapagpapahayag na isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan	Week 2	**EsP3PPP- IIIc-d– 15**
		Naipamamalas ang pagiging masunurin sa mga itinakdang alituntunin, patakaran at batas para sa malinis, ligtas at maayos na pamayanan	Nakapagpapanatili ng malinis at ligtas na pamayanan sa pamamagitan ng: paglilinis at pakikiisa sa gawaing pantahanan at pangkapaligiran wastong pagtatapon ng basura palagiang pakikilahok sa proyekto ng pamayanan na may kinalaman sa kapaligiran		**EsP3PPP- IIIe-g – 16**
			Nakasusunod sa mga tuntuning may kinalaman sa kaligtasan tulad ng mga babala at batas trapiko pagsakay/pagbaba sa takdang lugar	Week 3	**EsP3PPP- IIIh – 17**
			Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	Week 4	**EsP3PPP- IIIi – 18**
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos, paggalang sa sariling paniniwala at paniniwala sa iba hinggil sa Diyos,	1. Naisasabuhay ang paggalang sa paniniwala ng iba tungkol sa Diyos 2. Naipakikita ang pagmamahal sa Diyos	Nakapagpapakita ng pananalig sa Diyos	Week 1	**EsP3PD-IVa– 7**
					EsP3PD- IVb–8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	pagkakaroon ng pag-asa at pagmamahal bilang isang nilikha	at sa lahat ng Kanyang nilikha kaakibat ang pag-asa	Nakapagpapakita ng paggalang sa paniniwala ng iba tungkol sa Diyos	Week 2	

Grade Level: Grade 4
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng katatagan ng loob, mapanuring pag-iisip, pagkamatiyaga, pagkamapagtiis, pagkabukas-isip, pagkamahinahon at pagmamahal sa katotohanan na magpapalaya sa anumang alalahanin sa buhay ng tao bilang kasapi ng pamilya	Naisasagawa nang may mapanuring pag-iisip ang tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan.	Nakapagsasabi ng katotohanan anuman ang maging bunga nito	Week 1	**EsP4PKP- Ia-b – 23**
			2. Nakapagsusuri ng katotohanan bago gumawa ng anumang hakbangin batay sa mga nakalap na impormasyon 2.1. balitang napakinggan 2.2. patalastas na nabasa/narinig 2.3. napanood na programang pantelebisyon 2.4 pagsangguni sa taong kinauukulan	Week 2	**EsP4PKP- Ic-d – 24**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			3. Nakapagninilay ng katotohanan BATAY sa mga NAKALAP NA IMPORMASYON: 3.1. balitang napakinggan 3.2. patalastas na nabasa/narinig 3.3. napanood na programang pantelebisyon 3.4. nababasa sa internet at mga social networking sites	Week 3	**EsP4PKP- Ie-g - 25**
			4. Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan	Week 4	**EsP4PKP- Ih-i - 26**
Ikalawang Markahan	Naipamamalas ang pag-unawa na hindi naghihintay ng anumang kapalit ang paggawa ng mabuti	Naisasagawa nang mapanuri ang tunay na kahulugan ng pakikipagkapwa	5. Nakapagpapakita ng pagkamahinahon sa damdamin at kilos ng kapwa tulad ng: 5.1. pagtanggap ng sariling pagkakamali at pagtutuwid nang bukal sa loob 5.2. pagtanggap ng puna ng kapwa nang maluwag sa kalooban	Week 1	**EsP4P- IIa-c–18**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			5.3. pagpili ng mga salitang di-nakakasakit ng damdamin sa pagbibiro		
			6. Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapwa.		**EsP4P- IId–19**
			7. Naisasabuhay ang pagiging bukas-palad sa 7.1. mga nangangailangan 7.2. panahon ng kalamidad	Week 2	**EsP4P- IIe– 20**
		Naisasagawa ang paggalang sa karapatan ng kapwa	8. Nakapagpapakita ng paggalang sa iba sa mga sumusunod na sitwasyon: 8.1. oras ng pamamahinga 8.2. kapag may nag-aaral 8.3. kapag mayroong maysakit 8.4. pakikinig kapag may nagsasalita/ nagpapaLiwanag		**EsP4P-IIf-i– 21**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			8.5. paggamit ng pasilidad ng paaralan nang may pag-aalala sa kapakanan ng kapwa 8.5.1. palikuran 8.5.2. silid-aklatan 8.5.3. palaruan 8.6. pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapwa-tao	Week 3	
Ikatlong Markahan	Naipamamalas ang pag-unawa sa pagmamahal sa bansa sa pamamagitan ng pagpapahalaga sa kultura	Naisasabuhay ang mga gawaing nagpapakita ng pagpapahalaga sa kultura	9. Nakapagpapakita ng kawilihan sa pakikinig o pagbabasa ng mga pamanang kulturang materyal (hal. kuwentong bayan, alamat, mga epiko) at di-materyal (hal. mga magagandang kaugalian, pagpapahalaga sa nakatatanda at iba pa)	Week 1	**EsP4PPP- IIIa-b–19**
			10. Naipagmamalaki/napahahalagahan ang nasuring kultura ng iba't ibang pangkat etniko tulad ng kuwentong-	Week 2	**EsP4PPP- IIIc-d–20**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			bayan, katutubong sayaw, awit, laro at iba pa		
	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling disiplina para sa bansa tungo sa pandaigdigang pagkakaisa	Naisasabuhay ang patuloy na pagninilay para makapagpasya nang wasto tungkol sa epekto ng tulong-tulong na pangangalaga ng kapaligiran para sa kaligtasan ng bansa at daigdig	11. Nakasusunod sa mga batas/panuntunang pinaiiral tungkol sa pangangalaga ng kapaligiran kahit walang nakakakita		**EsP4PPP- IIIe-f–21**
			12. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan ng kapaligiran saanman sa pamamagitan ng: 12.1. segregasyon o pagtapon ng mga basurang nabubulok at di-nabubulok sa tamang lagayan 12.2. pag-iwas sa pagsunog ng anumang bagay 12.3. pagsasagawa ng muling paggamit ng mga patapong bagay (Recycling)	Week 3	**EsP4PPP- IIIg-i–22**
Ikaapat na Markahan	Nauunawaan at naipakikita ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap	Naisasabuhay ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap	13. Napahahalagahan ang lahat ng mga likha: may buhay at mga materyal na bagay 13.1. Sarili at kapwa-tao: 13.1.1. pag-iwas sa pagkakaroon ng sakit	Week 1	**EsP4PD- IVa-c–10**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	at pagmamahal sa mga likha	at pagmamahal sa mga likha	13.1.2. paggalang sa kapwa-tao		
			13.2. Hayop: 13.2.1. pagkalinga sa mga hayop na ligaw at endangered	Week 2	**EsP4PD- IVd–11**
			13.3. Halaman : pangangalaga sa mga halaman gaya ng : 13.3.1. pag-aayos ng mga nabuwal na halaman 13.3.2. paglalagay ng mga lupa sa paso 13.3.3. pagbubungkal ng tanim na halaman sa paligid		**EsP4PD- IVe-g–12**
			13.4. Mga Materyal na Kagamitan: 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao	Week 3	**EsP4PD- IVh-i –13**

Grade Level: Grade 5
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang gawain na may kinalaman sa sarili at sa pamilyang kinabibilangan	Nakagagawa ng tamang pasya ayon sa dikta ng isip at loobin sa kung ano ang dapat at di-dapat	1. Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga: 1.1. balitang napakinggan 1.2. patalastas na nabasa/narinig 1.3. napanood na programang pantelebisyon 1.4. nabasa sa internet	Week 1	**EsP5PKP – Ia- 27**
			2. Nakasusuri ng mabuti at di-mabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin, napapakinggan at napapanood 2.1. dyaryo 2.2. magasin 2.3. radyo 2.4. telebisyon 2.5. pelikula 2.6. Internet	Week 2	**EsP5PKP – Ib - 28**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		Naisasabuhay ang pagkakaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain.	3. Nakapagpapakita ng kawilihan at positibong saloobin sa pag-aaral 3.1. pakikinig 3.2. pakikilahok sa pangkatang gawain 3.3. pakikipagtalakayan 3.4. pagtatanong 3.5. paggawa ng proyekto (gamit ang anumang technology tools) 3.6. paggawa ng takdang-aralin 3.7. pagtuturo sa iba	Week 3	**EsP5PKP – Ic-d - 29**
			4. Nakapagpapakita ng matapat na paggawa sa mga proyektong pampaaralan	Week 4	**EsP5PKP – Ie - 30**
			5. Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain		**EsP5PKP – If - 32**
			6. Nakapagpapahayag nang may katapatan ng sariling opinyon/ideya at saloobin tungkol sa mga sitwasyong may kinalaman sa sarili at	Week 5	**EsP5PKP – Ig - 34**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			pamilyang kinabibilangan. Hal. Suliranin sa paaralan at pamayanan		
		Naisasagawa ang mga kilos,gawain at pahayag na may kabutihan at katotohanan	7. Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 7.1. pagkuha ng pag-aari ng iba 7.2. pangongopya sa oras ng pagsusulit 7.3. pagsisinungaling sa sinumang miyembro ng pamilya, at iba pa		**EsP5PKP – Ih - 35**
Ikalawang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa-tao at pagganap ng mga inaasahang hakbang, pahayag at kilos para sa kapakanan at ng pamilya at kapwa	Naisasagawa ang inaasahang hakbang, kilos at pahayag na may paggalang at pagmamalasakit para sa kapakanan at kabutihan ng pamilya at kapwa	1. Nakapagsisimula ng pamumuno para makapagbigay ng kayang tulong para sa nangangailangan 1.1. biktima ng kalamidad 1.2. pagbibigay ng babala/impormasyon kung may bagyo, baha, sunog, lindol, at iba pa	Week 1	**EsP5P – IIa –22**
			Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan / kinukutya / binubully	Week 2	**EsP5P – IIb – 23**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Nakapagpapakita ng paggalang sa mga dayuhan sa pamamagitan ng: 3.1. mabuting pagtanggap/pagtrato sa mga katutubo at mga dayuhan 3.2. paggalang sa natatanging kaugalian/paniniwala ng mga katutubo at dayuhang kakaiba sa kinagisnan		**EsP5P –IIc – 24**
			Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion	Week 3	**EsP5P – IId-e – 25**
			Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa		**EsP5P – IIf – 26**
			Nakapagsasaalang-alang ng karapatan ng iba	Week 4	**EsP5P – IIg – 27**
			Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan		**EsP5P – IIh – 28**
			Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto gamit ang anumang teknolohiya sa paaralan	Week 5	**EsP5P – IIi –29**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan nang pagpapakita ng mga natatanging kaugaliang Pilipino, pagkakaroon ng disiplina para sa kabutihan ng lahat, komitment at pagkakaisa bilang tagapangalaga ng kapaligiran	Naisasagawa nang may disiplina sa sarili at pakikiisa sa anumang alituntuntunin at batas na may kinalaman sa bansa at global na kapakanan	Nakapagpapakita ng mga kanais-nais na kaugaliang Pilipino 1.1. nakikisama sa kapwa Pilipino 1.2. tumutulong/lumalahok sa bayanihan at palusong 1.3. magiliw na pagtanggap ng mga panauhin	Week 1	**EsP5PPP – IIIa – 23**
			Nakapagpapamalas ng pagkamalikhain sa pagbuo ng mga sayaw, awit at sining gamit ang anumang multimedia o teknolohiya	Week 2	**EsP5PPP – IIIb – 24**
			Napananatili ang pagkamabuting mamamayang Pilipino sa pamamagitan ng pakikilahok		**EsP5PPP – IIIb – 25**
			Nakasusunod ng may masusi at matalinong pagpapasiya para sa kaligtasan. Hal: 4.1. paalala para sa mga panoorin at babasahin 4.2. pagsunod sa mga alituntunin tungkol sa pag-iingat sa sunog at paalaala kung may kalamidad	Week 3	**EsP5PPP – IIIc – 26**
		Naisasabuhay ang pagkakaisa at komitment bilang responsableng	Nakapagpapakita ng magagandang halimbawa ng pagiging responsableng tagapangalaga ng kapaligiran	Week 4	**EsP5PPP – IIId – 27**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		tagapangalaga ng kapaligiran	5.1. pagiging mapanagutan 5.2. pagmamalasakit sa kapaligiran sa pamamagitan ng pakikiisa sa mga programang pangkapaligiran		
			Napatutunayan na di-nakukuha sa kasakiman ang pangangailangan 6.1. pagiging vigilant sa mga illegal na gawaing nakasisira sa kapaligiran		**EsP5PPP – IIIe– 28**
			Nakikiisa nang may kasiyahan sa mga programa ng pamahalaan na may kaugnayan sa pagpapanatili ng kapayapaan 7.1. paggalang sa karapatang pantao 7.2. paggalang sa opinyon ng iba 7.3. paggalang sa ideya ng iba	Week 5	**EsP5PPP – IIIf – 29**
			Nakalalahok sa pangangampanya sa pagpapatupad ng mga batas para sa kabutihan ng lahat 8.1. pangkalinisan 8.2. pangkaligtasan 8.3. pangkalusugan 8.4. pangkapayapaan 8.5. pangkalikasan	Week 6	**EsP5PPP – IIIg – 30**
			Nakagagawa ng isang proyekto gamit ang iba’t ibang multimedia at	Week 7	**EsP5PPP – IIIg-h– 31**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			technology tools sa pagpapatupad ng mga batas sa kalinisan, kaligtasan, kalusugan at kapayapaan		
			Nakikiisa nang buong tapat sa mga gawaing nakatutulong sa bansa at daigdig		**EsP5PPP – IIIh – 32**
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay	Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay Hal. - palagiang paggawa ng mabuti sa lahat	1. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 1.1. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan 1.2. pakikiisa sa pagdarasal para sa kabutihan ng lahat 1.3. pagkalinga at pagtulong sa kapwa	Week 1	**EsP5PD - IVa-d – 14**
			2. Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos	Week 2	**EsP5PD - IVe-i – 15**

Grade Level: Grade 6
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	1. Nakapagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari	Week 1	**EsP6PKP- Ia-i– 37**
			2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito	Week 2	**EsP6PKP- Ia-i– 37**
			3. Nakagagamit ng impormasyon (wasto / tamang impormasyon)		**EsP6PKP- Ia-i– 37**
Ikalawang Markahan	Naipamamalas ang pag-unawa sa kahalagan ng pakikipagkapwa-tao na may kaakibat na paggalang at responsibilidad	Naisasabuhay ang pagkakaroon ng bukas na isipan at kahinahunan sa pagpapasiya para sa kapayapaan ng sarili at kapwa	4. Naipakikita ang kahalagahan ng pagiging responsable sa kapwa: 4.1 pangako o pinagkasunduan; 4.2 pagpapanatili ng mabuting pakikipagkaibigan; 4.3 pagiging matapat	Week 1	**EsP6P- IIa-c–30**
			5. Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa	Week 2	**EsP6P- IId-i-31**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa bansa at pandaigdigang pagkakaisa tungo sa isang maunlad, mapayapa at mapagkalingang pamayanan	Naipakikita ang tunay na paghanga at pagmamalaki sa mga sakripisyong ginawa ng mga Pilipino	6. Napahahalagahan ang magaling at matagumpay na mga Pilipino sa pamamagitan ng: 6.1 pagmomodelo ng kanilang pagtatagumpay; 6.2 kuwento ng kanilang pagsasakripisyo at pagbibigay ng sarili para sa bayan; 6.3 pagtulad sa mga mabubuting katangian na naging susi sa pagtatagumpay ng mga Pilipino	Week 1	**EsP6PPP- IIIc-d–35**
		Naipakikita ang wastong pangangalaga sa kapaligiran para sa kasalukuyan at susunod na henerasyon	7. Nakagagamit nang may pagpapahalaga at pananagutan sa kabuhayan at pinagkukunang-yaman	Week 2	**EsP6PPP- IIIe–36**
			8. Nakapagpapakita ng tapat na pagsunod sa mga batas pambansa at pandaigdigan tungkol sa pangangalaga sa kapaligiran	Week 3	**EsP6PPP- IIIf–37**
			9. Naipagmamalaki ang anumang natapos na gawain na nakasusunod sa pamantayan at kalidad	Week 4	**EsP6PPP- IIIg–38**
		Naisasagawa ang mga gawaing nagbibigay inspirasyon sa kapwa	10. Naipakikita ang pagiging malikhain sa paggawa ng anumang proyekto na makatutulong at	Week 5	**EsP6PPP- IIIh–39**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		upang makamit ang kaunlaran ng bansa	magsisilbing inspirasyon tungo sa pagsulong at pag-unlad ng bansa		
		Naisasagawa ang mga gawain na may kaugnayan sa kapayapaan at kaayusan tungo sa pandaigdigang pagkakaisa	11. Naisasakilos ang pagtupad sa mga batas pambansa at pandaigdigan: 11.1 pagtupad sa mga batas para sa kaligtasan sa daan; pangkalusugan; pangkapaligiran; pag-abuso sa paggamit ng ipinagbabawal na gamot; 11.2 lumalahok sa mga kampanya at programa para sa pagpapatupad ng batas tulad ng pagbabawal sa paninigarilyo, pananakit sa hayop, at iba pa; 11.3 tumutulong sa makakayanang paraan ng pagpapanatili ng kapayapaan	Week 6	**EsP6PPP- IIIh-i–40**
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling kapayapaan (inner peace)	Naisasabuhay ang pagkamabuting tao na may positibong pananaw bilang patunay sa pag-unlad ng ispiritwalidad	12. Napatutunayan na nagpapaunlad ng pagkatao ang ispiritwalidad. Hal. pagpapaLiwanag na ispiritwalidad ang pagkakaroon ng mabuting pagkatao anuman ang paniniwala; pagkakaroon ng positibong	Week 1-2	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	para sa pakikitungo sa iba		pananaw, pag-asa, at pagmamahal sa kapwa at Diyos		

Grade Level: Grade 7
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
1	Naipamamalas ng mag-aaral ang pag-unawa sa mga inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata, talento at kakayahan, hilig, at mga tungkulin sa panahon ng pagdadalaga/pagbibinata	Naisasagawa ng mag-aaral ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos[1] (developmental tasks) sa panahon ng pagdadalaga / pagbibinata.	Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan sa aspetong: a. Pagtatamo ng bago at ganap na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan) b. Pagtanggap ng papel o gampanin sa lipunan c. Pagtanggap sa mga pagbabago sa katawan at	**Week 1**	**EsP7PS-Ia-1.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			paglalapat ng tamang pamamahala sa mga ito d. Pagnanais at pagtatamo ng mapanagutang asal sa pakikipagkapwa/ sa lipunan e. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasya f. Pagkilala ng tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata		
1			Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata		**EsP7PS-Ia-1.2**
			NaipaliLiwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong sa: a. pagkakaroon ng tiwala sa sarili, at	**Week 2**	**EsP7PS-Ib-1.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			b. paghahanda sa limang inaasahang kakayahan at kilos na nasa mataas na antas (phase) ng pagdadalaga/pagbibinata (middle and late adoscence): (paghahanda sa paghahanapbuhay, paghahanda sa pag-aasawa / pagpapamilya, at pagkakaroon ng mga pagpapahalagang gabay sa mabuting asal), at pagiging mabuti at mapanagutang tao pag-unawa ng kabataan sa kanyang mga tungkulin sa sarili, bilang anak, kapatid, mag-aaral, mamamayan, mananampalataya, kosyumer ng media at bilang tagapangalaga ng kalikasan ay isang paraan upang maging mapanagutan bilang paghahanda sa susunod na yugto ng buhay		
1			1.4. Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa		**EsP7PS-Ib-1.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			panahon ng pagdadalaga / pagbibinata		
1	Naipamamalas ng mag-aaral ang pag-unawa sa talento at kakayahan	Naisasagawa ng mag-aaral ang mga gawaing angkop sa pagpapaunlad ng kanyang mga talento at kakayahan	Natutukoy ang kanyang mga talento at kakayahan	**Week 3**	**EsP7PS-Ic-2.1**
			Natutukoy ang mga aspekto ng sarili kung saan kulang siya ng tiwala sa sarili at nakikilala ang mga paraan kung paano lalampasan ang mga ito		**EsP7PS-Ic-2.2**
			Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin ay makahuhubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	**Week 4**	**EsP7PS-Id-2.3**
			Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan		**EsP7PS-Id-2.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa mga hilig	Naisasagawa ng mag-aaral ang mga gawaing angkop para sa pagpapaunlad ng kanyang mga hilig	Natutukoy ang kaugnayan ng pagpapaunlad ng mga hilig sa pagpili ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	**Week 5**	**EsP7PS-Ie-3.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
1			Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito		**EsP7PS-Ie-3.2**
			NaipaliLiwanag na ang pagpapaunlad ng mga hilig ay makatutulong sa pagtupad ng mga tungkulin, paghahanda tungo sa pagpili ng propesyon, kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay, pagtulong sa kapwa at paglilingkod sa pamayanan	**Week 6**	**EsP7PS-If-3.3**
			Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig		**EsP7PS-If-3.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa isip at kilos-loob.	Nakagagawa ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob	Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob	**Week 1**	**EsP7PS-IIa-5.1**
			Nasusuri ang isang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob		**EsP7PS-IIa-5.2**
			NaipaliLiwanag na ang isip at kilos-loob ang nagpapabukod-tangi sa tao, kaya ang kanyang mga pagpapasiya ay dapat patungo sa katotohanan at kabutihan	**Week 2**	**EsP7PS-IIb-5.3**
			Naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa		**EsP7PS-IIb-5.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			katotohanan at kabutihan gamit ang isip at kilos-loob		
2	Naipamamalas ng mag-aaralang pag-unawa sa kaugnayan ng konsiyensiya sa Likas na Batas Moral.	Naisasagawa ng mag-aaral ang paglalapat ng wastong paraan upang itama ang mga maling pasiya o kilos bilang kabataan batay sa tamang konsiyensiya.	Nakikilala na natatangi sa tao ang Likas na Batas Moral dahil ang pagtungo sa kabutihan ay may kamalayan at kalayaan. Ang unang prinsipyo nito ay likas sa tao na dapat gawin ang mabuti at iwasan ang masama.	**Week 3**	**EsP7PS-IIc-6.1**
			Nailalapat ang wastong paraan upang baguhin ang mga pasya at kilos na taliwas sa unang prinsipyo ng Likas na Batas Moral		**EsP7PS-IIc-6.2**
			Nahihinuha na nalalaman agad ng tao ang mabuti at masama sa kongkretong sitwasyon batay sa sinasabi ng konsiyensiya. Ito ang Likas na Batas Moral na itinanim ng Diyos sa isip at puso ng tao.	**Week 4**	**EsP7PS-IId-6.3**
			Nakabubuo ng tamang pangangatwiran batay sa Likas na Batas Moral upang magkaroon ng angkop na pagpapasiya at kilos araw-araw		**EsP7PS-IId-6.4**
2		Naisasagawa ng mag-aaral ang pagbuo ng mga hakbang upang baguhin o	Nakikilala ang mga indikasyon / palatandaan ng pagkakaroon o kawalan ng kalayaan	**Week 5**	**EsP7PT-IIe-7.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
	Naipamamalas ng mag-aaral ang pag-unawa sa kalayaan.	paunlarin ang kaniyang paggamit ng kalayaan.	Nasusuri kung nakikita sa mga gawi ng kabataan ang kalayaan		**EsP7PT-IIe-7.2**
			Nahihinuha na likas sa tao ang malayang pagpili sa mabuti o sa masama; ngunit ang kalayaan ay may kakambal na pananagutan para sa kabutihan	**Week 6**	**EsP7PT-IIf-7.3**
			Naisasagawa ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan		**EsP7PT-IIf-7.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa dignidad ng tao.	Naisasagawa ng mag-aaral ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan.	Nakikilala na may dignidad ang bawat tao anoman ang kanyang kalagayang panlipunan, kulay, lahi, edukasyon, relihiyon at iba pa	**Week 7**	**EsP7PT-IIg-8.1**
			Nakabubuo ng mga paraan upang mahalin ang sarili at kapwa na may pagpapahalaga sa dignidad ng tao		**EsP7PT-IIg-8.2**
			Napatutunayan na ang a. paggalang sa dignidad ng tao ay ang nagsisilbing daan upang mahalin ang kapwa tulad ng pagmamahal sa sarili at b. ang paggalang sa dignidad ng tao ay nagmumula sa pagiging pantay at magkapareho nilang tao	**Week 8**	**EsP7PT-IIh-8.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			Naisasagawa ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan kaysa sa kanila		**EsP7PT-IIh-8.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa pagpapahalaga at birtud	Naisasagawa ng mag-aaral ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/nagbibinata	Nakikilala ang pagkakaiba at pagkakaugnay ng birtud at pagpapahalaga	**Week 1**	**EsP7PB-IIIa-9.1**
			Natutukoy a. ang mga birtud at pagpapahalaga na isasabuhay at b. ang mga tiyak na kilos na ilalapat sa pagsasabuhay ng mga ito		**EsP7PB-IIIa-9.2**
			Napatutunayan na ang paulit-ulit na pagsasabuhay ng mga mabuting gawi batay sa mga moral na pagpapahalaga ay patungo sa paghubog ng mga birtud (acquired virtues)	**Week 2**	**EsP7PB-IIIb-9.3**
			Naisasagawa ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/ nagbibinata		**EsP7PB-IIIb-9.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
3	Naipamamalas ng mag-aaral ang pag-unawa sa hirarkiya ng mga pagpapahalaga.	Naisasagawa ng mag-aaral ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga.	Natutukoy ang iba't ibang antas ng pagpapahalaga at ang mga halimbawa ng mga ito	**Week 3**	**EsP7PB-IIIc-10.1**
			Nakagagawa ng hagdan ng sariling pagpapahalaga batay sa Hirarkiya ng mga Pagpapahalaga ni Max Scheler		**EsP7PB-IIIc-10.2**
			Napatutunayang ang piniling uri ng pagpapahalaga batay sa hirarkiya ng mga pagpapahalaga ay gabay sa makatotohanang pag-unlad ng ating pagkatao	**Week 4**	**EsP7PB-IIId-10.3**
			Naisasagawa ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga		**EsP7PB-IIId-10.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pag-aaral bilang paghahanda para sa pagnenegosyo at paghahanapbuhay.	Naisasagawa ng mag-aaral ang plano ng paghahanda para sa minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa pagbuo ng Career Plan.	Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay, sa mga aspetong: a. personal na salik na kailangang paunlarin kaugnay ng pagpaplano ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay b. pagkilala sa mga (a) mga kahalagahan ng pag-aaral bilang paghahanda sa	**Week 5**	**EsP7PB-IVa-13.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			pagnenegosyo at paghahanapbuhay at ang (b) mga hakbang sa paggawa ng Career Plan		
			Nakapagtatakda ng malinaw at makatotohanang mithiin upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap, maging ang pagsaalang-alang sa mga: a. sariling kalakasan at kahinaan at pagbalangkas ng mga hakbang upang magamit ang mga kalakasan sa ikabubuti at malagpasan ang mga kahinaan b. pagtanggap ng kawalan o kakulangan sa mga personal na salik na kailangan sa pinaplanong kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay		**EsP7PB-IVa-13.2**
			Naipaliliwanag na mahalaga ang a. pagtatakda ng malinaw at makatotohanang mithiin ay nagsisilbing gabay sa tamang pagpapasiya upang	**Week 6**	**EsP7PB-IVb-13.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap b. pagtutugma ng mga personal na salik at mga kailanganin (requirements) sa pinaplanong kursong akademiko o teknikal-bokasyonal, sining o isports, negosyo o hanapbuhay upang magkaroon ng makabuluhang negosyo o hanapbuhay, maging produktibo at makibahagi sa pag-unlad ng ekonomiya ng bansa c. pag-aaral ay naglilinang ng mga kasanayan, pagpapahalaga, talento at mga kakayahang makatutulong, sa pagtatagumpay sa pinaplanong buhay, negosyo o hanapbuhay		
			Naisasagawa ang paglalapat ng pansariling plano sa pagtupad ng mga minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa		**EsP7PB-IVb-13.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 Code
			pagbuo ng Career Plan gamit ang Goal Setting at Action Planning Chart		
4	Naipamamalas ng mag-aaral ang pag-unawa sa mabuting pagpapasiya	Naisasagawa ng mag-aaral ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay (Personal Mission Statement) batay sa mga hakbang sa mabuting pagpapasiya.	NaipaliLiwanag ang kahalagahan ng makabuluhang pagpapasiya sa uri ng buhay	Week 1	**EsP7PB-IVc-14.1**
			Nasusuri ang ginawang Personal na Pahayag ng Misyon sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya		**EsP7PB-IVc-14.2**
			Nahihinuha na ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay ay gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap	Week 2	**EsP7PB-IVd-14.3**
			Naisasagawa ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay batay sa mga hakbang sa mabuting pagpapasiya		**EsP7PB-IVd-14.4**

Grade Level: Grade 8
Subject: Edukasyon sa Pagpapakatao

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	Naipamamalas ng mag-aaral ang pag-unawa sa	Naisasagawa ng mag-aaral ang mga angkop	1.1 Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng	**Week 1**	**EsP8PBIa-1.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	pamilya bilang natural na institusyon ng lipunan.	na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya.	aral o may positibong impluwensya sa sarili		
			1.2 Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, naobserbahan o napanood		**EsP8PBIa-1.2**
			1.3 Napatutunayan kung bakit ang pamilya ay natural na institusyon ng pagmamahalan at pagtutulungan na nakatutulong sa pagpapaunlad ng sarili tungo sa makabuluhang pakikipagkapwa	**Week 2**	**EsP8PBIb-1.3**
			1.4 Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya		**EsP8PBIb-1.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya.	Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya	a. Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	**Week 3**	**EsP8PBIc-2.1**
			b. Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya		**EsP8PBIc-2.2**
			2.3 Naipaliliwanag na: a. Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa	**Week 4**	**EsP8PBId-2.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			pagpapasya at hubugin sa pananampalataya. b. Ang karapatan at tungkulin ng mga magulang na magbigay ng edukasyon ang bukod-tangi at pinakamahalagang gampanin ng mga magulang.		
			c. Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya		**EsP8PBId-2.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng komunikasyon sa pamilya.	Naisasagawa ng mag-aaral ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya	3.1 Natutukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon	**Week 5**	**EsP8PBIe-3.1**
			3.2 Nabibigyang-puna ang uri ng komunikasyon na umiiralsa isang pamilyang nakasama, naobserbahan o napanood		**EsP8PBIe-3.2**
			3.3. Nahihinuha na: a. Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa. b. Ang pag-unawa at pagiging sensitibo sa pasalita, di-pasalita at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa.	**Week 6**	**EsP8PBIf-3.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			c. Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos na pakikipag-ugnayan sa kapwa.		
			3.4 Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya		**EsP8PBIf-3.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa papel ng pamilya sa pamayanan.	Naisasagawa ng mag-aaral ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya.	4.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya na nagpapakita ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampulitikal)	**Week 7**	**EsP8PBIg-4.1**
			4.2. Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito		**EsP8PBIg-4.2**
			4.3. Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampolitikal)	**Week 8**	**EsP8PBIh-4.3**
			4.4. Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya		**EsP8PBIh-4.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa	Naisasagawa ng mag-aaral ang isang pangkatang gawaing	Natutukoy ang mga taong itinuturing niyang kapwa	**1 Week**	**EsP8PIIa-5.1**
			Nasusuri ang mga impluwensya ng		**EsP8PIIa-5.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	konsepto ng pakikipagkapwa.	tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan.	kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal		
			Nahihinuha na: a. Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspektong intelektwal, panlipunan, pangkabuhayan, at politikal. b. Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa. b. Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na indikasyon ng pagmamahal.	**Week 2**	**EsP8PIIb-5.3**
			Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa aspektong intelektwal, panlipunan, pangkabuhayan, o pulitikal		**EsP8PIIb-5.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa pakikipagkaibigan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad).	6.1 Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito	**Week 3**	**EsP8PIIc-6.1**
			6.2. Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng		**EsP8PIIc-6.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			pakikipagkaibigan ayon kay Aristotle		
			6.3 Nahihinuha na: a. Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan. b. Maraming kabutihang naidudulot ang pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan. c. Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad ng pakikipagkapwa.	**Week 4**	**EsP8PIId-6.3**
			Naisasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)		**EsP8PIId-6.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa emosyon.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapamahalaanan ang kanyang emosyon	Natutukoy ang magiging epekto sa kilos at pagpapasiya ng wasto at hindi wastong pamamahala ng pangunahing emosyon	**Week 5**	**EsP8PIIe-7.1**
			Nasusuri kung paano naiimpluwensyahan ng isang emosyon ang pagpapasiya sa isang sitwasyon na may krisis, suliranin o pagkalito		**EsP8PIIe-7.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Napangangatwiranan na: a. Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa pagpapaunlad ng sarili at pakikipagkapwa. b. Ang katatagan (fortitude) at kahinahunan (prudence) ay nakatutulong upang harapin ang matinding pagkamuhi, matinding kalungkutan, takot at galit.	**Week 6**	**EsP8PIIf- 7.3**
			Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon		**EsP8PIIf-7.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pagiging mapanagutang lider at tagasunod	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod.	Natutukoy ang kahalagahan ng pagiging mapanagutang lider at tagasunod	**Week 7**	**EsP8PIIg-8.1**
			Nasusuri ang katangian ng mapanagutang lider at tagasunod na nakasama, naobserbahan o napanood		**EsP8PIIg-8.2**
			Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lider at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapwa at makabuluhang buhay sa lipunan	**Week 8**	**EsP8PIIh-8.3**
			Naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod		**EsP8PIIh-8.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pasasalamat.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa isang	Natutukoy ang mga biyayang Natatanggap mula sa kabutihang-loobng kapwa at mga paraan ng pagpapakita ng pasasalamat	**Week 1**	**EsP8PBIIIa-9.1**
			Nasusuri ang mga halimbawa o		**EsP8PBIIIa-9.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		pangkatang gawain ng pasasalamat.	sitwasyon na nagpapakita ng pasasalamat o kawalan nito		
			Napatutunayan na ang pagiginig mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasaiyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapwa, na sa kahuli-hulihan ay biyaya ng Diyos. Kabaligtaran ito ng Entitlement Mentality, isang paniniwala o pag-iisip na anomang inaasam mo ay karapatan mo na dapat bigyan ng dagliang pansin. Hindi naglalayong bayaran o palitan ang kabutihan ng kapwa kundi gawin sa iba ang kabutihang ginawa sa iyo.	**Week 2**	**EsP8PBIIIb-9.3**
			Naisasagawa ang mga angkop na kilos at pasasalamat		**EsP8PBIIIb-9.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa pagsunod at paggalang sa magulang, nakatatanda at may awtoridad.	Naisasagawa ng mag-aaral ang mga angkop na kilos ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad at nakaiimpluwensya sa kapwa kabataan na maipamalas ang mga ito.	Nakikilala ang: a. mga paraan ng pagpapakita ng paggalang na ginagabayan ng katarungan at pagmamahal b. bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad	**Week 3**	**EsP8PBIIIc-10.1**
			Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad		**EsP8PBIIIc-10.2**
			10.3 Nahihinuha na dapat gawin ang pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad dahil sa pagmamahal, sa malalim na pananagutan at sa pagkilala sa kanilang awtoridad na hubugin, bantayan at paunlarin ang mga pagpapahalaga ng kabataan	**Week 4**	**EsP8PBIIId-10.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			10.4 Naisasagawa ang mga angkop na kilos ng pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad at nakaiimpluwensiya sa kapwa kabataan na maipamalas ang mga ito		**EsP8PBIIId-10.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa.	12.1 Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan	**Week 1**	**EsP8PBIIIg-12.1**
			12.2 Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		**EsP8PBIIIg-12.2**
			12.3 Naipaliliwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	**Week 2**	**EsP8PBIIIh-12.3**
			12.4 Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa		**EsP8PBIIIh-12.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng Tao.	Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng	13.1 Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad	**Week 3**	**EsP8IPIVa-13.1**
			13.2 Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad		**EsP8IPIVa-13.2**
			13.3 Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa	**Week 4**	**EsP8IPIVb-13.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		kanyang bokasyon na magmahal.	paghahanda sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal.		
			13.4 Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal		**EsP8IPIVb-13.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1 Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	**Week 5**	**EsP8IPIVc-14.1**
			14.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		**EsP8IPIVc-14.2**
			14.3 Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao). b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o	**Week 6**	**EsP8IPIVd-14.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.		
			14.4 Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan		**EsP8IPIVd-14.4**

Grade Level: Grade 9
Subject: Edukasyon sa Pagpapakatao

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	Naipamamalas ng mag-aaral ang pag-unawa sa lipunan at layunin nito (ang kabutihang panlahat).	Naisasagawa ng mag-aaral ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	Natutukoy ang mga elemento ng kabutihang panlahat	**Week 1**	**EsP9PL-Ia-1.1**
			Nakapagsusuri ng mga halimbawa ng pagsasaalang-alang sa kabutihang panlahat sa pamilya, paaralan, pamayanan o lipunan		**EsP9PL-Ia-1.2**
			Napangangatwiranan na ang pagsisikap ng bawat tao na makamit at mapanatili ang kabutihang panlahat sa pamamagitan ng pagsasabuhay ng moral na pagpapahalaga ay mga puwersang magpapatatag sa lipunan	**Week 2**	**EsP9PL-Ib-1.3**
			Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.		**EsP9PL-Ib-1.4**
1	Naipamamalas ng mag-aaral ang pag-unawa kung bakit may lipunang pulitikal at ang	Nakapagtataya o nakapaghuhusga ang mag-aaral kung ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o	Naipaliliwanag ang: a. dahilan kung bakit may lipunang pulitikal b. Prinsipyo ng Subsidiarity c. Prinsipyo ng Pagkakaisa	**Week 3**	**EsP9PL-Ic-2.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Prinsipyo ng Subsidiarity at Pagkakaisa	nilalabag sa pamilya, paaralan, baranggay/pamayanan, at lipunan/bansa gamit ang case study.	Natataya ang pag-iral o kawalan sa pamilya, paaralan, baranggay, pamayanan, o lipunan/bansa ng: a. Prinsipyo ng Subsidiarity b. Prinsipyo ng Pagkakaisa		**EsP9PL-Ic-2.2**
			Napatutunayan na: a. May mga pangangailangan ang tao na hindi niya makakamtan bilang indibidwal na makakamit niya lamang sa pamahalaan o organisadong pangkat tulad ng mga pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. b. Kung umiiral ang Prinsipyo ng Subsidiarity, mapananatili ang pagkukusa, kalayaan at pananagutan ng pamayanan o pangkat na nasa mababang antas at maisasaalang-alang ang dignidad ng bawat kasapi ng pamayanan. c. Kailangan ang pakikibahagi ng bawat tao sa mga pagsisikap na mapabuti ang uri ng pamumuhay sa lipunan/bansa, lalo na sa pag-angat ng kahirapan, dahil nakasalalay ang kaniyang pag-unlad sa pag-unlad ng lipunan (Prinsipyo ng Pagkakaisa).	**Week 4**	**EsP9PL-Id-2.3**
			Nakapagtataya o nakapaghuhusga kung umiiral ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, pamayanan (baranggay), at lipunan/bansa		**EsP9PL-Id-2.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa lipunang ekonomiya.	Nakatataya ang mag-aaral ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit	Nakikilala ang mga katangian ng mabuting ekonomiya	**Week 5**	**EsP9PL-Ie-3.1**
			Nakapagsusuri ng maidudulot ng magandang ekonomiya		**EsP9PL-Ie-3.2**
			Napatutunayan na:	**Week 6**	**EsP9PL-If-3.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		ang dokumentaryo o photo/video journal (hal.YouScoop).	a. Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap. b. Ang ekonomiya ay hindi para lamang sa sariling pag-unlad kundi sa pag-unlad ng lahat.		
			Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop)		**EsP9PL-If-3.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa Lipunang Sibil (Civil Society), Media at Simbahan.	Natataya ng mag-aaral ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) o ispiritwalidad (mga pagpapahalagang kailangan sa isang sustainable society).	Natutukoy ang mga halimbawa ng lipunang sibil at ang kani-kaniyang papel na ginagampanan ng mga ito upang makamit ang kabutihang panlahat		**EsP9PL-Ig-4.1**
			Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil upang kumilos tungo sa kabutihang panlahat	**Week 7**	**EsP9PL-Ig-4.2**
			Nahihinuha na : a. Ang layunin ng Lipunang Sibil, ang likas-kayang pag-unlad, ay isang ulirang lipunan na pinagkakaisa ang mga panlipunang pagpapahalaga tulad ng katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad.	**Week 8**	**EsP9PL-Ih-4.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			b. Ang layunin ng media ay ang pagpapalutang ng katotohanang kailangan ng mga mamamayan sa pagpapasya. c. Sa tulong ng simbahan, nabibigyan ng mas mataas na antas ng katuturan ang mga materyal na pangangailangan na tinatamasa natin sa tulong ng estado at sariling pagkukusa.		
			Natataya ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad (mga pagpapahalagang kailangan sa isang lipunang *sustainable*) b. Nakapagsasagawa ng mga pananaliksik sa pamayanan upang matukoy kung may lipunang sibil na kumikilos dito, matukoy ang adbokasiya ng lipunang sibil sa pamayanan, at matasa ang antas ng pagganap nito sa pamayanan		**EsP9PL-Ih-4.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan at	Naisasagawa ng mag-aaral ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag	Natutukoy ang mga karapatan at tungkulin ng tao	**Week 1**	**EsP9TT-IIa-5.1**
			Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa		**EsP9TT-IIa-5.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	tungkulin ng tao sa lipunan	sa mga karapatang tao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa	Napatutunayan na ang karapatan ay magkakaroon ng tunay na kabuluhan kung gagampanan ng tao ang kanyang tungkulin na kilalanin at unawain, gamit ang kanyang katwiran, ang pagkakapantay-pantay ng dignidad ng lahat ng tao	**Week 2**	**EsP9TT-IIb-5.3**
			Naisasagawa ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang-pantao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa		**EsP9TT-IIb-5.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga batas na nakabatay sa Likas na Batas Moral (Natural Law).	Nakabubuo ang mag-aaral ng panukala sa isang batas na umiiral tungkol sa mga kabataan tungo sa pagsunod nito sa likas na batas moral.	Natutukoy ang mga batas na nakaayon sa Likas na Batas Moral	**Week 3**	**EsP9TT-IIc-6.1**
			Nasusuri ang mga batas na umiiral at panukala tungkol sa mga kabataan batay sa pagsunod ng mga ito sa Likas na Batas Moral		**EsP9TT-IIc-6.2**
			Nahihinuha na ang pagsunod sa batas na nakabatay sa Likas na Batas Moral (Natural Law), gumagaratiya sa pagtugon sa pangangailangan ng tao at umaayon sa dignidad ng tao at sa kung ano ang hinihingi ng tamang katwiran, ay mahalaga upang makamit ang kabutihang panlahat	**Week 4**	**EsP9TT-IId-6.3**
			Naipahahayag ang pagsang-ayon o pagtutol sa isang umiiral na batas batay sa pagtugon nito sa kabutihang panlahat		**EsP9TT-IId-6.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod.	Nakabubuo ang mag-aaral ng paglalahat tungkol sa kabutihang naidudulot ng paggawa sa sarili, kapwa/pamilya, at lipunan gamit ang panayam sa mga manggagawang	Naipaliliwanag ang kahalagahan ng paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod	**Week 5**	**EsP9TT-IIe-7.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal.			
			Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya, paaralan o baranggay/pamayanan ay nagtataguyod ng dignidad ng tao at paglilingkod		**EsP9TT-IIe-7.2**
			Napatutunayan na sa pamamagitan ng paggawa, nakapagpapamalas ang tao ng mga pagpapahalaga na makatutulong upang patuloy na maiangat, bunga ng kanyang paglilingkod, ang antas kultural at moral ng lipunan at makamit niya ang kaganapan ng kanyang pagkatao	**Week 6**	**EsP9TT-IIf-7.3**
			Nakabubuo ng sintesis tungkol sa kabutihang naidudulot ng paggawa gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal		**EsP9TT-IIf-7.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan.	Nakalalahok ang mag-aaral ng isang proyekto o gawain para sa baranggay o mga sektor na may partikular na pangangailangan (hal., mga batang may kapansanan o mga matatandang walang kumakalinga).	Naiuugnay ang kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan	**Week 7**	**EsP9TT-IIg-8.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Nakapagsusuri ng kwentong buhay ng mga taong inilaan ang malaking bahagi ng kanilang buhay para sa pagboboluntaryo Hal. Efren Peñaflorida, greenpeace volunteers atbp.		**EsP9TT-IIg-8.2**
			Napatutunayan na: a. Ang pakikilahok at bolunterismo ng bawat mamamayan sa mga gawaing pampamayanan, panlipunan/ pambansa, batay sa kanyang talento, kakayahan, at papel sa lipunan, ay makatutulong sa pagkamit ng kabutihang panlahat b. Bilang obligasyong likas sa dignidad ng tao, ang pakikilahok ay nakakamit sa pagtulong o paggawa sa mga aspekto kung saan mayroon siyang personal na pananagutan	**Week 8**	**EsP9TT-IIh-8.3**
			Nakalalahok sa isang proyekto o gawain sa baranggay o mga sektor na may partikular na pangangailangan, Hal. mga batang may kapansanan o mga matatandang walang kumakalinga		**EsP9TT-IIh-8.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng katarungang panlipunan.	Natutugunan ng mag-aaral ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon.	Nakikilala ang mga palatandaan ng katarungang panlipunan	**Week 1**	**EsP9KP-IIIc-9.1**
			Nakapagsusuri ng mga paglabag sa katarungang panlipunan ng mga tagapamahala at mamamayan		**EsP9KP-IIIc-9.2**
			Napatutunayan na may pananagutan ang bawat mamamayan na ibigay sa kapwa ang nararapat sa kanya	**Week 2**	**EsP9KP-IIId-9.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Natutugunan ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon		**EsP9KP-IIId-9.4**
3	Naipamamalas ng mag-aaral ang kakayahan sa pamamahala ng paggamit ng oras.	Natataya ng mag-aaral ang sariling kakayahan sa pamamahala sa oras batay sa pagsasagawa ng mga gawain na nasa kanyang iskedyul ng mga gawain	Natutukoy ang mga indikasyon na may kalidad o kagalingan sa paggawa ng isang gawain o produkto kaakibat ang wastong paggamit ng oras para rito	**Week 3**	**EsP9KP-IIIa-11.1**
			Nakabubuo ng mga hakbang upang magkaroon ng kalidad o kagalingan sa paggawa ng isang gawain o produkto kasama na ang pamamahala sa oras na ginugol dito		**EsP9KP-IIIa-11.2**
			Naipaliliwanag na kailangan ang kagalingan sa paggawa at paglilingkod na may wastong pamamahala sa oras upang maiangat ang sarili, mapaunlad ang ekonomiya ng bansa at mapasalamatan ang Diyos sa mga talentong Kanyang kaloob	**Week 4**	**EsP9KP-IIIb-11.3**
			Nakapagtatapos ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa at wastong pamamahala sa oras		**EsP9KP-IIIb-11.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng kasipagan sa paggawa	Nakagagawa ang mag-aaral ng mga hakbang upang mapanatili ang kasipagan sa pag-aaral o takdang gawain sa tahanan.	Natutukoy ang mga indikasyon ng taong masipag, nagpupunyagi sa paggawa, nagtitipid at pinamamahalaan ang naimpok	**Week 5**	**EsP9KP-IIIe-12.1**
			Nakagagawa ng journal ng mga gawaing natapos nang pinaghandaan, ayon sa pamantayan at may motibasyon sa paggawa		**EsP9KP-IIIe-12.2**
			Napatutunayan na: a. Ang kasipagan na nakatuon sa disiplinado at produktibong gawain na naaayon sa itinakdang mithiin ay kailangan upang umunlad ang sariling pagkatao, kapwa, lipunan at bansa	**Week 6**	**EsP9KP-IIIf-12.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			b. Ang mga hirap, pagod at pagdurusa ay nadadaig ng pagpupunyagi tungo sa pagtupad ng itinakdang mithiin		
			Nakagagawa ng Chart ng pagsunod sa hakbang upang matupad ang itinakdang gawain nang may kasipagan at pagpupunyagi		**EsP9KP-IIIf-12.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga pansariling salik sa pagpili ng tamang kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	Nagtatakda ang mag-aaral ng sariling tunguhin pagkatapos ng haiskul na naaayon sa taglay na mga talento, pagpapahalaga, tunguhin at katayuang ekonomiya.	Nakikilala ang mga pagbabago sa kanyang talento, kakayahan at hilig (mula Baitang 7) at naiuugnay ang mga ito sa pipiliing kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo	**Week 1**	**EsP9PK-IVa-13.1**
			Napagninilayan ang mga mahahalagang hakbang na ginawa upang mapaunlad ang kanyang talento at kakayahan ayon sa kanyang hilig, mithiin, lokal at global na *demand*		**EsP9PK-IVa-13.2**
			Napatutunayan na ang pagiging tugma ng mga personal na salik sa mga pangangailangan (requirements) sa napiling kursong akademiko, teknikal-bokasyonal, sining at isports o negosyo ay daan upang magkaroon ng makabuluhang hanapbuhay o negosyo at matiyak ang pagiging produktibo at pakikibahagi sa pagpapaunlad ng ekonomiya ng bansa	**Week 2**	**EsP9PK-IVb-13.3**
			Natutukoy ang kanyang mga paghahandang gagawin upang makamit ang piniling kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo (hal., pagkuha ng impormasyon at pag-unawa sa mga tracks sa Senior High School)		**EsP9PK-IVb-13.4**
4	Naipamamalas ng mag-aaral ang pag-	Nakabubuo ang mag-aaral ng Personal na	Nakapagpapaliwanag ng kahalagahan ng Personal na Pahayag ng Misyon sa Buhay	**Week 3**	**EsP9PK-IVc-14.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	unawa sa kahalagahan ng Personal na Pahayag ng Misyon sa Buhay.	Pahayag ng Misyon sa Buhay.	Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag ng Misyon sa Buhay		**EsP9PK-IVc-14.2**
			Nahihinuha na ang kanyang Personal na Pahayag ng Misyon sa Buhay ay dapat na nagsasalamin ng kanyang pagiging natatanging nilalang na nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat	**Week 4**	**EsP9PK-IVd-14.3**
			Nakapagbubuo ng Personal na Pahayag ng Misyon sa Buhay		**EsP9PK-IVc-14.1**

Grade Level: Grade 10
Subject: Edukasyon sa Pagpapakatao

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa paggamit ng isip sa paghahanap ng katotohanan at paggamit ng kilos-loob sa paglilingkod/ pagmamahal.	Nakagagawa ang mag-aaral ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal.	1.1 Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob	**Week 1**	**EsP10MP-Ia-1.1**
			1.2 Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upamg malagpasan ang mga ito		**EsP10MP-Ia-1.2**
			1.3 Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/pagmamahal	**Week 2**	**EsP10MP-Ib-1.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			1.4 Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal		**EsP10MP-Ib-1.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng paghubog ng konsiyensiya batay sa Likas na Batas Moral	Nakagagawa ang mag-aaral ng angkop na kilos upang itama ang mga maling pasyang ginawa	2.1 Natutukoy ang mga prinsipyo ng Likas na Batas Moral	**Week 3**	**EsP10MP-Ic-2.1**
			2.2 Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghusga ng konsiyensiya		**EsP10MP-Ic-2.2**
			2.3 Napatutunayan na ang konsiyensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos	**Week 4**	**EsP10MP-Ic-2.3**
			2.4 Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa		**EsP10MP-Ic-2.4**
1	Naipamamalas ng mag-aaral ang pag-unawa sa tunay na gamit ng kalayaan.	Nakagagawa ang mag-aaral ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod.	3.1 Naipaliliwanag ang tunay na kahulugan ng kalayaan	**Week 5**	**EsP10MP-Id-3.1**
			3.2 Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng kalayaan		**EsP10MP-Id-3.2**
			3.3 Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod	**Week 6**	**EsP10MP-Ie-3.3**
			3.4 Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod		**EsP10MP-Ie-3.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	Naipamamalas ng mag-aaral ang pag-unawa sa dignidad sa tao.	Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao.	4.1 Nakapagpapaliwanag ng kahulugan ng dignidad ng tao	Week 7	**EsP10MP-If-4.1**
			4.2 Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups		**EsP10MP-If-4.2**
			4.3 Naipatutunayan na nakabatay ang dignidad ng tao sa kanyang pagkabukod-tangi (hindi siya nauulit sa kasaysayan) at sa pagkakawangis niya sa Diyos (may isip at kalooban)	Week 8	**EsP10MP-Ig-4.3**
			4.4 Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao		**EsP10MP-Ig-4.4**
2	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pagkukusa ng makataong kilos.	Nakapagsusuri ang mag-aaral ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos.	5.1 Naipaliliwanag na may pagkukusa sa makataong kilos kung nagmumula ito sa kalooban na malayang isinagawa sa pamamatnubay ng isip/kaalaman	Week 1	**EsP10MK-IIa-5.2**
			5.2 Natutukoy ang mga kilos na dapat panagutan		**EsP10MK-IIb-5.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			5.3 Napatutunayan na gamit ang katwiran, sinadya (deliberate) at niloob ng tao ang makataong kilos; kaya pananagutan niya ang kawastuhan o kamalian nito	**Week 2**	**EsP10MK-IIb-5.4**
			5.4 Nakapagsusuri ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos		**EsP10MK-IIc-6.1**
2	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto tungkol sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya	Nakapagsusuri ang mag-aaral ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasya	6.1 Naipaliliwanag ang bawat salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kaniyang kilos at pasya	**Week 3**	**EsP10MK-IIc-6.2**
			6.2 Nakapagsusuri ng isang sitwasyong nakaaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan, gawi		**EsP10MK-IId-6.3**
			6.3 Napatutunayan na nakaaapekto ang kamangmangan, masidhing damdamin, takot, karahasan at ugali sa pananagutan ng tao sa kalalabasan ng kanyang mga pasya at kilos dahil maaaring mawala ang pagkukusa sa kilos	**Week 4**	**EsP10MK-IId-6.4**
			6.4 Nakapagsusuri ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasiya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasiya		**EsP10MK-IIe-7.1**
2	Naipamamalas ng		7.1 Naipaliliwanag ang bawat yugto ng makataong kilos	**Week 5**	**EsP10MK-IIe-7.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	mag-aaral ang pag-unawa sa mga konsepto tungkol sa mga yugtong makataong kilos.	Nakapagsusuri ang mag-aaral ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya.	7.2 Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos		**EsP10MK-IIf-7.3**
			7.3 Naipaliliwanag na ang bawat yugto ng makataong kilos ay kakikitaan ng kahalagahan ng *deliberasyon* ng isip at kilos-loob sa paggawa ng moral na pasya at kilos	**Week 6**	**EsP10MK-IIf-7.4**
			7.4 Nakapagsusuri ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya		**EsP10MK-IIg-8.1**
2	Naipamamalas ng mag-aaral ang pag-unawa sa layunin, paraan at mga sirkumstansya ng makataong kilos.	Nakapagsusuri ang mag-aaral ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito.	8.1 NaipaliLiwanag ng mag-aaral ang layunin, paraan at mga sirkumstansya ng makataong kilos	**Week 7**	**EsP10MK-IIg-8.2**
			8.2 Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito		**EsP10MK-IIh-8.3**
			8.3 Napatutunayan na ang layunin, paraan at sirkumstansya ay nagtatakda ng pagkamabuti o pagkamasama ng kilos ng tao	**Week 8**	**EsP10MK-IIh-8.4**
			8.4 Nakapagtataya ng kabutihan o kasamaan ng pasiya o kilos sa isang sitwasyong may dilemma batay sa layunin, paraan at sirkumstansya nito		**EsP10MK-IIa-5.2**
3			9.1 Nakapagpapaliwanag ng kahalagahan ng pagmamahal ng Diyos	**Week 1**	**EsP10PB-IIIa-9.1**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naipamamalas ng mag-aaral ang pag-unawa sa pagmamahal ng Diyos.	Nakagagawa ang mag-aaral ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos.	9.2 Natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongretong pangyayari sa buhay		**EsP10PB-IIIa-9.2**
			9.3 Napangangatwiranan na: Ang pagmamahal sa Diyos ay pagmamahal sa kapwa	**Week 2**	**EsP10PB-IIIb-9.3**
			9.4 Nakagagawa ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos		**EsP10PB-IIIb-9.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa paggalang sa buhay.	Nakagagawa ang mag-aaral ng angkop na kilos upang	10.1 Natutukoy ang mga paglabag sa paggalang sa buhay	**Week 3**	**EsP10PB-IIIc-10.1**
			10.2 Nasusuri ang mga paglabag sa paggalang sa buhay		**EsP10PB-IIIc-10.2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		maipamalas ang paggalang sa buhay (i.e., maituwid ang "culture of death" na umiiral sa lipunan)	10.3 Napangangatwiranan na: a. Mahalaga ang buhay dahil kung wala ang buhay, hindi mapahahalagahan ang mas mataas na pagpapahalaga kaysa buhay; di makakamit ang higit na mahalaga kaysa buhay b. Ang pagbuo ng posisyon tungkol sa mga isyu sa buhay bilang kaloob ng Diyos ay kailangan upang mapatibay ang ating pagkilala sa Kaniyang kadakilaan at kapangyarihan at kahalagahan ng tao bilang nilalang ng Diyos.	**Week 4**	**EsP10PB-IIId-10.3**
			10.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paglabag sa paggalang sa buhay ayon sa moral na batayan		**EsP10PB-IIId-10.4**
3	Naipamamalas ng mag-aaral ang pag-unawa sa pagmamahal sa bayan (Patriyotismo).	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo).	11.1 Nakapagpapaliwanag ng kahalagahan ng pagmamahal sa bayan (Patriyotismo)	**Week 5**	**EsP10PB-IIIe-11.1**
			11.2 Natutukoy ang mga paglabag sa pagmamahal sa bayan (Patriyotismo) na umiiral sa lipunan		**EsP10PB-IIIe-11.2**
			11.3 Napangangatwiranan na: Nakaugat ang pagkakakilanlan ng tao sa pagmamahal sa bayan. ("Hindi ka global citizen kung hindi ka mamamayan."	**Week 6**	**EsP10PB-IIIf-11.3**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			11.4 Nakagagawa ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo)		**EsP10PB-IIIf-11.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa pangangalaga sa kalikasan.	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pangangalaga sa kalikasan.	12.1 Natutukoy ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan	**Week 7**	**EsP10PB-IIIg-12.1**
			12.2 Nasusuri ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan		**EsP10PB-IIIg-12.2**
			12.3 Napangangatwiranan na: a. Maisusulong ang kaunlaran at kabutihang panlahat kung ang lahat ng tao ay may paninindigan sa tamang paggamit ng kapangyarihan at pangangalaga sa kalikasan. b.Lahat tayo ay mamamayan ng iisang mundo, dahil nabubuhay tayo sa iisang kalikasan (Mother Nature) Inutusan tayo ng Diyos na alagaan ang kalikasan (stewards) at hindi maging tagapagdomina para sa susunod na henerasyon. b. Binubuhay tayo ng kalikasan.	**Week 8**	**EsP10PB-IIIh-12.3**
			12.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan ayon sa moral na batayan		**EsP10PB-IIIh-12.4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu tungkol sa Kawalan ng Paggalang sa Dignidad at Sekswalidad	Nakagagawa ang mag-aaral ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad.	13.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad	**Week 1**	**EsP10PI-IVa-13.1**
			13.2 Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad		**EsP10PI-IVa-13.2**
			13.3 Napangangatwiranan na: Makatutulong sa pagkakaroon ng posisyon tungkol sa kahalagahan ng paggalang sa pagkatao ng tao at sa tunay na layunin nito ang kaalaman sa mga isyung may kinalaman sa kawalan ng paggalang sa digniidad at sekswalidad ng tao.	**Week 2**	**EsP10PI-IVb-13.3**
			13.4 Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad		**EsP10PI-IVb-13.4**
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyung kaugnay sa kawalan ng paggalang sa katotohanan.	Nakabubuo ang mag-aaral ng mga hakbang upang maisabuhay ang paggalang sa katotohanan.	14.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan	**Week 3**	**EsP10PI-IVc-14.1**
			14.2 Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan		**EsP10PI-IVc-14.2**
			14.3 Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan ng paggalang sa katotohanan ay daan upang isulong at isabuhay ang pagiging mapanagutan at tapat na nilalang	**Week 4**	**EsP10PI-IVd-14.3**
			14.4 Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan		**EsP10PI-IVd-14.4**

Department of Education

EN

ENGLISH

Grade Level: Grade 1

GRADE LEVEL STANDARDS: The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q3	Recognize rhyming words in nursery rhymes, poems, songs heard		EN1PA-IIIa-e-2.2
Q3	Recognize sentences (telling and asking) and non-sentences		
Q3	Use words that are related to self, family, school, and community		
Q3	Listen to short stories/poems 1. note important details pertaining to a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and effect/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 11. Ask simple questions about the text listened to		
Q3	Use/Respond appropriately to polite expressions: greetings, leave takings, expressing gratitude and apology, asking permission, offering help		EN1OL-IIIa-e-1.5
Q3	Talk about oneself, one's family and one's personal experiences		
Q4	Recognize common action words in stories listened to		EN1G-IVa-e-3.4
Q4	Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)		EN1G-IVf-j-5
Q4	Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)		EN1V-IVa-e-3
Q4	Give the meaning of words using clues (TPR, pictures, body movements, etc.)		EN1V-IVf-j-12.1

Q4	Follow one-to-two step directions		EN1LC-IVg-h-3.6
Q4	Give one-to-two step directions		EN1OL-IVi-j-1.17.1

Grade Level: Grade 2

GRADE LEVEL STANDARDS: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints likes signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)		EN2PA-Ia-c-1.1
Q1	Read the alphabets of English and associate to phonemes		
Q1	Recognize common or proper nouns in simple sentences listened to		
Q1	Recognize the use of a/an + noun in simple sentences listened to		
Q1	Identify the English equivalent of words in the Mother Tongue or in Filipino		EN2VD-Id-e-1
Q1	Give the beginning letter of the name of each picture		EN2AK-IIa-e-3
Q1	Recognize common action words in retelling, conversation, etc.		EN1G-IIa-e-3.4
Q1	Identify and discuss the elements of a story (theme, setting, characters, and events)		EN2LC-IIa-b-2.2
Q2	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		EN2BPK-Ib-c-4
Q2	Generate ideas through prewriting activities		
Q2	Writing some words, a phrase, or a sentence about an illustration or a character		
Q2	Discuss the illustrations on the cover and predict what the story may be about		EN2BPK-IIIa-1
Q2	Identify title, author and book illustrator and tell what they do		EN2BPK-IIIb-2

Q2	Spell high-frequency words with short a, e, i, o and u sound in CVC pattern		
Q2	Use common action words in retelling, conversations, etc.		
Q2	Identify the basic sequence of events and make relevant predictions about stories		EN2RC-IIId-e-2.4
Q3	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc)		
Q3	Create or expand word clines		
Q3	Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning		
Q3	Recognize the difference between “made-up” and “real” in texts listened to		EN2LC-IIIf-g-3.15
Q3	Identify important details in expository text listened		EN2LC-IIIh-3.1
Q3	Retell and/or reenact events from a story		EN2LC-IIIi-j-2.6
Q3	Talk about texts identifying major points and key themes		
Q3	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English		EN2OL-IIIc-d-1.2
Q3	Listen and respond to texts to clarify meanings heard while drawing on personal experiences		EN2OL-IIIe-f-1.1
Q4	Read words with short e, a, i, o , and u sound in CVC pattern		
Q4	Match the picture with its sight word		
Q4	Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern		EN2PWR-IIId-f-7.1
Q4	Use personal pronouns(e.g. I, you, he, she, it, we, they) in dialogues		EN2G-IVa-b-4.2.1
Q4	Use demonstrative pronouns (this/that, these/ those)		EN2G-IVc-d-4.2.3
Q4	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)		EN2G-IVg-i-7.3
Q4	Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun)		
Q4	Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them		
Q4	Write the names of pictures with the short a, e, i, o, and u words		

Grade Level: Grade 3

GRADE LEVEL STANDARDS: The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Describe one's drawing about the stories/poems listened to using simple and compound sentences		
Q1	Write a short descriptive paragraph about a character or setting in stories listened to		
Q1	Write a short paragraph providing another ending for a story listened to		
Q1	Write a diary		EN3WC-Ia-j-2.2
Q1	Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative)		
Q1	Use common and proper nouns in a sentence		EN3G-If-2.2
Q1	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)		EN2G-Ig-h-2 .3
Q1	Use plural from of frequently occurring irregular nouns (e.g. children, feet, teeth)		EN3G-Ii-j-2.4
Q1	Review reading and writing short e, a, i, o, and u words in CVC pattern		EN3PWR-Ia-b-7
Q1	Read phrases, sentences and short stories consisting of 2-syllable words		EN3PWR-Ij-21
Q1	Initiate conversations with peers in a variety of school settings		EN3FL-Ia-3.8
Q1	Summarize and restate information shared by others		
Q2	Use the be-verbs (am, is, are was, were) correctly in sentences		EN3G-IIa-b-3.4
Q2	Use simple verbs (past, present, future) in sentences		
Q2	Read words with initial and final consonant blends		
Q2	Read familiar words and phrases in texts		
Q2	Read words, phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied		EN3PWR-IIi-j-22.1
Q2	Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh)		

Q2	Identify commonly used possessive pronouns and use them in a sentence		
Q2	Identify several effects based on a given cause		EN3RC-IIIa 2.7.1
Q2	Make inferences and draw conclusions based on texts (pictures, title and content words)		EN3RC-IIIa 2.11
Q2	Distinguish fact from opinion		EN3RC-IIIa 2.13
Q2	Use different sources of information in reading		EN3RC-IIIg-j-2.5
Q2	Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)		EN3V-IIIa-7
Q3	Homonyms (e.g. flower/flour)		EN3V-IIIe-f13.6
Q3	Homographs (e.g., read-read)		EN3V-IIIg-h-13.7
Q3	Hyponyms – type of (e.g. guava - type of fruit)		EN3V-IIIi-j-13.7
Q3	Identify possible solutions to problems		EN3LC-IIIb-2.19
Q3	Identify the elements of an informational/factual text hear		
Q3	Read words with long a, i, o , u sound (ending in e)		
Q3	Read phrases, sentences, stories and poems consisting of long a, i, o, and u words		
Q3	Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)		EN1OL-IIIg-h-3.2
Q3	Compare and contrast information heard		EN3OL-IIIi-j-1.9
Q3	Read word with affixes		EN1V-IVj-27
Q3	Write a simple story		EN2WC-IVa-e-22
Q4	Use the degrees of adjectives in making comparisons (positive, comparative, superlative)		EN3G-IVi-j-5.2
Q4	Recognize adverbs of manner		EN3G-IVi-j-6.1
Q4	Interpret simple maps of unfamiliar places, signs and symbols		

Q4	Interpret simple graphs, tables, and pictographs		
Q4	Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to		EN3LC-IVi-j-3.5
Q4	Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa		
Q4	Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa		
Q4	Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow)		
Q4	Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow		
Q4	Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)		EN3PWR-IVj-22
Q4	Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)		EN3OL-IVa-e-1.19

Grade Level: Grade 4

GRADE LEVEL STANDARDS: The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Recognize the parts of a simple paragraph		
Q1	Use resources such as a dictionary, thesaurus, online sources to find the meaning of words		
Q1	Note significant details of various text types		
Q1	Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument		
Q1	Identify meanings of unfamiliar words through structural analysis (words and affixes: prefixes and suffixes)		EN4V-IIc-32
Q1	Identify different meanings of content specific words (denotation and connotation)		EN4V-IIIf-38
Q1	Get the meaning of words through word association (analogy) and classification.		EN4V-IIIh-39
Q2	Use context clues to find meaning of unfamiliar words: definition, exemplification		EN4V-Ia-31
Q2	Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns		EN4G-Id-33
Q2	Use personal pronouns in sentences		EN4G-IIa-4.2.1
Q2	Use adjectives (degrees of comparison, order) in sentences		EN4G-IIIa-13
Q2	Use simple present tense of verbs in sentences		EN4G-Ii-3.2.1.1
Q2	Use correct time expressions to tell an action in the present		EN4G-IIf-10

Q2	Use the past form of regular and irregular verbs		EN4G-IIi-12
Q3	Use adverbs (adverbs of manner, place and time) in sentences		EN4G-IIIe-16
Q3	Write directions using signal words		
Q3	Distinguish between general and specific statements		
Q3	Identify the main idea, key sentences, and supporting details from text listened to		EN4LC-IIIg-1.1
Q3	Use appropriate graphic organizers in text read		EN4RC-IIe-30
Q3	Infer the speaker's tone, mood and purpose		
Q3	Analyze a story in terms of its elements		EN4RC-Ib-2.1.1
Q4	Write a short story (fiction/nonfiction) with its complete elements		EN4WC-IId-20
Q4	Write a reaction about the story read		EN4WC-IIf-22
Q4	Distinguish fact from opinion in a narrative.		EN4RC-IIi-36
Q4	Identify features of Journalistic Writing		
Q4	Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)		
Q4	Write a news report using the given facts		EN4WC-IIi-25
Q4	Write/compose an editorial		EN4WC-IIIc-28

Grade Level: Grade 5

GRADE LEVEL STANDARDS: The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)		EN5WC-IIj-3.7
Q1	Infer the meaning of unfamiliar words using text clues		
Q1	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas		EN5G-IVa-1.8.1
Q1	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency		EN5G-IIa-3.9
Q2	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction		EN5G-Ia-3.3
Q2	Identify point-of-view		

Q2	Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
Q2	Distinguish among various types of viewing materials		EN5VC-Id-6
Q3	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order		EN5RC-IIc-3.2.1
Q3	Summarize various text types based on elements		
Q3	Make a stand		EN5OL-IIh-4 Make a stand
Q3	Provide evidence to support opinion/fact		EN5OL-IIf-3.5.1
Q4	Analyze how visual and multimedia elements contribute to the meaning of a text		EN5VC-IVd-1.7.1
Q4	Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships		EN5WC-IIb-2.2.5
Q4	Write a feature article		

Grade Level: Grade 6

GRADE LEVEL STANDARDS: The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Identify real or make-believe, fact or non-fact images		EN6VC-IIIa-6.2
Q1	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance		EN5VC-IIIf-3.8
Q1	Make connections between information viewed and personal experiences		EN6VC-IVd-1.4
Q2	Identify the purpose, key structural and language features of various types of informational/factual text		EN6RC-IIIa-3.2.8
Q2	Recognize evaluative word choices to detect biases and propaganda devices used by speakers		EN6LC-IIIb-3.1.12
Q2	Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)		EN7VC-IV-c-15
Q3	Present a coherent, comprehensive report on differing viewpoints on an issue		EN10LC-IIId-3.18
Q3	Evaluate narratives based on how the author developed the elements		EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2

Q4	Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)		EN6G-Ig-4.4.1
Q4	Compose a persuasive essay on self-selected topic		EN6WC-IVb-2.2

Grade Level: Grade 7
GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Supply other words or expressions that complete an analogy		EN7V-IV-c-23.1
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video		EN7VC-I-d-6
Q1	Use the passive and active voice meaningfully in varied contexts		EN7G-III-c-2
Q1	Use the past and past perfect tenses correctly in varied contexts		EN7G-III-h-3
Q1	Use direct and reported speech appropriately in varied contexts		EN7G-III-e-3
Q1	Use phrases, clauses, and sentences appropriately and meaningfully		EN7G-II-a-1
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)		EN7RC-IV-b-10
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to		EN7LC-II-a-6
Q2	Use a search engine to conduct a guided search on a given topic		EN7SS-II-c-1.5.3
Q2	Navigate a website using essential features, e.g. using headings, links, etc.		EN7V-IV-d-23.1
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material		EN7VC-IV-c-15
Q2	Summarize key information from a text		EN6OL-IVj-3.6
Q2	Use analogy to describe or make a point		
Q2	Transcode information from linear to non-linear texts and vice-versa		EN8RC-IIe-11
Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts		EN7OL-IV-e-3.10
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts		EN7OL-II-g-2.6.2 EN7OL-III-b-3

Q3	Explain how a selection may be influenced by culture, history, environment, or other factors		EN7LT-IV-h-3
Q3	Express one's beliefs/convictions based on a material viewed		EN7VC-IV-i-16
Q3	Cite evidence to support a general statement		EN7RC-IV-g-10.4
Q3	React to what is asserted or expressed in a text		EN8RC-IIIe-2.1.7
Q3	Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.		EN7OL-III-h-1.3.1
Q4	Distinguish features of academic writing		EN7WC-I-c-4.2
Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)		EN7OL-I-b1.14
Q4	Determine the worth of ideas mentioned in the text listened to		EN7LC-IV-g-8.2
Q4	Determine the truthfulness and accuracy of the material viewed		EN7VC-I-h-10
Q4	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways		EN7LT-II-a-4
Q4	Discover literature as a tool to assert one's unique identity and to better understand other people		EN7LT-III-g-5
Q4	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village		EN7LT-IV-a-6
Q4	Compose an informative essay		EN7WC-IV-a-2.2

Grade Level: Grade 8

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Determine the meaning of words and expressions that reflect the local culture by noting context clues		EN8V-If-6
Q1	Use conventions in citing sources		EN8SS-IIIg-1.6.4
Q1	Use modal verbs, nouns and adverbs appropriately		
Q1	Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition)		

Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		
Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: ● general to particular ● claim and counterclaim ● problem-solution ● cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6
Q4	Synthesize essential information found in various sources		
Q4	Compose effective paragraphs		EN8WC-IIa-2.8
Q4	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)		
Q4	Deliver a self-composed speech using all the needed speech conventions		

Grade Level: Grade 9

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of British-American Literature, including Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Express permission, obligation, and prohibition using modals		
Q1	Use conditionals in expressing arguments		EN9G-IIe-20
Q1	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)		
Q2	Make connections between texts to particular social issues, concerns, or dispositions in real life		
Q2	Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world		
Q3	Differentiate biases from prejudices		EN9LC-IVf-13.3
Q3	Determine the relevance and the truthfulness of the ideas presented in the material viewed		EN9VC-IVa-10
Q3	Judge the validity of the evidence listened to		EN9LC-IVh-2.15
Q4	Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation		EN9RC-IVf-2.22
Q4	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions		

Grade Level: Grade 10

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of World Literature, including Philippine Literature.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges		EN10LC-Ia-11.1
Q1	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text		EN10RC-Ia-2.15.2
Q1	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose		EN10VC-IVc-29

Q1	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness		EN10VC-IVa-15
Q1	Employ analytical listening in problem solving		EN10LC-IIe-13.2
Q1	Evaluate and make judgements about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short story		
Q1	Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness		
Q2	Observe the language of research, campaigns, and advocacies		EN10G-IVa-32
Q2	Identify key structural elements, e.g.: • Exposition - Statement of position, • Arguments, • Restatement of Positions and language features of an argumentative text, e.g.: • modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; • attitudes expressed through evaluative language; • conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; • declarative statements; • rhetorical questions; passive voice		
Q2	Formulate a statement of opinion or assertion		
Q2	Formulate claims of fact, policy, and value		EN10WC-IIb-13.2
Q2	Write an exposition or discussion on a familiar issue to include key structural elements and language features		
Q2	Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking		
Q2	Compose texts which include multimodal elements		
Q3	Compose an argumentative essay		EN10WC-IIh-13
Q3	Use a variety of informative, persuasive, and argumentative writing techniques		EN10WC-IIIb-14.1.2
Q3	Compose an independent critique of a chosen selection		EN10WC-IIIg-14
Q3	Critique a literary selection based on the following approaches: - structuralist/formalist - moralist - Marxist - feminist - historical		

	reader-response		
Q4	Distinguish technical terms used in research		EN10V-IVa-30
Q4	Give technical and operational definitions		EN10V-IIa-13.9
Q4	Give expanded definitions of words		EN10V-IIIa-13.9
Q4	Observe correct grammar in making definitions		EN10G-IIa-29
Q4	Compose a research report on a relevant social issue		EN10SS-IVe-2.3

Department of Education

FILIPINO

Grade Level: **Grade 1**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Unang Baitang, inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naaayon. Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Nasasagot ang mga tanong tungkol sa napakinggang pabula, tugma/tula, at tekstong pang-impormasyon		F1PN-IIa- 3 F1PN-IIIg-3 F1PN-IVh
	Nakapagtatanong tungkol sa isang larawan, kuwento, at napakinggang balita		F1PS-IIa-2 F1PS-IIIc-10.1 F1PS-IVh-10.2
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpapakilala ng sarili, pagpapahayag ng sariling karanasan at pagbati		F1WG-IIa-1 F1PS-IIj-5j-6.11 F1WG-IIIb-1
	Nasasabi ang mensaheng nais ipabatid ng nabasang pananda, patalastas, babala, o paalala		F1PP-IIa-1 F1PT-IIId-1.1/ F1PS-IIIe-9/ F1PS-IIh-9/ F1PP-IVc-e-1.1/ F1PP-IVc-e-1.1
	Nakasusulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra		F1PU-II a-1.11: c-1.2; 1.2a
	Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino		FKP-IIb-1
	Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan; o kasalungat		F1PT-IIb-f-6
	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari		F1WG-IIc-f-2
	Natutukoy ang kailanan ng pangngalan		F1WG-IIc-f-2.1
	Nakasusunod sa napakinggang panuto na may 1-2 hakbang		F1PN-IIIb-1.2
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		F1KP-IIIh-j-6

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto		F1PN-IIe-2/ F1-IVb-2
	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita		F1KP-IIf-5
	Nabibilang ang pantig sa isang salita		F1KP-Iie-4
	Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong		F1PN-IIf-8
	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)		F1PS-IIc-3 F1PS-IIIa-4 F1PS-IVa-4
3rd Quarter	Nababaybay nang wasto ang mga salitang natutuhan sa aralin at salitang may tatlo o apat na pantig		F1PY-IIf-2.2/ F1PY-IVh-2.2 F1PY-IIe-i-2.1: f 2.2/ F1PY-IIf-2/ F1PU-IIIi-2.1;2.3/ F1PY-IVd-2.1
	Nabibigay ang susunod na mangyayari sa napakinggang kuwento		F1-IVe-9
	Nakapagsasalaysay ng orihinal na kuwento na kaugnay ng napakinggang kuwento		F1PS-IIg-7
	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)		F1WG-IIg-h-3 FIWG-IIg-i-3
	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro		F1KM-IIg-2
	Naibibigay ang paksa ng talata at tula		F1PN-IIh-10 F1PN-IIIi-7-
	Natutukoy ang salita/pangungusap sa isang talata		F1AL-IIh-3
	Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan		F1PN-IIi-11
	Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa kuwento, tekstong pang-impormasyon at tula		F1 PS-IIi-1 F1PS-IVb-1 F1PS-IIIg-1
	Natutukoy ang kasarian ng pangngalan		F1WG-II-i 2.2
	Naiuugnay ang sariling karanasan sa napakinggang kuwento		F1PN-II-j-4

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		F1KP-IIi-6
	Natutukoy ang ugnayan ng teksto at larawan		F1AL-IIj-5
	Nababasa ang mga salita at babala na madalas makita sa paligid		F1PT-IIIb-2.1
	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan		F1PN-IIIc-14
	Nakapaglalarawan ng mga bagay, tao, hayop, pangyayari, at lugar *		F1WG-IIIc-d-4
4th Quarter	Natutukoy ang mga salitang magkakatugma		F1KP-IIIc-8
	Natutukoy ang simula ng pangungusap, talata at kuwento		F1AL-IIIe-2
	Naisusulat nang may wastong baybay at bantas ang salita at pangungusap na ididikta ng guro *		F1KM-IIIe-2
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan		F1WG-IIIe-g-5
	Natutukoy ang kahulugan ng salita batay sa kasingkahulugan		F1PP-IIIh-1.4
	Nakapagbibigay ng sariling hinuha		F1PN-IIIj-12
	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan		F1WG-IIIh-j-6
	Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap.		F1PP-IIIj-9
	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu		F1KM-IIIj
	Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan		F1PN-IVa-16
	Natutukoy ang gamit ng maliit at malaking letra		F1AL-IVb-7
	Nagagamit nang wasto ang mga pang-ukol		F1WG-IVd-f-7
	Natutukoy ang gamit ng iba't ibang bantas		F1AL-IVf-8
	Nakapagbibigay ng maikling panuto		F1PS-IVg-8.3
	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap		F1WG-IVi-j-8
	Naibibigay ang paksa ng napakinggang tekstong pang-impormasyon paliwanag		F1PN-IVj-7-

Grade Level: **Grade 2**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikalawang Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasusulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto		F2PN-Ia-2 F2PN-IIb-2 F2PN-IIIa-2
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksyon o komento)		F2WG-Ia-1 F2WG-IIa-1 F2WG-IIIa-g-1 F2WG-IIIa-g-1 F2WG-IVa-c-1 F2WG-IVe-1
	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang – isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon)*		F2PP-Ia-c-12 F2PP-Ia-c-12
	Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula*		F2PB-Id-3.1.1 F2PB-IIa-b-3.1.1 F2PB-IIId-3.1.11
	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*		F2PB-Ib-2.1 F2PB-IIc-2.2
	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat		F2PT-Ic-e-2.1
	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra		F2KM-IIb-f-1.2

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento*		F2KM-IIb-f-1.2
	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster		F2PN-Ia-2
	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita		F2PU-Id-f-3.1 F2PU-Id-f-3.2 F2PU-Ia-3.1 F2PU-IIc-3.2 F2PU-IIIa-3.1
	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma*		F2PN-Ie-9 F2PN-IIi-9 F2PN-IIIg-9-
	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)		F2PN-Ii-j-12.1 F2PB-IId-4
	Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon		F2-PS-Ig-6.1
	Nababasa ang mga salita sa unang kita		F2PP-Iif-2.1
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod sa tulong ng mga larawan, pamatnubay na tanong at story grammar		F2PS-Ig-6.1 F2PS-IIg-6.4 F2PS-IIIi-6.3
	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra		F2KM-IIIbce-3.2 F2KM-IVg-1.5
3rd Quarter	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari		F2WG-Ic-e-2
	Nagagamit ang pangngalan nang tama sa pangungusap. *		
	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)		F2WG-Ig-3 F2WG-Ii-3

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto		F2PB-Ih-6 F2PB-IIIg-6 F2PB-IVd-6
	Nailalarawan ang mga tauhan sa napakinggang teksto batay sa kilos, sinabi o pahayag		F2PN-IId-12.2
	Naipahahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula		F2-PS-Ig-6.1
	Naiuugnay sa sariling karanasan ang nabasang teksto *		F2PN-IIb-2
	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)*		F2PS-If-3.1
	Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin		F2PY-IIg-i-2.1
	Nakapagbibigay ng mga salitang magkakatugma		F2KP-IIId-9
	Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar		F2WG-IIc-d-4
4th Quarter	Napapantig ang mga mas mahahabang salita		F2KP-IIc-3
	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan		F2PP-IIe-2.2 F2PP-IIIe-2.1
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan		**F2WG-IIg-h-5**
	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita		F2WG-IIg-h-5

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan		F2WG-IIj-6
	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento		F2PB-IIj-8
	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa		F2WG-IIIh—i-7
	Naisusulat nang wasto ang mga idiniktang mga salita		F2KM-IVb-5
	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap		F2WG-IVg-j-8
	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa		F2PB-IIIi-11 F2PB-IVi-11

Grade Level: Grade 3
Subject: Filipino
Grade Level Standards:
Pagkatapos ng Ikatlong Baitang, inaasahang nasasabi na ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinngan at nakapagbibigay ng kaugnay o katumbas na teksto, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong palipon ng mga salita at maayos na nakasulat gamit ang iba't ibang bahagi ng pananalita upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o lebel at kaugnay ng kanilang kultura.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid		F3WG-Ia-d-2 F3WG-IIa-c-2
	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggan at nabasang teksto		F3PN-IVc-2 F3PN-IIIa-2 F3PN-IIa-2 F3PN-Ib-2
	Nasasagot ang mga tanong tungkol sa kuwento, usapan, teksto, balita at tula		F3PB-Ib-3.1 F3PN-IIc-3.1.1

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
			F3PB-I-d-3.1 F3PN-IVa 3.1.3
	Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon		F3EP-Ib-h-5 F3EP-IIa-d-5
	Nababasa ang mga salitang may tatlong pantig pataas, klaster, salitang iisa ang baybay ngunit magkaiba ang bigkas at salitang hiram		F3AL-If-1.3
	Nakasusunod sa nakasulat na panuto na may 2-4 hakbang		F3PB-Ic-2 F3PB-IIc-2 F3PB-IVb- 2
	Nababaybay nang wasto ang mga salitang natutunan sa aralin, salita di-kilala batay sa bigkas, tatlo o apat na pantig, batayang talasalitaan, mga salitang hiram at salitang dinaglat		F3PY-Id-2.2 F3PY-If-2.4 F3PY-IIc-2.3 F3PY-IIh-2.5 F3PY-IIIb-2.2/2.3 F3PY-IVb-h-2 F3PY-Id-2.2
	Nakakagamit ng diksyunaryo		F3EP-Id-6.1
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, kami, tayo, kayo at sila,)		F3WG-Ie-h-3 F3WG-IIg-j-3
	Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati, pakikipag–usap, paghingi ng paumanhin, pakikipag-usap sa matatanda at hindi kakilala, at panghihiram ng gamit)		F3PS-If-12 F3PS-IIb-12.5
	Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay)		F3PBH-Ie-4 F3PB-IIb-e-4
	Naisasalaysay muli ang teksto nang may tamang pagkakasunod-sunod ng mga pangyayari sa tulong ng pamatnubay na tanong at balangkas		F3PN-Ig-6.1 F3PN-IIf-6.4 F3PB-IIg-12.2 F3PB-IIIg-12.3 F3PN-IVh-6.6

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin, salitang dinaglat, salitang hiram, parirala, pangungusap, at talata		F3PU-Ig-i-4 F3PU-IId-4 F3PU-IIId-2.6 F3PU-IVd-f-4
	Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyan/iyon/nito/niyan/ noon/niyon)		F3WG-Ie-h-3.1 F3WG-IIg-j-3.1
	Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento		F3PN-Ij-10 F3PN-IIj-10 F3PN-IIIj-10 F3PN-IVb-10
2nd Quarter	Nakapagbibigay ng wakas ang binasang kuwento		F3PB-Ih-14 F3PB-IIi-14 F3PB-IIIi-14 F3PB-IVf-14
	Naiuulat ang mga naobserbahang pangyayari sa pamayanan		F3PS-Ii-3.1
	Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto		F3PB-Ii-15 F3PB-IIj-15
	Napayayaman ang talasalitaan sa pamamagitan ng paggamit ng magkasingkahulugan at magkasalungat na mga salita, pagbubuo ng mga bagong salita mula sa salitang-ugat, at paghanap ng maiikling salita sa loob ng isang mahabang salita		F3PT-Ij-2.3 F3PT-IIh-2.3 F3PT-IIId-h-2.1 F3PT-IIId-h-2.1 F3PT-IVaf-2.2
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpapaliwanag) *		
	Natutukoy ang mga salitang magkakatugma		F3KP-IIb-d-8
	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (katuturan o kahulugan ng salita, sitwasyong pinaggamitan ng salita, at pormal na depinisyon ng salita)		F3PT-Ic-1.5 F3PT-IIc-1.5 FPT-IId-1.7 F3PT-IIIa-2.3
	Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba		F34AL-IIe-14

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu		F3KM-IIIi-3.2
	Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto		F3PN-IIj-13
	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari, ano, sino, saan, ilan, kalian, ano-ano, at sino-sino		F3WG-IIIa-b-6 F3WG-IVab-6
	Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin		F3PY-IIIb-2.2/2.3
	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan		F3WG-IIIc-d-4
3rd Quarter	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan		F3PT-IIIci-3.1
	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan		F3PN-IIId-14
	Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu		F3PS-IIId-1
	Nasasabi ang paksa o tema ng teksto, kuwento o sanaysay		F3PB-IIId-10
	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan		F3WG-IIIe-f-5
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		F3KP-IIIe-g-6
	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa		F3PB-IIIe-11.2
	Nasisipi nang wasto at maayos ang mga liham		F3KM-IIa-e-1.2
	Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto		F3PN-IIIf-12
	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan		F3WG-IIIe-f-5
	Nakapagbibigay ng angkop na pamagat sa binasang teksto		F3PB-IIIf-8
	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi		F3WG-IIIh-6
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto		F3PB-IIIh-6.2

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)		F3WG-IIIi-j-7 F3WG-IIIi-j-7 F3WG-IVi-j-7 F3WG-IVi-j-7
4th Quarter	Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)		F3KP-IIIh-j-11
	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo		F3KP-IVi-11
	Nasisipi nang wasto at maayos ang mga talata		F3PU-IIIa-e-1.2 F3PU-IVa-e-1.5
	Naiuugnay ang binasa sa sariling karanasan		F3PB-IIa-1 F3PB-IVc-1
	Nakasusulat ng isang talata		F3KM-IVd-3.1
	Naiuugnay ang binasa sa sariling karanasan		F3PB-IIa-1 F3PB-Ivc-1
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan		F3WG-IVe-f-5 F3WG-IVe-f-5
	Nababasa ang mga salitang hiram/natutuhan sa aralin		F3PP-IVc-g-2
	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan		F3PT-IIIc-i-3.1 F3PT-IVd-h-3.2 F3PT-IVd-h-3.2
	Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood		F3PB-IVh-13
	Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig		F3PN-IVi-16
	Naibibigay ang buod o lagom ng tesktong binasa		F3PB-IIIj-16 F3PB-IVi-16
	Naibibigay ang paksa ng kuwento o sanaysay na napakinggan		F3PN-IIIe-7 F3PN-IVd-7 F3PN-IVd-7

Grade Level: **Grade 4**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikaapat na Baitang, naipamamalas na ng mga mag-aaral ang kakayahan sa pagbasa, pagsulat at pakikipagtalastasan nang wasto upang maipahayag ang kaalaman, ideya at damdaming angkop sa kaniyang edad at sa kulturang kinabibilangan at nakikilahok sa pagpapaunlad ng pamayanan.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili at ibang tao sa paligid		F4WG-Ia-e-2
	Nabibigyang kahulugan ang salita sa pamamagitan ng pormal na depinisyon		F4PT-Ia-1.10
	Natutukoy ang mga elemento ng kuwento (tagpuan, tauhan, banghay)		F4PB-Ia-97
	Natutukoy ang bahagi ng binasang kuwento- simula-kasukdulan-katapusan		F4PB-Ii-24
	Nakasusulat ng talata tungkol sa sarili		F4PU-Ia-2
	Naisasalaysay muli nang may wastong pagkakasunod-sunod ang napakinggang teksto gamit ang mga larawan, signal words at pangungusap		F4PS-Ib-h-6.1 F4PS-Ib-h-91 F4PS-IIh-i-6.2
	Nasasagot ang mga tanong sa napakinggan at nabasang kuwento, tekstong pang-impormasyon, at SMS (Short Messaging Text).		F4PB-Ia-d-3.1 F4PB-Ia-d-3.1 F4PN-Ih-3.2
	Nakasusulat ng natatanging kuwento tungkol sa natatanging tao sa pamayanan, tugma o maikling tula		F4PU-Ia-2 F4PU-Ic-2.2

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nababasa ang maikling tula nang may tamang bilis, diin, ekspresyon at intonasyon		F4PB-Ic-16
	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggan/napanood na isyu o usapan		F4PS-Id-i-1
	Nasusunod ang napakinggang panuto o hakbang ng isang gawain		F4PN-Ie-j-1.1
	Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-aliw, panghikayat)		F4PDI-e-2
	Nagagamit ang iba't ibang uri ng panghalip (panao) sa usapan at pagsasabi tungkol sa sariling karanasan		F4WG-If-j-3
	Nagagamit ang iba't ibang uri ng panghalip (pananong) - isahan--maramihan sa usapan at pagsasabi tungkol sa sariling karanasan		F4WG-Ifg-j-3
	Nagagamit ang iba't ibang uri ng panghalip (panaklaw)-tiyakan-isahan/kalahatan-di-tiyakan sa usapan at pagsasabi tungkol sa sariling karanasan		F4WG-If-j-3
	Nabibigy ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon		F4PT-Ia-1.10
	Naibibigay ang kahulugan ng salita ayon sa: -Kasingkahulugan -Kasalungat -Gamit ng Pahiwatig (context clues) -Diksyunaryong kahulugan		F4PT-Ig-1.4
	Nakasusulat ng liham na nagbabahagi ng karanasan/pangyayari sa nabasang kuwento		

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Nasasagot ang mga tanong mula sa napakinggan at nabasang alamat, tula, at awit.		F4PN-IIf-3.1 F4PN-IIIb-3.1 F4PB-IVb-c-3.2.1
	Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin; salitang hiram; at salitang kaugnay ng ibang asignatura		F4PU-IIa-j-1

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto		F4PN-IIb-12
	Nagagamit nang wasto ang pang-uri (lantay, paghahambing, pasukdol) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili, ibang tao at katulong sa pamayanan		F4WG-IIa-c-4
	Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan		F4PT-IIb-1.12
	Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman		F4PB-IIa-17
	Naibibigay ang paksa ng napakinggang teksto		F4PN-IIc-7
	Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari		F4WG-IId-g-5
	Nasasabi ang sanhi at bunga ayon sa nabasang pahayag, napakinggang teksto, at napakinggang ulat		F4PB-IIdi-6.1 F4PN-IIi-18.1 F4PN-IIIi-18.2
	Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto		F4PU-IIc-d-2.1
	Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood		F4PD-IId-87
	Nailalarawan ang elemento ng kuwento (tagpuan, tauhan, banghay, at pangyayari)		F4PN-IIe-12.1
	Nailalarawan ang tauhan batay sa ikinilos, ginawi , sinabi at naging damdamin		F4PS-IIe-f-12.1
	Nagagamit ang iba’t ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan paturol sa usapan at pagsasabi tungkol sa sariling karanasan		F4WG-If-j-3

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari		F4WG-IId-g-5
	Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan		F1PT-Iib-f-6
	Nakasusulat ng talatang naglalarawan		F4PU-IIe-g-2.1
	Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin		F4PS-IIe-f-12.1
	Nagagamit ang pangaano ng pandiwa-pawatas- pautos, pagsasalaysay ng napakinggang usapan		F4WG-IId-g-5
	Nakasusunod sa nakasulat na panuto		F4PB-IIi-h-2.1
	Nakasusulat ng panuto gamit ang dayagram		F4PU-IIf-2
	Nasasabi ang paksa ng napanood na maikling pelikula		F4PD-II-f-5.2
	Naibibigay ang sariling wakas ng napakinggang teksto, tekstong pang-impormasyon at talambuhay		F4PN-IIg-8.2
	Nakasusulat ng sariling talambuhay at liham na humihingi ng pahintulot na magamit ang silid-aklatan		F4PU-IIe-g-2.1 F4PU-IIh-i-2.3
	Nasusuri ang damdamin ng mga tauhan sa napanood		F4PD-II-g-22
	Napagsusunod-sunod ang mga detalye/ pangyayari sa tekstong napakinggan sa pamamagitan ng tanong		F4PN-IIh-8.2
	Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos		F4WG-IIh-j-6
	Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto		F4PB-IIh-11.2
	Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap		F4WG-IIh-j-6
	Nagagamit nang wasto ang pang-abay at pang-uri sa pangungusap		F4WG-IIh-j-6

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Nakapagbibigay ng hakbang ng isang gawain		F4PS-IIIa-8.6
	Nakasusulat ng simpleng resipi at patalastas		F4PU-IIIa-2.4
	Nagagamit ang pang-abay sa paglalarawan ng kilos		F4WG-IIIa-c-6
	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin		F4PS-IIIb-2.1

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasasagot ang mga tanong sa nabasa o napakinggang editoryal, argumento, debate, pahayagan, at ipinapahayag sa isang editorial cartoon.		F4PB-IIIad-3.1 F4PN-IIIf-3.1 F4PN-IVi-j-3.1 F4PN-IVd-j-3.1 F4PN-IVf-j-3.3
	Naisasalaysay ang mahahalagang detalye sa napakinggang editoryal		F4PN-IIId-18
	Nasusuri kung opinyon o katotohanan ang isang pahayag		F4PB-IIIf-19
	Nagagamit sa pagpapahayag ang magagalang na salita sa hindi pagsang-ayon pakikipag-argumento o pakikipagdebate		F4PS-IIId12.13 F4PS-IIIf-12.14
	Nakasusulat ng argumento at editoryal		F4PU-IIIf-2.3 F4PU-IIId-2.5
	Nakasusulat ng paliwanag; usapan ; puna tungkol sa isang isyu; opinyon tungkol sa isang isyu; ng mga isyu/argumento para sa isang debate;		F4PU-IIIe-2.1 F4PU-IVa-b-2.1 F4PU-IVc-2.1 F4PU-IVd-f-2.6 F4PU-IVi-2.7.2
	Nakapagbibigay ng reaksiyon sa napakinggang paliwanag; sa isyu mula sa napakinggang ulat		F4PS-IIIe-8.8 F4PS-IIIi-92
	Natutukoy ang kaibahan ng pang-abay at pang-uri		F4WG-IIId-e-9.1
	Nagagamit ang pariralang pang-abay at pandiwa, pariralang pang-abay at pang-uri sa paglalarawan		F4WG-IIId-e-9
	Nagagamit nang wasto ang pang-angkop (–ng, -g at na) sa pangunguap at pakikipagtalastasan		F4WG-IIIf-g-10
	Nakapagbibigay ng angkop na pamagat sa napakinggang teksto		F4PN-IIIg-17
	Naiuugnay ang sariling karanasan sa napakinggang teksto		F4PS-IIIg-4
	Nabibigyan ng angkop na pamagat ang talatang binasa		F4PB-IIIg-8
	Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita		F4PS-III-h-6.6
	Nagagamit nang wasto at angkop ang pangatnig - o, ni, maging, man - kung, kapag, pag, atbp. - ngunit, subalit, atbp. - dahil sa, sapagkat, atbp.		F4WG-IIIh-11

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	- sa wakas, atbp. - kung gayon, atbp. - daw, raw, atbp. -kung sino, kung ano, siya rin atbp.		
	Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagbibigay ng ibang pagwawakas ayon sa sariling saloobin o paniniwala		F4PD-IIIh-7.2
	Nagagamit nang wasto at angkop ang simuno at panaguri sa pangungusap		F4WG-IIIi-j-8
	Nakasusulat ng talata na may sanhi at bunga		F4PU-IIIi-2.1
	Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng paggamit ng una, pangalawa, sumunod at panghuli		F4PN-IIIj-8.4
	Nakasusulat ng balita na may huwaran/ padron/ balangkas nang may wastong pagkakasunod-sunod ng mga pangyayari		F4PU-Id-h-2.1

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
4th Quarter	Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at pangalawang direksyon		F4PS-IVa-8.7
	Nasasagot ang mga tanong sa napanood na patalastas		F4PD-IVf-89
	Nakapaghahambing ng iba't ibang patalastas na napanood		F4PD-IV-g-i-9
	Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap		
	Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan		F4WG-IVa-13.1
	Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa		F4PU-IV ab-2.1
	Naibibigay ang paksa ng napakinggang teksto		F4PN-IVb-7
	Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon ng salita		F4PT-IVc-1.10
	Nagagamit sa panayam ang iba't ibang uri ng pangungusap		F4WG-IVd-h-13.4
	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon; Pagbibigay ng puna sa editorial cartoon		F4PS-IVe-12.18
	Nakaguguhit ng sariling editorial cartoon		F4PU-IVe-3

	Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap		F4WG-IVb-e-13.2
	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto		F4PB-IVe-15
	Nasasagot ang mga tanong sa nabasa o napakinggang pagpupulong (pormal at di pormal), katitikan (minutes) ng pagpupulong		F4PN-IVd-g-3.3 F4PB-IVg-j-100
	Naipahahayag ang sariling opinyon o reaskyon batay sa napakinggang pagpupulong (pormal at di-pormal)		F4PS-IVf-g-1
	Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong		F4WG-IVc-g-13.3
	Nakasusulat ng minutes ng pagpupulong		F4PU-IVg-2.3
	Nasasagot ang tanong sa binasang iskrip ng radio broadcasting at teleradyo		F4PB-IVg-j-101
	Nakasusulat ng script para sa radio broadcasting		F4PU-IVg-2.7.1
	Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting		F4PS-IVh-j-14
	Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo		F4PN-IVi-j-3
	Nagagamit ang iba’t ibang uri ng pangungusap sa pagsasagawa ng radio broadcast		F4WG-IVd-h-13.4
	Naibibigay ang buod o lagom ng tekstong script ng teleradyo		F4PB-IVf-j-102
	Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw		F4WG-IVh-j-13.6
	Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate		F4PS-IVh-j-14
	Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu		F4WG-IVh-j-13.6
	Naibibigay ang buod o lagom ng debateng binasa		F4PB-IVf-j-16
	Nakapaghahambing ng iba’t ibang debateng napanood		F4PDIV-g-i-9
	Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram		F4EP-IVa-d-8
	Nakakukuha ng tala buhat sa binasang teksto		F4EP-IVb-e-10

Grade Level: **Grade 5**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikalimang Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at, pagpapahalaga sa panitikan at kultura sa pamamagitan ng iba't ibang teksto/ babasahing lokal at pambansa.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Naiuugnay ang sariling karanasan sa napakinggang teksto		F5PN-Ia-4
	Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar, bagay at pangyayari sa paligid; sa usapan; at sa paglalahad tungkol sa sariling karanasan		F5WG-Ia-e-2 F5WG-If-j-3
	Nasasagot ang mga tanong sa binasa/napakinggang kuwento at tekstong pang-impormasyon		F5PB-Ia-3.1 F5PB-Ic-3.2
	Nakasusulat ng isang maikling tula, talatang nagsasalaysay, at talambuhay		F5PU-Ie-2.2 F5PU-If-2.1 F5PU-IIc-2.5
	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita, isyu o usapan		F5PS-Ia-j-1
	Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita		
	Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap		F5PS-IIh-c-6.2
	Naibibigay ang paksa ng napakinggang kuwento/usapan		F5PN-Ic-g-7
	Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar na mga salita sa pamamagitan ng tono o damdamin, paglalarawan, kayarian ng mga salitang iisa ang baybay ngunit magkaiba ang diin at tambalang salita		F5PT-Ic-1.15 F5PT-Ij-1.14 F5PT-IId-9 F5PT-IIe-4.3
	Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa		F5EP-If-g-2
2nd Quarter	Nababaybay nang wasto ang salitang natutuhan sa aralin at salitang hiram		F5PU-Ic-1
	Nasasagot ang mga tanong sa binasa/napakinggang talaarawan, journal at anekdota		F5PB-Id-3.4 F5PB-Ie-3.3 F5PB-IIf-3.3

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan		F5PS-Id-3.1
	Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto		F5PD-Id-g-11 F5PB-IIa-4
	Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula		F5PS-Ie-25
	Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo,		F5PN-Ic-g-7 F5PN-IIg-17 F5PD-IIf-13
	Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo		F5PB-IIg-11 F5PD-IIi-14
	Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtanggi		F5PS-Ig-12.18 F5PS-IIf-12.12 F5PS-IIj-12.10
	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan		F5PB-Ig-8 F5PN-Ih-17
	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita, isyu o usapan,		F5PS-Ia-j-1
	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form		
	Nakasusulat ng simpleng patalastas, at simpleng islogan		F5PU-IIIa-b-2.11 F5PU-IIIb-2.11
	Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu		F5EP-IIe-i-6
	Naitatala ang mga impormasyon mula sa binasang teksto		F5EP-IIa-f-10

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Nagagamit ang pang-abay sa paglalarawan ng kilos		F5WG-IIIa-c-6
	Nagagamit ang pang-abay at pang-uri sa paglalarawan		F5WG-IIId-e-9
	Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod-sunod)		F5PN-IIIb-8.4
	Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay		F5PS-IIIb-e-3.1
	Nakapag-uulat tungkol sa napanood		F5PD-IIIb-g-15

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula		F5PD-IIIc-i-16
	Naibabahagi ang isang pangyayaring nasaksihan		F5PS-IIIb-e-3.1
	Nakagagawa ng isang timeline batay sa nabasang kasaysayan		F5PB-Ie-18
	Naisasalaysay muli ang napakinggang teksto		F5PS-IIIf-h-6.6
	Nasusuri kung ang pahayag ay opinyon o katotohanan		F5PB-IIIf-h-19
	Nagagamit nang wasto ang pang-angkop sa pakikipagtalastasan		F5WG-IIIf-g-10
	Nagbibigay ang mga salitang magkakasalungat at magkakasingkahulugan		F5PT-IIIc-h-10
	Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan		F5PN-Ii-j-17
	Nasasabi ang simuno at panag-uri sa pangungusap		F5WG-IIIi-j-8
	Nakasusulat ng isang sulating pormal, di pormal (email) at liham na nagbibigay ng mungkahi		F5PU-IId-2.10 F5PU-IIh-2.9 F5PU-IIj-2.3
	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang isyu		F5EP-IIIb-6
	Naibibigay ang datos na hinihingi ng isang form		F5EP-IIIj-16
4th Quarter	Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan		F5PN-IVa-d-22
	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasalaysay ng napakinggang balita		F5WG-IVa-13.1
	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu		F5WG-IVb-e-13.2
	Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu		F5PB-IVb-26
	Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin		F5PS-IVe-9
	Napaghahambing ang iba't ibang dokumentaryo		F5PD-IVe-j-18
	Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)		F5WG-IVf-j-13.6
	Nakapagbibigay ng lagom o buod ng tekstong napakinggan		F5PN-IVg-h-23
	Naibibigay ang mahahalagang pangyayari		F5PB-IVi-14
	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview		F5WG-IVc-13.5
	Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto		F5WG-IVd-13.3
	Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon		F5PT-IVc-j-6

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nakapagtatanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, at mapa		F5PB-IV-j-20
	Nakasusulat ng maikling balita, editoryal, at iba pang bahagi ng pahayagan		F5PU-Ia-2.8 F5PU-IIIj-2.11 F5PU- IVe-h-2.11
	Nakasusulat ng iskrip para sa radio broadcasting at teleradyo.		F5PU-IVc-i-2.12
	Nakapipili ng angkop na aklat batay sa interes		F5EP-IVj-12

Grade Level: **Grade 6**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikaanim na Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at pagpapahalaga sa wika, panitikan at kultura upang makaambag sa pag-unlad ng bansa.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan		F6PN-Ia-g-3.1 F6PN-Ia-g-3.1 F6PB-Ic-e-3.1.2 F6PN-Ia-g-3.1
	Nasasagot ang tanong na bakit at paano		F6PB-If-3.2.1
	Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon		F6WG-Ia-d-2
	Nabibigyang kahulugan ang kilos at pahayag ng mga tauhan sa napakinggang pabula		F6PN-Ic-19
	Nabibigyang kahulugan ang sawikain		F6PN-Ij-28
	Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas at pamatnubay na tanong		F6PB-Ib-5.4 F6RC-IIe-5.2
	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari bago, habang at matapos ang pagbasa		F6PN-Id-e-12 F6PB-IIIf-24

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon: • sa pagpapahayag ng saloobin/damdamin, • pagbabahagi ng obserbasyon sa paligid • pagpapahayag ng ideya • pagsali sa isang usapan • pagbibigay ng reaksiyon		F6PS-Id-12.22 F6PS-IIc-12.13 F6PS-IIIf-12.19 F6PS-IVg-12.25 F6PS-IVh-12.19
	Nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon		F6WG-Ia-d-2
	Nasusuri ang mga kaisipan/tema/layunin/tauhan/tagpuan at pagpapahalagang nakapaloob sa napanood na maikling pelikula		F6PD-If—10 F6VC-IIe-13 F6PD-IIIh-1-6
	Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid		F6PS-Ig-9
	Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata		F6PB-Ig-8
	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan		F6PS-Ij-1
	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik		F6EP-Ib-d-6
	Nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay		F6PU-Id-2.2 F6PU-If-2.1 F6PU-Ih-2.1
2nd Quarter	Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota		F6RC-IIdf-3.1.1 F6RC-IId-f-3.1.1
	Naibabahagi ang isang pangyayaring nasaksihan		F6PS-IIh-3.1
	Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto		
	Nababago ang dating kaalaman batay sa natuklasan sa teksto		
	Naibibigay ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman		F6PB-IIIg-17

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa paglalarawan sa iba't ibang sitwasyon		
	Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento		F6RC-IIa-4
	Nasasabi ang paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto		F6RC-IIb-10
	Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, gamit, sanhi, direksiyon) sa pakikipag-usap sa ibat ibang sitwasyon		F6L-IIf-j-5
	Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa ibat ibang sitwasyon		F6L-IIf-j-5
	Napag-uugnay ang sanhi at bunga ng mga pangyayari		F6PB-IIIb-6.2
	Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya		
	Nakapagtatala ng datos mula sa binasang teksto		F6SS -IIb-10
	Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto		F6WC-IIf-2.9 F6WC-IIg-2.10 F6WC-IIh-2.3 F6WC-IIi-2.11
3rd Quarter	Nasasagot ang mga tanong tungkol sa napakinggang/ binasang ulat at tekstong pang-impormasyon		F6PB-IIId-3.1.2 F6PB-IIIc-3.2.2
	Nakapagbibigay ng lagom o buod ng tekstong napakinggan		F6PN-IIIe19
	Naiisa-isa ang mga argumento sa binasang teksto		F6PB-IIIe-23
	Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas		F6EP–IIIa-i-8
	Nagagamit nang wasto ang pang-angkop at pangatnig		F6WG-IIIj-12
	Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat		F6PT-IIIj-15
	Nasusuri kung ang pahayag ay opinyon o katotohanan		F6PB-IIIj-19
	Nakapag-uulat tungkol sa pinanood		F6PD-IIIc-j-15
	Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap		F6WG-IVa-j-13

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naiuugnay ang binasa sa sariling karanasan		F6PB-IVa-1
	Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa		F6EP –IIIg-11
	Nakasusulat ng tula at sanaysay na naglalarawan		F6PU-IIIe-2.2
4th Quarter	Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita		F6WG-IVb-i-10
	Napapangkat ang mga salitang magkakaugnay		F6PT-IVb-j-14
	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan		F6PS-IVc-1
	Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction)		F6PB-IVc-e-22
	Napaghahambing-hambing ang iba't ibang uri ng pelikula		F6PD-IVe-i-21
	Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon		F6PN-IVf-10
	Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph		F6PB-IVg-20
	Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan		F6PS-IVc-1
	Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo		F6PU-IVb-2.1 F6PU-IVc-2.11 F6PU-IVf-2.3 F6PU-IVe-2.12.1
	Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan		F6EP-IVg-6

Grade Level: **Grade 7**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikapitong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang rehiyunal upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan		F7PN-Ia-b-1
	Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay		F7WG-Ia-b-1
	Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan		F7PN-Ic-d-2
	Naipaliliwanag ang sanhi at bunga ng mga pangyayari		F7PB-Id-e-3
	Nasusuri ang isang *dokyu-film* batay sa ibinigay na mga pamantayan		F7PD-Id-e-4
	Naisasalaysay nang maayos at wasto ang buod, pagkakasunod-sunod ng mga pangyayari sa kuwento, mito, alamat, at kuwentong-bayan*		F7PS-Id-e-4
	Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (*kung, kapag, sakali, at iba pa*), sa paglalahad (una, ikalawa, halimbawa, at iba pa, isang araw, samantala), at sa pagbuo ng editoryal na nanghihikayat (totoo/tunay, talaga, pero/ subalit, at iba pa)		F7WG-If-g-4
	Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan		F7PB-Ih-i-5
	Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag		F7PN-Ij-6
	Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang *promo coupon* o *brochure*)		F7PB-Ij-6
	Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (halimbawa ang paggamit ng acronym sa promosyon)		F7PT-Ij-6
	Naibabahagi ang isang halimbawa ng napanood na *video clip* mula sa youtube o ibang *website* na maaaring magamit		F7PD-Ij-6
	Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo		F7WG-Ij-6

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Naipaliliwanag ang mahahalagang detalye, mensahe at kaisipang nais iparating ng napakinggang bulong, awiting-bayan, alamat, bahagi ng akda, at teksto tungkol sa epiko sa Kabisayaan		F7PN-IIa-b-7
	Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyon ng mga taga Bisaya		F7PB-IIa-b-7
	Nasusuri ang antas ng wika batay sa pormalidad na ginamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal)		F7WG-IIa-b-7
	Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan		F7PB-IIc-d-8
	Naibibigay ang kahulugan at sariling interpretasyon sa mga salitang paulit-ulit na ginamit sa akda, mga salitang iba-iba ang digri o antas ng kahulugan (pagkiklino), mga di-pamilyar na salita mula sa akda, at mga salitang nagpapahayag ng damdamin		F7PT-IIc-d-8 F7PT-IIe-f-9
	Nagagamit nang maayos ang mga pahayag sa paghahambing *(higit/mas, di-gaano, di-gasino, at iba pa)*		F7WG-IIc-d-8
	Naisusulat ang isang editoryal na nanghihikayat kaugnay ng paksa		F7PU-IIe-f-9
	Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura		F7PU-IIg-h-10
	Nasusuri ang kulturang nakapaloob sa awiting-bayan		F7PB-IIi-12
	Nagagamit ang mga kumbensyon sa pagsulat ng awitin (sukat, tugma, tayutay, talinghaga, at iba pa)		F7WG-IIj-12

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Naipaliliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala)		F7PN-IIIa-c-13
	Naihahambing ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan		F7PB-IIIa-c-14
	Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagpapangkat, batay sa konteksto ng pangungusap, denotasyon at konotasyon, batay sa kasing kahulugan at kasalungat nito		F7PT-IIIa-c-13 F7PT-IIIh-i-16 F7PT-IIi-11
	Naisusulat ang sariling tula/awiting panudyo, tugmang de gulong at palaisipan batay sa itinakdang mga pamantayan		F7PU-IIIa-c-13

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasusuri ang mga katangian at elemento ng mito,alamat, kuwentong-bayan, maikling kuwento mula sa Mindanao, Kabisayaan at Luzon batay sa paksa, mga tauhan, tagpuan, kaisipan at mga aspetong pangkultura (halimbawa: heograpiya, uri ng pamumuhay, at iba pa)		F7PB-IIId-e-15 F7PB-IIId-e-16
	Nagagamit nang wasto ang angkop na mga pahayag sa panimula, gitna at wakas ng isang akda		F7WG-IIId-e-14
	Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan		F7PB-IIIf-g-17
	Nasusuri ang mga elemento at sosyo-historikal na konteksto ng napanood na dulang pantelebisyon		F7PD-IIIf-g-15
	Nagagamit ang wastong mga panandang anaporik at kataporik ng pangngalan		F7WG-IIIh-i-16
	Nasusuri ang mga salitang ginamit sa pagsulat ng balita ayon sa napakinggang halimbawa		F7PN-IIIj-17
	Natutukoy ang datos na kailangan sa paglikha ng sariling ulat-balita batay sa materyal na binasa		F7PB-IIIj-19
4th Quarter	Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda		F7PB-IVa-b-20
	Naibibigay ang kahulugan at mga katangian ng “korido”		F7PT-IVa-b-18
	Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna		F7PSIVa-b-18
	Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong Adarna		F7PU-IVa-b-18
	Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda		F7PN-IVc-d-19
	Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon		F7PB-IVc-d-21
	Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye na may pagkakatulad sa akdang tinalakay		F7PD-IVc-d-18
	Naiuugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa		F7PB-IVc-d-22
	Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/pampelikula		F7PD-IVc-d-19
	Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulugan sa mga kaisipan sa akda		F7PS-IVc-d-21
	Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip		F7PT-IVc-d-23
	Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan		F7PB-IVg-h-23

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuong iskrip		F7WG-IVj-23

Grade Level: **Grade 8**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikawalong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip,at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang pambansa upang maipagmalaki ang kulturang Pilipino.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karununggang-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan		F8PB-Ia-c-22
	Nabibigyang-kahulugan ang mga talinghaga, eupimistiko o masining na pahayag ginamit sa tula, balagtasan, alamat, maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan		F8PT-Ia-c-19
	Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan		F8PS-Ia-c-20
	Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)		F8WG-Ia-c-17
	Nakikinig nang may pag-unawa upang mailahad ang layunin ng napakinggan, maipaliwanag ang pagkakaugnay-ugnay ng mga pangyayari at mauri ang sanhi at bunga ng mga pangyayari		F8PN-Ig-h-22
	Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: -paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa		F8PB-Ig-h-24
	Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyon -pagsusuri		F8PS-Ig-h-22
	Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapahayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas		F8PU-Ig-h-22
	Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bunga nito, iba pa)		F8WG-Ig-h-22

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggang pag-uulat		F8PN-Ii-j-23
	Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos		F8PB-Ii-j-25
	Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino		F8PU-Ii-j-23
	Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)		F8WG-Ii-j-23

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa		F8PB-IIa-b-24
	Nabubuo ang mga makabuluhang tanong batay sa napakinggang palitan ng katuwiran		F8PN-IIc-d-24
	Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtasan		F8PB-IIc-d-25
	Nakapaglalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento		F8PU-IIc-d-25
	Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyon		F8WG-IIc-d-25
	Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning inilahad sa tekstong binasa		F8PB-IIe-f-25
	Naibibigay ang denotatibo at konotatibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng malalalim na salitang ginamit sa akda		F8PT-IIe-f-25
	Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa		F8PU-IIe-f-26
	Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay		F8PD-IIf-g-26
	Naipaliliwanag nang maayos ang pansariling kaisipan, pananaw, opinyon at saloobin kaugnay ng akdang tinalakay*		F8PS-IIg-h-28
	Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay		F8WG-IIf-g-27.
	Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig		F8PB-IIg-h-27
	Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda		F8PT-IIg-h-27
	Nakasusulat ng wakas ng maikling kuwento*		F8PU-IIg-h-28
	Nabibigyang interpretasyon ang tulang napakinggan		F8PN-IIi-j-27
	Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula		F8PB-IIi-j-28

	Naisusulat ang isang orihinal na tulang may masining na antas ng wika at may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pag-ibig sa kapwa, bayan o kalikasan		F8PU-IIi-j-29

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata - pagbuo ng pangungusap		F8PB-IIIa-c-29
	Nabibigyang-kahulugan ang mga *lingo/t*ermino na ginagamit sa mundo ng *multimedia*		F8PT-IIIa-c-29
	Naiuulat nang maayos at mabisa ang nalikom na datos sa pananaliksik		F8PS-IIIa-c-30
	Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa		F8PU-IIIa-c-30
	Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)		F8WG-IIIa-c-30
	Napag-iiba ang katotohanan (*facts*) sa hinuha (*inferences*), opinyon at personal na interpretasyon ng kausap		F8PN-IIId-e-29
	Naiisa-isa ang mga positibo at negatibong pahayag		F8PB-IIId-e-30
	Naiuugnay ang balitang napanood sa balitang napakinggan		F8PD-IIId-e-30
	Nabibigyang-kahulugan ang mga salitang ginagamit sa radio broadcasting		F8PT-IIId-e-30
	Naisusulat nang wasto ang isang dokumentaryong panradyo		F8PU-IIId-e-31
	Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa)		F8WG-IIId-e-31
	Nahihinuha ang paksa, layon at tono ng akdang nabasa		F8PB-IIIe-f-31

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Natutukoy ang mga tamang salita sa pagbuo ng isang *puzzle* na may kaugnayan sa paksa		F8PT-IIIe-f-31
	Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan		F8PD-IIIe-f-31
	Naipahahayag sa lohikal na paraan ang mga pananaw at katuwiran		F8PS-IIIe-f-32
	Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan-bunga, paraan-resulta)		F8WG-IIIe-f-32
	Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita		F8PN-IIIg-h-31
	Nasusuri ang napanood na pelikula batay sa: - Paksa/tema -layon -gamit ng mga salita -mga tauhan		F8PB-IIIg-h-32
	Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng pelikula		F8PT-IIIg-h-32
	Naihahayag ang sariling pananaw tungkol sa mahahalagang isyung mahihinuha sa napanood na pelikula		F8PD-IIIg-h-32
	Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula		F8WG-IIIg-h-33
	Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon		F8PB-IIIi-j-33
	Naipaliliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan		F8PT-IIIi-j-33
	Nakasusulat ng isang malinaw na social awareness campaign tungkol sa isang paksa na maisasagawa sa tulong ng multimedia*		F8PU-IIIi-j-34
	Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang *social awareness campaign*		F8WG-IIIi-j-34

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
4th Quarter	Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura batay sa napakinggang mga pahiwatig sa akda		F8PN-IVa-b-33
	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa		F8PB-IVa-b-33

	kalagayan ng lipunan sa panahong nasulat ito - pagtukoy sa layunin ng pagsulat ng akda - pagsusuri sa epekto ng akda pagkatapos itong isulat		
	Nailalahad ang damdamin o saloobin ng may- akda, gamit ang wika ng kabataan		F8WG-IVa-b-35
	Nailalahad ang mahahalagang pangyayari sa napakinggang aralin		F8PN-IVc-d-34
	Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa		F8PB-IVc-d-34
	Nabibigyang-kahulugan ang : -matatalinghagang ekspresyon - tayutay - simbolo		F8PT-IVc-d-34
	Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa: - pagkapoot - pagkatakot - iba pang damdamin		F8PU-IVc-d-36
	Nailalarawan ang tagpuan ng akda batay sa napakinggan		F8PN-IVf-g-36
	Nailalahad ang mahahalagang pangyayari sa aralin		F8PB-IVf-g-36
	Nakasusulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa		F8PU-IVf-g-38
	Nagagamit nang wasto ang mga salitang nanghihikayat		F8WG-IVf-g-38
	Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan		F8PN-IVg-h-37
	Nasusuri ang mga sitwasyong nagpapakita ng iba’t ibang damdamin at motibo ng mga tauhan		F8PB-IVg-h-37
	Nakasusulat ng isang islogan na tumatalakay sa paksang aralin		F8PU-IVg-h-39
	Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito		F8PB-IVi-j-38
	Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast		F8PT-IVi-j-38
	Nailalapat sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita		F8PD-IVi-j-38

	Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal.: totoo, ngunit)		F8PU-IVi-j-40

Grade Level: **Grade 9**
Subject: **Filipino**
Grade Level Standards:
Pagkatapos ng Ikasiyam na Baitang, Naipamamalas ng mag-aaral ang kakayahang komunikatibo,mapanuring pag-iisip,at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at saling-akdang Asyano upang mapatibay ang pagkakakilanlang Asyano.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	**Maikling Kuwento** Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda		F9PN-Ia-b-39
	Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda		F9PB-Ia-b-39
	Nabibigyang kahulugan ang malalim na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan		F9PT-Ia-b-39
	Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan		F9PD-Ia-b-39
	Nasusuri ang maikling kuwento batay sa: - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari - estilo sa pagsulat ng awtor - iba pa		F9PS-Ia-b-41
	Napagsusunod-sunod ang mga pangyayari sa akda		F9PU-Ia-b-41
	Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pag-ugnay		F9WG-Ia-b-41
	Nobela Nauuri ang mga tiyak na bahagi sa akda na nagpapakita ng katotohanan, kabutihan at kagandahan batay sa napakinggang bahagi ng nobela		F9PN-Ic-d-40

	Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela		F9PB-Ic-d-40
	Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda		F9PT-Ic-d-40
	Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan		F9PD-Ic-d-40
	Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili		F9PU-Ic-d-42
	Nagagamit ang mga pahayag na ginagagamit sa pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa)		F9WG-Ic-d-42
	Tula Naiuugnay ang sariling damdamin sa damdaming inihayag sa napakinggang tula		F9PN-Ie-41
	Nailalahad ang sariling pananaw ng paksa sa mga tulang Asyano		F9PB-Ie-41
	Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan		F9PT-Ie-41
	Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng rehiyong Asya		F9PU-Ie-43
	Sanaysay Naipaliliwanag ang salitang may higit sa isang kahulugan		F9PT-If-42
	Nasusuri ang paraan ng pagpapahayag ng mga ideya at opinyon sa napanood na debate o kauri nito		
	Naisusulat ang sariling opinyon tungkol sa mga dapat o hindi dapat na katangian ng kabataang Asyano		F9PU-If-44
	Nagagamit ang mga pang-ugnay sa pagpapahayag ng sariling pananaw		F9WG-If-44
	Dula Nakabubuo ng paghuhusga sa karakterisasyon ng mga tauhan sa kasiningan ng akda		F9PN-Ig-h-43
	Naipaliliwanag ang kahulugan ng salita habang nababago ang estruktura nito		F9PT-Ig-h-43
	Nasusuri ang pagiging makatotohanan ng ilang pangyayari sa isang dula		F9PUIg-h-45

	Nagagamit ang mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga, tunay, iba pa)		F9PS-Ig-h-45
	Pangwakas na Output Naibabahagi ang sariling pananaw sa resulta ng isinagawang sarbey tungkol sa tanong na: ”Alin sa mga babasahin ng Timog-Silangang Asya ang iyong nagustuhan?”		F9PB-Ii-j-44

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	**Tanka at Haiku** Nasusuri ang tono ng pagbigkas ng napakinggang tanka at haiku		F9PN-IIa-b-45
	Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku		F9PB-IIa-b-45
	Nabibigyang kahulugan ang matatalingha-gang mahahalagang salitang ginamit sa tanka at haiku		F9PT-IIa-b-45
	Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat		F9PU-IIa-b-47
	Nagagamit ang suprasegmental na antala/hinto, diin at tono sa pagbigkas ng tanka at haiku		F9WG-IIa-b-47
	Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakinggan		F9PN-IIc-46
	Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos		F9PB-IIc-46
	Naiaantas ang mga salita (clining) batay sa tindi ng emosyon o damdamin		F9PT-IIc-46
	Naisusulat muli ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito		F9PU-IIc-48
	Nagagamit ang iba’t ibang ekspresyon sa pagpapahayag ng damdamin		F9WG-IIc-48
	Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakinggan		F9PN-IId-47
	Naipaliliwanag ang mga:		F9PB-IId-47

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	- kaisipan - layunin - paksa; at - paraan ng pagkakabuo ng sanaysay		
	Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap		F9PT-IId-47
	Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati		F9PD-IId-47
	Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan		F9PS-IId-49
	Nakasusulat ng isang argumento hinggil sa napapanahong isyu sa lipunang Asya		F9PU-IId-49
	Nagagamit ang angkop na mga pahayag sa pagbibigay ng opinyon, matibay na paninindigan at mungkahi		F9WG-IId-49
	Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakinggang salaysay		F9PN-IIe-f-48
	Nahihinuha ang kulturang nakapaloob sa binasang kuwento		F9PB-IIe-f-48
	Nabibigyang-kahulugan ang mga imahe at simbolo sa binasang kuwento		F9PT-IIe-f-48
	Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula		F9PD-IIe-f-48
	Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento		F9PS-IIe-f-50
	Naisusulat ang isang paglalarawan ng sariling kultura na maaaring gamitin sa isang pagsasalaysay		F9PU-IIe-f-50
	Nagagamit ang mga pahayag sa pagsisimula, pagpapatuloy ng mga pangyayari at pagtatapos ng isang kuwento		F9WG-IIe-f-50
	Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyalogo o pag-uusap		F9PN-IIg-h-48
	Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito		F9PB-IIg-h-48

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Napaghahambingang mga napanood na dula batay sa mga katangian at elemento ng bawat isa		F9PD-IIg-h-48
	Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang pangkat ng tao sa ilang bansa sa Asya		F9PU-IIg-h-51
	Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula		F9WG-IIg-h-51
	Naipahahayag ang damdamin at pag-unawa sa napakinggang akdang orihinal		F9PN-IIi-j-49
	Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin		F9PB-IIi-j-49
	Nabibigyang- kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap; ang matatalinghagang pahayag sa parabola; ang mga salitang may natatagong kahulugan; ang mga salita batay sa kontekstong pinaggamitan; ang mahihirap na salita batay sa kasingkahulugan at kasalungat na kahulugan;		F9PT-IIi-j-49
	Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano		F9PU-IIi-j-52
	Nagagamit ang linggwistikong kahusayan sa pagsulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano		F9WG-IIi-j-52

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan		F9PB-IIIa-50
	Naisusulat ang isang anekdota o liham na nangangaral; isang halimbawang elehiya;		F9PU-IIIa-53
	Nagagamit nang wasto sa pangungusap ang matatalinghagang pahayag		F9WG-IIIa-53

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasusuri ang mga elemento ng elehiya batay sa: - Tema - Mga tauhan - Tagpuan - Mga mahihiwatigang kaugalian o tradisyon - Wikang ginamit - Pahiwatig o simbolo - Damdamin		F9PB-IIIb-c-51
	Nabibigyang-puna ang nakitang paraan ng pagbigkas ng elehiya o awit		F9PD-IIIb-c-50
	Nagagamit ang mga angkop na pang-uri na nagpapasidhi ng damdamin		F9WG-IIIb-c-53
	Nasusuri ang mga tunggalian (tao vs. tao, at tao vs. sarili) sa kuwento batay sa napakinggang pag-uusap ng mga tauhan		F9PN-IIId-e-52
	Napatutunayang ang mga pangyayari at/o transpormasyong nagaganap sa tauhan ay maaaring mangyari sa tunay na buhay		F9PB-IIId-e-52
	Natutukoy ang pinagmulan ng salita (etimolohiya)		F9PT-IIId-e-52
	Naiuugnay sa kasalukuyan ang mga tunggaliang (tao vs. tao at tao vs. sarili) napanood na programang pantelebisyon		F9PD-IIId-e-51
	Naisusulat muli ang maikling kuwento nang may pagbabago sa ilang pangyayari at mga katangian ng sinuman sa mga tauhan; ang sariling wakas sa naunang alamat na binasa		F9PU-IIId-e-54
	Nagagamit ang angkop na pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari sa lilikhaing kuwento		F9WG-IIId-e-54
	Nabibigyang-kahulugan ang kilos, gawi at karakter ng mga tauhan batay sa usapang napakinggan		F9PN-IIIf-53
	Napatutunayan ang pagiging makatotohanan/ di makatotohanan ng akda		F9PB-IIIf-53

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang mga pang-abay na pamanahon , panlunan at pamaraan sa pagbuo ng alamat		F9WG-IIIf-55
	Nahuhulaan ang maaaring mangyari sa akda batay sa ilang pangyayaring napakinggan		F9PN-IIIg-h-54
	Nailalarawan ang natatanging kulturang Asyano na masasalamin sa epiko		F9PB-IIIg-h-54
	Nabibigyang-katangian ang isa sa mga itinuturing na bayani ng alinmang bansa sa Kanlurang Asya		F9PT-IIIg-h-54
	Nagagamit ang mga angkop na salita sa paglalarawan ng kulturang Asyano at bayani ng Kanlurang Asya		F9PS-IIIg-h-56
	Naiisa-isa ang kultura ng Kanluraning Asyano mula sa mga akdang pampanitikan nito -*		F9PB-IIIi-j-55

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
4th Quarter	Batay sa napakinggan, natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa layunin ng may- akda sa pagsulat nito - pag-isa-isa sa mga kondisyon ng lipunan sa panahong isinulat ito pagpapatunay sa pag-iral pa ng mga kondisyong ito sa kasalukuyang panahon sa lipunang Pilipino		F9PN-IVa-b-56
	Nailalarawan ang mga kondisyong panlipunan bago at matapos isinulat ang akda		F9PB-IVa-b-56
	Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan		F9PT-IVa-b-56
	Nabibigyang-patunay na may pagkakatulad / pagkakaiba ang binasang akda sa ilang napanood na telenobela*		F9PD-IVa-b-55
	Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami		F9PS-IVa-b-58
	Naitatala ang nalikom na datos sa pananaliksik		F9PU-IVa-b-58

	Nagagamit ang mga angkop na salita / ekspresyon sa: - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa pagpapatunay		F9WG-Iva-b-57
	Natutukoy ang kahalagahan ng bawat tauhan sa nobela		F9PN-IVc-57
	Naisusulat ang isang makahulugan at masining na iskrip ng isang monologo tungkol sa isang piling tauhan		F9PU-IVc-59
	Nagagamit ang tamang pang-uri sa pagbibigay- katangian		F9WG-IVc-59
	Naibabahagi ang sariling damdamin sa tinalakay na mga pangyayaring naganap sa buhay ng tauhan		F9PN-IVd-58
	Nailalahad ang sariling pananaw sa kapangyarihan ng pag-ibig sa magulang, sa kasintahan, sa kapwa at sa bayan		F9PB-IVd-58
	Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito *(level of formality)*		F9PT-IVd-58
	Nakasusulat ng iskrip ng Mock Trial tungkol sa tunggalian ng mga tauhan sa akda*		F9PU-IVd-60
	Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng: - damdamin - matibay na paninindigan		F9WG-Ivd-60
	Natitiyak ang pagkamakatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan		F9PN-IVe-f-59
	Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano		F9PB-IVe-f-59
	Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan		F9PT-IVe-f-59
	Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: • pamamalakad ng pamahalaan • paniniwala sa Diyos • kalupitan sa kapuwa • kayamanan • kahirapan at iba pa		F9PB-IVg-h-60

	Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula		F9PD-IVg-h-59
	Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak		F9PS-IVg-h-62
	Nagagamit ang mga angkop na ekspresyon sa: • pagpapaliwanag • paghahambing • pagbibigay ng opinyon		F9WG-IVg-h-62
	Nasusuri ang pinanood na dulang panteatro na naka-*video clip* batay sa pamantayan		F9PD-IVi-j-60

Grade Level: Grade 10
Subject: Filipino
Grade Level Standards:
Pagkatapos ng Ikasampung Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at saling-akdang pandaigdig tungo sa pagkakaroon ng kamalayang global.

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Naipahahayag mahahalagang kaisipan/pananaw sa napakinggan, mitolohiya		
	Naiuugnay ang mga mahahalagang kaisipang nakapaloob sa binasang akda sa nangyayari sa: • Sariling karanasan • pamilya • pamayanan • lipunan • daigdig		F10PB-Ia-b-62
	Naiuugnay ang kahulugan ng salita batay sa kayarian nito		F10PT-Ia-b-61
	Natutukoy ang mensahe at layunin ng napanood na cartoon ng isang mitolohiya		F10PD-Ia-b-61
	Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay		F10PS-Ia-b-64
	Nagagamit nang wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaaanan at kagamitan)		

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	1. sa pagsasaad ng aksyon, pangyayari at karanasan; 2. sa pagsulat ng paghahambing; 3. sa pagsulat ng saloobin; 4. sa paghahambing sa sariling kultura at ng ibang bansa; at 5. isinulat na sariling kuwento		
	Nasusuri ang tiyak na bahagi ng napakinggang parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal		F10PN-Ib-c-63
	Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong at binasang mitolohiya		F10PB-Ib-c-63
	Nabibigyang-puna ang estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda, at ang bisa ng paggamit ng mga salitang nagpapahayag ng matinding damdamin		F10PT-Ib-c-62
	Nagagamit ang angkop na mga piling pang-ugnay sa pagsasalaysay (pagsisimula, pagpapatuloy, pagpapadaloy ng mga pangyayari at pagwawakas)		F10WG-Ib-c-58
	Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakinggang impormasyon sa radyo o iba pang anyo ng media		F10PN-Ic-d-64
	Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda, ang pagiging makatotohanan/di-makatotohanan ng mga pangyayari sa maikling kuwento		F10PB-Ic-d-64
	Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan		F10Pt-Ic-d-63
	Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig		F10PD-Ic-d-63
	Naitatala ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig		F10PU-Ic-d-66
	Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw		F10WG-Ic-d-59
	Nahihinuha ang katangian ng tauhan sa napakinggang epiko		F10PN-Ie-f-65
	Naibibigay ang sariling interpretasyon sa mga kinaharap na suliranin ng tauhan		F10PB-Ie-f-65
	Napapangatuwiranan ang kahalagahan ng epiko bilang akdang pandaigdig na sumasalamin ng isang bansa		F10PB-Ie-f-66
	Naipaliliwanag ang mga alegoryang ginamit sa binasang akda		F10PT-Ie-f-65
	Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan		F10PD-Ie-f-64
	Naisusulat nang wasto ang pananaw tungkol sa: a. pagkakaiba-iba at pagkakatulad ng mga epikong pandaigdig; b. ang paliwanag tungkol sa isyung pandaigdig na iniuugnay sa buhay ng mga		F10PU-Ie-f-67

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Pilipino; c. sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa; at d. suring-basa ng nobelang nabasa o napanood		
	Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod ng mga pangyayari		F10WG-Ie-f-60
	Naipaliliwanag ang ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig		F10PN-If-g-66
	Nakapagbibigay ng mga halimbawang pangyayari sa tunay na buhay kaugnay ng binasa		F10PB-If-g-67
	Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap		F10PT-If-g-66
	Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan		F10WG-If-g-61
	Naibibigay ang katangian ng isang tauhan batay sa napakinggang diyalogo		F10PN-Ig-h-67
	Nasusuri ang binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw		F10PB-Ig-h-68
	Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa antas o tindi ng kahulugang ipinahahayag nito (clining)		F10PT-Ig-h-67
	Naihahambing ang ilang pangyayari sa napanood na dula sa mga pangyayari sa binasang kabanata ng nobela		F10PD-Ig-h-66
	Nailalarawan ang kultura ng mga tuhan na masasalamin sa kabanata		F10PS-Ig-h-69
	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggan		F10PN-Ii-j-68
	Nakabubuo ng isang suring-basa sa alinmang akdang pampanitikang Mediterranean		F10PB-Ii-j-69*
	Naibibigay ang kaugnay na mga konsepto ng piling salitang critique at simposyum		F10PB-Ii-j-69

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd Quarter	Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan		F10PN-IIa-b-71
	Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (*collocation*)		F10PT-IIa-b-71

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood		F10PD-IIa-b-69
	Naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino		F10PU-IIa-b-73
	Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan		F10PN-IIa-b-72
	Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig		F10PB-IIa-b-75
	Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito(epitimolohiya)		F10PT-IIa-b-72
	Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito		F10PD-IIa-b-70
	Naisusulat nang wasto ang ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa		F10PU-IIa-b-74
	Tula: Naibibigay ang puna sa estilo ng napakinggang tula		F10PN-IIc-d-70
	Nasusuri ang iba't ibang elemento ng tula		F10PB-IIc-d-72
	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula		F10PT-IIc-d-70
	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay		F10PU-IIc-d-72
	Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula		F10WG-IIc-d-65
	Maikling Kuwento: Nasusuri sa diyalogo ng mga tauhan ang kasiningan ng akda		F10PN-IIe-73
	Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan		F10PT-IIe-73
	Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig		F10PD-IIe-71
	Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento		F10PS-IIe-75
	Nasusuri ang nobela sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan		F10PB-IIf-77

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naihahambing ang akda sa iba pang katulad na *genre* batay sa tiyak na mga elemento nito		F10PB-IIf-78
	Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan		F10PT-IIf-74
	Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa		F10PD-IIf-72
	Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan		F10WG-IIf-69
	Nagagamit ang iba't ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan		F10WG-IIf-69
	Sanaysay: Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa		F10PN-IIg-h-69
	Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda		F10PN-IIg-h-69
	Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)		F10PB-IIi-j-71
	Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng *word association*		F10PT-IIg-h-69
	Nasusuri ang napanood na pagbabalita batay sa: - paksa - paraan ng pagbabalita at iba pa		F10PD-IIg-h-68
	Naipahahayag ang sailing kaalaman at opinyon tungkol sa isang paksa sa isang talumpati		F10PS-IIg-h-71
	Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu		F10PU-IIg-h-71
	Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap		F10WG-IIg-h-64
	Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, *internet* tulad ng *fb, e-mail*, at iba pa)		F10PB-IIi-j-79
	Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa *social media*		F10PT-IIg-h-75

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga *social media*		F10PD-IIg-h-73
	Naisusulat at naibabahagi sa iba ang sariling akda		F10PU-IIi-j-77
	Nagagamit ang kahusayan sa gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda		F10WG-IIi-j-70

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Mitolohiya: Naipaliliwanag ang pagkakaiba at pagkakatulad ng mitolohiya ng Africa at Persia		F10PN-IIIa-76
	Nasusuri ang mga kaisipang nakapaloob sa mitolohiya batay sa: - suliranin ng akda - kilos at gawi ng tauhan -desisyon ng tauhan		F10PB-IIIa-80
	Nabibigyang-puna ang napanood na *video clip*		F10PD-IIIa-74
	Napangangatuwiranan ang sariling reaksiyon tungkol sa akdang binasa sa pamamagitan ng debate/pagtatalo)		F10PS-IIIa-78
	Nagagamit nang angkop ang mga pamantayan sa pagsasaling-wika		F10WG-IIIa-71
	Anekdota: Nahihinuha ang damdamin ng sumulat ng napakinggang anekdota		F10PN-IIIb-77
	Nasusuri ang binasang anekdota batay sa: paksa- tauhan tagpuan motibo ng awtor paraan ng pagsula at iba pa		F10PB-IIIb-81
	Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi		F10PT-IIIb-77
	Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa *you tube*		F10PD-IIIb-75
	Naisusulat ang isang orihinal na komik strip batay sa isang anekdota		F10PU-IIIb-79

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orhinal na anekdota		F10PU-IIIb-79
	Tula:Nasusuri ang kasiningan at bisa ng tula batay sa napakinggan		F10PN-IIIc-78
	Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalinghagang pahayag sa tula		F10PB-IIIc-82
	Naiaantas ang mga salita ayon sa damdaming ipinahahayag ng bawat isa		F10PT-IIIc-78
	Epiko/ Maikling Kuwento: Naiuugnay ang suliraning nangingibabaw sa akda sa pandaigdigang pangyayari sa lipunan		F10PN-IIId-e-79
	Naihahanay ang mga salita batay sa kaugnayan ng mga ito sa isa't isa		F10PT-IIId-e-79
	Nabibigyang-puna ang napanood na *teaser* o *trailer* ng pelikula na may paksang katulad ng binasang akda		F10PD-IIId-e-77
	Naipahahayag ang damdamin at saloobin tungkol sa kahalagahan ng akda sa: - sarili - panlipunan pandaigdig		F10PS-IIId-e-81
	Nasusuri nang pasulat ang damdaming nakapaloob sa akdang binasa at ng alinmang *socila media*		F10PU-IIId-e-81
	Nabibigyang-kahulugan ang damdaming nangingibabaw sa akda		F10WG-IIId-e-74
	Naipaliliwanag ang mga likhang sanaysay batay sa napakinggan		F10PN-IIIf-g-80
	Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda		F10PB-IIIf-g-84
	Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)		F10PT-IIIf-g-80
	Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa *youtube*		F10PD-IIIf-g-78
	Naisusulat ang isang talumpati na pang-SONA		F10PU-IIIf-g-82

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nagagamit ang angkop na mga tuwiran at di-tuwirang pahayag sa paghahatid ng mensahe		F10WG-IIIf-g-75
	Nobela: Natutukoy ang tradisyong kinamulatan ng Africa at/o Persia batay sa napakinggang diyalogo		F10PN-IIIh-i-81
	Nasusuri ang binasang kabanata ng nobela batay sa pananaw / teoryang pampanitikan na angkop dito		F10PN-IIIh-i-81
	Nasusuri ang napanood na *excerpt* ng isang isinapelikulang nobela		F10PD-IIIh-i-79
	Nailalapat nang may kaisahan at magkakaugnay na mga talata gamit ang mga pag-ugnay sa panunuring pampelikula*		F10PS-IIIh-i-83
	Nagagamit ang iba't ibang batis ng impormasyon tungkol sa magagandang katangian ng bansang Africa at/o Persia		F10EP-IIf-32

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
4th Quarter	Kailigirang Pangkasaysayan ng El Filibusterismo: Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo		F10PN-IVa-b-83
	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa mga kondisyon sa panahong isinulat ang akda - pagpapatunay ng pag-iral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda pagtukoy sa layunin ng may-akda sa pagsulat ng akda		F10PB-IVa-b-86
	Naiuugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito		F10PT-IVa-b-82
	Napahahalagahan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa pamamagitan ng pagbubuod nito gamit ang *timeline*		F10PD-IVa-b-81
	Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo		F10PS-IVa-b-85
	Naisusulat ang buod ng kaligirang pangkasaysayan ng EL Filibusterismo batay sa ginawang *timeline*		F10PU-IVa-b-85

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Naitatala ang mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian		
	Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik		F10EP-IIf-33
	Natutukoy ang papel na ginampanan ng mga tauhan sa akda sa pamamagitan ng: - pagtunton sa mga pangyayari - pagtukoy sa mga tunggaliang naganap - pagtiyak sa tagpuan - pagtukoy sa wakas		F10PB-IVb-c-87
	Nabibigyang-kahulugan ang matatalingha-gang pahayag na ginamit sa binasang kabanata ng nobela sa pamamagitan ng pagbibigay ng halimbawa		F10PT-IVb-c-83
	Naiuugnay sa kasalukuyang mga pangyayaring napanood sa v*ideo clip* ang pangyayari sa panahon ng pagkakasulat ng akda		F10PD-IVb-c-82
	Naibabahagi ang ginawang pagsusuri sa napakinggang buod ng binasang akda batay sa: - katanpagkamakato-tohanan ng mga pangyayari - tunggalian sa bawat kabanatagian ng mga tauhan		F10PS-IVb-c-86
	Naisusulat ang buod ng binasang mga kabanata		F10PU-IVb-c-86
	Nagagamit sa pagbubuod ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/ talata		F10PU-IVb-c-86
	Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda		F10PN-IVd-e-85
	Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang)		F10PB-IVd-e-88
	Natatalakay ang mga kaisipang ito: - kabuluhan ng edukasyon - pamamalakad sa pamahalaan - pagmamahal sa: - Diyos - Bayan - Pamilya		F10PB-IVd-e-89

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	- kapwa-tao - kabayanihan - karuwagan - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo at iba pa		
	Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng : - karanasang pansarili - gawaing pangkomunidad - isyung pambansa - pangyayaring pandaigdig		F10PN-IVf-90
	Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda		F10PD-IVd-e-83
	Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda		F10PU-IVd-e-87
	Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/ damdamin		F10WG-IVd-e-80
	Naisasaad ang pagkamakatotohanan ng akda sa pamamagitan ng pag-uugnay ng ilang pangyayari sa kasalukuyan		F10PB-IVh-i-92
	Naipaliliwanag ang kahulugan ng mga salitang hiram sa wikang Espanyol		F10PT-IVg-h-85
	Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa		F10PU-IVg-h-88
	Nagagamit ang angkop na mga salitang naghahambing		F10WG-IVg-h-81

Quarter	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Nasusuri ang tauhan na may kaugnayan sa: mga hilig/interes kawilihan/kagalakan/ kasiglahan /pagkainip/ pagkayamot; pagkatakot; Pagkapoot; pagkaaliw/ pagkalibang at iba pa		F10PU-IVg-h-88
	Nasusuri ang nobela batay sa pananaw/ teoryang: • romantisismo • humanismo • naturalistiko • at iba pa		F10WG-IVg-h-81
	Nabibigyang-pansinang ilang katangiang klasiko sa akda		F10PB-IVi-j-94
	Nabibigyan ng kaukulang pagpapakahulugan ang mahahalagang pahayag ng awtor/ mga tauhan		F10PT-IVi-j-86
	Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang- alang ang artistikong gamit ng may-akda sa mga salitang panlarawan		F10PU-IVi-j-89
	Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin		F10WG-IVg-h-82
	Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama		F10PB-IVi-j-83

Department of Education

MATHEMATICS

Grade Level: **Grade 1**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100.	1. is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts.	Visualizes,represents and counts numbers from 0 to 100 using a variety of materials and methods.	Week 1	M1NS-Ia-1.1
			identifies the number that is one more or one less from a given number.	Week 2	M1NS-Ib-3
			regroups sets of ones into sets of tens and sets of tens into hundreds using objects.	Week 3	M1NS- Id-5
			compares two sets using the expressions “less than,” “more than,” and “as many as” and orders sets from least to greatest and vice versa.	Week 4	
			reads and writes numbers up to 100 in symbols and in words.	Week 5	M1NS-If-9.1
			visualizes and gives the place value and value of a digit in one- and two-digit numbers.	Week 6	M1NS-Ig-10.1
			renames numbers into tens and ones.		M1NS-Ig-11
			compares numbers up to 100 using relation symbol and orders them in increasing or decresing order.	Week 7	
			Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Week 8	
			recognizes and compares coins and bills up to PhP100 and their notations.	Week 9	M1NS-Ij-19.1
Q2	demonstrates understanding of addition and subtraction of whole numbers up	is able to apply addition and subtraction of whole numbers up to 100 including money in mathematical	illustrates addition as “putting together or combining or joining sets”	Week 1 to 2	M1NS-IIa-23
			visualizes and adds the following numbers using appropriate techniques: a. two one-digit numbers with sums up to 18 b. three one-digit numbers c. numbers with sums through 99 without and with regrouping		

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	to 100 including money	problems and real-life situations.	visualizes and solves one-step routine and non-routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem solving strategies.	Week 3	M1NS-IIe-29.1
			illustrates subtraction as "taking away" or "comparing" elements of sets.	Week 4	M1NS-IIf-24
			illustrates that addition and subtraction are inverse operations.		M1NS-IIf-25
			visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping	Week 5 to 6	
			subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.	Week 7	M1NS-IIi-33.1
			visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem solving strategies and tools.	Week 8	M1NS-IIi-34.1
Q3	demonstrates understanding of fractions ½ and 1/4.	is able to recognize, represent, and compare fractions ½ and 1/4 in various forms and contexts.	counts groups of equal quantity using concrete objects up to 50 and writes an equivalent expression. e.g. 2 groups of 5	Week 1	M1NS-IIIa-37
			visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50. e.g. 10 grouped by 5s		M1NS-IIIa-48

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			visualizes, represents, divides a whole into halves and fourths and identifies ½ and ¼ of a whole object.	Week 2	
			visualizes, represents and divides the elements of sets into two groups of equal quantities to show halves and four groups of equal quantities to show fourths	Week 3	
			visualizes and draws the whole region or set given its ½ and/or ¼	Week 4	M1NS-IIId-75
	demonstrates understanding of 2-dimensional and 3-dimensional figures.	is able to describe, compare, and construct 2-dimensional and 3-dimensional objects	identifies, names, and describes the four basic shapes (square, rectangle, triangle and circle) in 2-dimensional (flat/plane) and 3- dimensional (solid) objects.	Week 5	M1GE-IIIe-1
			draws the four basic shapes.	Week 6	M1GE-IIIf-3
			constructs three dimensional objects (solid) using manipulative materials.		M1GE-IIIf-4
	demonstrates understanding of continuous and repeating patterns and mathematical sentences.	is able to apply knowledge of continuous and repeating patterns and number sentences in various situations.	determines the missing term/s using one attribute in a given continuous pattern (letters/ numbers/events) and in a given repeating pattern (letters, numbers, colors, figures, sizes, etc.).	Week 7	
			constructs equivalent number expression using addition and subtraction. e.g. 6 + 5 = 12 - 1	Week 8	M1AL-IIIh-8
			identifies and creates patterns to compose and decompose using addition. e.g. 7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0		M1AL-IIIi-9
			visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways e.g. n + 2 = 5 5 – n = 3	Week 9	M1AL-IIIj-10

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q4	demonstrates understanding of time and non-standard units of length, mass and capacity.	is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	tells the days in a week; months in a year in the right order.	Week 1	M1ME-IVa-1
			determines the day or the month using a calendar.	Week 2	M1ME-IVa-2
			tells and writes time by hour, half-hour and quarter-hour using analog clock.	Week 3	M1ME-IVb-3
			solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour)	Week 4	M1ME-IVb-4
			compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	Week 5 to 6	M1ME-IVc-19
			estimates and measures length, mass and capacity using non- standard units of measures.	Week 7	
	demonstrates understanding of pictographs without scales and outcomes of an event.	is able to interpret simple representations of data (tables and pictographs without scales).	infers and interprets data presented in a pictograph without scales. e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest …	Week 8	M1SP-IVh-3.1
			solves routine and non-routine problems using data presented in pictograph without scales.	Week 9	M1SP-IVh-4.1

Grade Level: **Grade 2**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. demonstrates understanding of whole numbers up to 1000, ordinal	1. is able to recognize, represent, compare, and order	visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials.	Week 1	M2NS-Ia-1.2
			gives the place value and finds the value of a digit in three-digit numbers.		M2NS-Ib-10.2
			visualizes and counts numbers by 10s, 50s, and 100s.	Week 2	M2NS-Ib-8.2

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	numbers up to 20th, and money up to PhP100. 2. demonstrates understanding of addition of whole numbers up to 1000 including money.	whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts. 2. is able to recognize and represent ordinal numbers up to 20th in various forms and contexts. 3. is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	reads and writes numbers up to 1 000 in symbols and in words.		M2NS-Ic-9.2
			visualizes and writes three-digit numbers in expanded form.	Week 3	M2NS-Ic-14
			compares numbers up using relation symbols and orders numbers up to 1 000 in increasing or decreasing order.		
			Identifies, reads and writes ordinal numbers from 1st through the 20th object in a given set from a given point of reference.	Week 4	
			reads and writes money in symbols and in words through PhP100.		M2NS-If-20.1
			counts the value of a set of bills or a set of coins through PhP100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills).	Week 5	M2NS-If-21
			compares values of different denominations of coins and paper bills through PhP100 using relation symbols.		M2NS-If-22.1
			illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.	Week 6	M2NS-Ig-26.3
			visualizes, represents, and adds the following numbers with sums up to 1000 without and with regrouping: a. 2-digit by 3-digit numbers b. 3-digit by 3-digit numbers		
			adds mentally the folllowing numbers using appropriate strategies: a. 1- to 2-digit numbers with sums up to 50 b. 3-digit numbers and 1-digit numbers c. three -digit numbers and tens (multiples of 10 up to 90)	Week 7 to 8	

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			d. 3-digit numbers and hundreds (multiples of 100 up to 900)		
			solves routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem solving strategies and tools.	Week 9	M2NS-Ij-29.2
Q2	demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.	Week 1	M2NS-IIa-32.5
			subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3-digit numbers b. 3-digit numbers by tens and by hundreds	Week 2	
			solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools.	Week 3	M2NS-IIc-34.2
			performs orders of operations involving addition and subtractions of small numbers.	Week 4	M2NS-IId-34.3
			solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools.	Week 5	M2NS-IIe-34.4
			illustrates and writes a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line.	Week 6	
			illustrates the following properties of multiplication and applyc each in relevant situation: (a) identity, (b) zero, and, (c) commutative.	Week 7	
			visualizes multiplication of numbers 1 to 10 by 2,3,4,5 and10.	Week 8	M2NS-IIh-41.1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			multiplies mentally 2,3,4,5 and 10 using appropriate strategies.		M2NS-IIi-42.1
			solves routine and non-routine problems using appropriate problem solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money	Week 9	
Q3	1. demonstrates understanding of division of whole numbers up to 1000 including money. 2. demonstrates understanding of unit fractions.	1. is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations. 2. is able to recognize and represent unit fractions in various forms and contexts.	visualizes and represents division, and writes a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects.	Week 1	
			visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10).	Week 2	M2NS-IIIb-51.1
			divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10).	Week 3	M2NS-IIIb-52.1
			illustrates that multiplication and division are inverse operations.		M2NS-IIIc-53
			solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	Week 4	M2NS-IIIc-56.1
			visualizes, represents and identifies unit fractions with denominators of 10 and below.	Week 5 to 6	M2NS-IIId-72.2
			reads and writes unit fractions.		M2NS-IIId-76.1
			compares using relation symbol and arranges in increasing or decreasing order the unit fractions.		
			identifies other fractions less than one with denominators 10 and below.		M2NS-IIIe-79.1
			visualizes (using group of objects and number line), reads and writes similar fractions		

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			compares similar fractions using relation symbols.	Week 7	M2NS-IIIf-77.2
			arranges similar fractions in increasing or decreasing order.		M2NS-IIIf-78.2
	demonstrates understanding of straight and curved lines, flat and curved surfaces and basic shapes.	is able to recognize and construct straight and curved lines, flat and curved surfaces and basic shapes	constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids.	Week 8	M2GE-IIIg-6
			identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object.		M2GE-IIIi-9
	demonstrates understanding of continuous patterns using two attributes	is able to apply knowledge of continuous patterns using two attributes	determines the missing term/s in a given continuous pattern using two attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) e.g. 1, A, 2,B,3,C,__,__	Week 9	M2AL-IIIj-3
Q4	demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	tells and writes time in minutes including a.m. and p.m. using analog and digital clocks.	Week 1	M2ME-IVa-5
			visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days).		
			compares the following unit of measures: a. length in meters or centimeters b. mass in grams or kilograms c. capacity in mL or L	Week 2	
			measures objects using appropriate measuring tools and unit of leangth in m or cm.	Week 3	
			estimates and measures length using meter or centimeter.		M2ME-IVc-26
			solves routine and non-routine problems involving length.	Week 4	M2ME-IVc-27
			measures objects using appropriate measuring tools and measuring units in g or kg.	Week 5	

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			estimates and measures mass using gram or kilogram.		M2ME-IVe-31
			solves routine and non-routine problems involving mass.	Week 6	M2ME-IVe-32
			measures objects using appropriate measuring tools in mL or L.		M2ME-IVf-33
			finds the area of a given figure using square-tile units i.e. number of square-tiles needed.	Week 7	M2ME-IVg-36
			estimates the area of a given figure using any shape.		M2ME-IVh-37
			solves routine and non-routine problems involving any figure using square tiles.	Week 8	M2ME-IVh-38
	deepens understanding of pictographs without and with scales	is able to interpret simple representations of data (pictographs without and with scales)	infers and interprets data presented in a pictograph without and with scales.	Week 9	M2SP-IVi-3.2
			solves routine and non-routine problems using data presented in a pictograph without and with scales.		M2SP-IVi-4.2

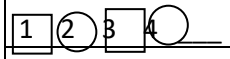
Grade Level: **Grade 3**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. demonstrates understanding of whole numbers up to 10 000, ordinal	1. is able to recognize, represent, compare, and	visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	Week 1	M3NS-Ia-1.3
			gives the place value and value of a digit in 4- to 5-digit numbers.		M3NS-Ia-10.3
			reads and writes numbers up to 10 000 in symbols and in words.		M3NS-Ia-9.3

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	numbers up to 100th, and money up to PhP1000. 2. demonstrates understanding of addition and subtraction of whole numbers including money	order whole numbers up to 10 000, and money up to PhP1000 in various forms and contexts. 2. is able to recognize and represent, ordinal numbers up to 100th in various forms and contexts. 3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations.	rounds numbers to the nearest ten, hundred and thousand..	Week 2	M3NS-Ib-15.1
			compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000.		
			identifies ordinal numbers from 1st to 100th with emphasis on the 21st to 100th object in a given set from a given point of reference.	Week 3	M3NS-Ic-16.3
			recognizes, reads and writes money in symbols and in words through PhP1 000 in pesos and centavos		
			compares values of the different denominations of coins and bills through PhP1 000 using relation symbols.	Week 4	M3NS-Id-22.2
			adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.		M3NS-Id-27.6
			estimates the sum of 3- to 4-digit addends with reasonable results.	Week 5	M3NS-Ie-31
			adds mentally the following numbers using appropriate strategies: a. 2-digit and 1-digit numbers without or with regrouping b. 2- to 3-digit numbers with multiples of hundreds		
			solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	Week 6	M3NS-If-29.3
			subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	Week 7	M3NS-Ig-32.6
			estimates the difference of two numbers with three to four digits with reasonable results.		M3NS-Ih-36
			subtracts mentally the following numbers using appropriate strategies:	Week 8	

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			a. 1- to 2-digit numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping		
			solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	Week 9	M3NS-Ii-34.5
Q2	demonstrates understanding of multiplication and division of whole numbers including money.	is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations	visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	Week 1	M3NS-IIa-41.2
			visualizes and states basic multiplication facts for numbers up to 10.		M3NS-IIa-41.3
			Illustrates the properties of multiplication in relevant situations (commutative property, distributive property or associative property)	Week 2 to 3	
			multiplies numbers: a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3-digit numbers by multiples of 10 and 100 e. 1- to 2-digit numbers by 1 000		
			estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results .	Week 4	M3NS-IId-44.1
			multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.		M3NS-IIe-42.2
			solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	Week 5	M3NS-IIe-45.3

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			visualizes and states the multiples of 1- to 2-digit numbers.	Week 6	M3NS-IIf-47
			visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).		M3NS-IIg-51.2
			visualizes and states basic division facts of numbers up to 10.	Week 7	M3NS-IIg-51.3
			divides numbers without or with remainder: a. 2- to 3-digit numbers by 1- to 2- digit numbers b. 2-3 digit numbers by 10 and 100		
			estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	Week 8	M3NS-IIi-55.1
			divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.		M3NS-IIi-52.2
			solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	Week 9	M3NS-IIj-56.2
Q3	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.	is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.	identifies odd and even numbers.	Week 1	M3NS-IIIa-63
			visualizes and represents fractions that are equal to one and greater than one using regions, sets and number line.		
			reads and writes fractions that are equal to one and greater than one in symbols and in words.	Week 2	M3NS-IIIb-76.3
			Represents, compares and arranges dissimilar fractions in increasing or decreasing order.	Week 3	
			visualizes and generates equivalent fractions.	Week 4	M3NS-IIIe-72.7
	demonstrates understanding of lines and symmetrical designs	is able to recognize and represent lines in real objects and designs or	recognizes and draws a point, line, line segment and ray.	Week 5	M3GE-IIIe-11
			recognizes and draws parallel, intersecting and perpendicular lines.		M3GE-IIIf-12.1
			visualizes, identifies and draws congruent line segments.	Week 6	M3GE-IIIf-13

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		drawings and complete symmetrical designs	identifies and visualizes symmetry in the environment and in design.		M3GE-IIIg-7.3
			identifies and draws the line of symmetry in a given symmetrical figure.	Week 7	M3GE-IIIg-7.4
			completes a symmetric figure with respect to a given line of symmetry.		M3GE-IIIh-7.5
	demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	determines the missing term/s in a given combination of continuous and repeating pattern. e.g. 4A,5B, 6A,7B,__ 	Week 8	M3AL-IIIi-4
			finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. n x 7 = 56 56 ÷ n = 8	Week 9	M3AL-IIIj-12
Q4	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	visualizes, represents, and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa.	Week 1	
			solves problems involving conversion of time measure.	Week 2	
			visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	Week 3	M3ME-IVb-39
			visualizes, and represents, and solves routine and non-routine problems involving conversions of common units of measure.		M3ME-IVc-40

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			solves routine and non-routine problems involving capacity measure.	Week 4	
			visualizes, and represents, and measures area using appropriate unit.	Week 5	M3ME-IVd-43
			solves routine and non-routine problems involving areas of squares and rectangles.		M3ME-IVf-46
	demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen.	is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen.	collects data on one variable using existing records.	Week 6	M3SP-IVg-1.3
			sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.		M3SP-IVg-2.3
			infers and interprets data presented in different kinds of bar graphs (vertical/ horizontal).	Week 7	M3SP-IVh-3.3
			solves routine and non-routine problems using data presented in a single-bar graph.	Week 8	M3SP-IVh-4.3
			tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	Week 9	M3SP-IVi-7.3
			describes events in real-life situations using the phrases “sure to happen,“ likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.		M3SP-IVj-8.3

Grade Level: **Grade 4**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. demonstrates understanding of whole numbers up to 100,000. 2. demonstrates understanding of multiplication and division of whole numbers including money.	1. is able to recognize and represent whole numbers up to 100,000 in various forms and contexts. 2. is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations.	visualizes numbers up to 100 000 with emphasis on numbers 10 001–100 000.	Week 1	M4NS-Ia-1.4
			gives the place value and value of a digit in numbers up to 100 000.		M4NS-Ia-10.4
			reads and writes numbers, in symbols and in words, up to hundred thousand and compare them using relation symbols		
			rounds numbers to the nearest thousand and ten thousand.	Week 2	M4NS-Ib-5.2
			orders numbers up to 100 000 in increasing or decreasing order.		M4NS-Ib-13.4
			multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.	Week 3	M4NS-Ic-43.7
			estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.		M4NS-Ic-44.2
			multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	Week 4	M4NS-Id-42.3
			solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.		M4NS-Id-45.4
			solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.	Week 5	M4NS-Ie-45.5
			divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	Week 6	M4NS-If-54.3

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.		
			estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results.	Week 7	M4NS-Ig-55.2
			solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem solving strategies and tools.	Week 8	M4NS-Ih-56.3
			solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.		M4NS-Ih-56.4
			performs a series of two or more operations applying Multiplication, Division, Addition, Subtraction (MDAS) correctly.	Week 9	
Q2	1. demonstrates understanding of factors and multiples and addition and subtraction of fractions. 2. demonstrates understanding of improper fractions,	1. is able to apply knowledge of factors and multiples, and addition and subtraction of fractions in mathematical problems and real-life situations. 2. is able to recognize and represent improper	identifies factors of a given number up to 100.	Week 1	M4NS-IIa-64
			identifies the multiples of a given number up to 100.		M4NS-IIa-65
			differentiates prime from composite numbers.		M4NS-IIb-66
			writes a given number as a product of its prime factors.	Week 2	M4NS-IIb-67
			finds the common factors, greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.		
			solves real-life problems involving GCF and LCM of 2 given numbers.	Week 3	M4NS-IId-70.1
			changes improper fraction to mixed numbers and vice versa.	Week 4	M4NS-IIe-80

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	mixed numbers and decimals	fractions, mixed numbers and decimals	changes fractions to lowest forms.		M4NS-IIe-81
			visualizes addition and subtraction of similar and dissimilar fractions.	Week 5	
			visualizes subtraction of a fraction from a whole number.		M4NS-IIf-82.2
			performs addition and subtraction of similar and dissimilar fractions.	Week 6	M4NS-IIg-83
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.		M4NS-IIh-87.1
			visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.	Week 7	M4NS-IIi-99
			renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.		M4NS-IIi-100
			gives the place value and the value of a digit of a given decimal number through hundredths.	Week 8	M4NS-IIi-101.1
			reads and writes decimal numbers through hundredths.		M4NS-IIj-102.1
			rounds decimal numbers to the nearest whole number and tenth.	Week 9	M4NS-IIj-103.1
			compares and arranges decimal numbers.		M4NS-IIj-104.1
Q3	demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles, and quadrilaterals.	is able to describe parallel and perpendicular lines, angles, triangles, and quadrilaterals	describes and draws parallel, intersecting, and perpendicular lines using ruler and set square.	Week 1	
			describes and illustrates different angles (right, acute, and obtuse) using models.	Week 2	M4GE-IIIb-14
			describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.		M4GE-IIIb-15
			identifies and describes triangles according to sides and angles.	Week 3	M4GE-IIIc-16

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.		M4GE-IIIc-17
			relates triangles to quadrilaterals	Week 4	M4GE-IIId-18.1
			relates one quadrilateral to another quadrilateral (e.g. square to rhombus).		M4GE-IIId-18.2
	demonstrates understanding of concepts of continuous and repeating patterns and number sentences.	is able to identify the missing element in a pattern and number sentence.	determines the missing term/s in a sequence of numbers (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) e.g. 3,6,9,__ 4,8,12,16,__ (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) 	Week 5	M4AL-IIIe-5
			finds the missing number in an equation involving properties of operations. (e.g. (4+__) + 8 = 4 + (5 + __)		M4AL-IIIe-13
	demonstrates understanding of the concept of time, perimeter, area, and volume.	is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations.	finds the elapsed time in minutes and seconds.	Week 6	M4ME-IIIf-11
			estimates the duration of time in minutes.		M4ME-IIIf-12
			solves problems involving elapsed time.		M4ME-IIIg-13
			visualizes the perimeter of any given plane figure in different situations.	Week 7	M4ME-IIIg-48
			measures the perimeter of any given figure using appropriate tools.		M4ME-IIIh-49
			finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.		M4ME-IIIi-51
			solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.	Week 8	M4ME-IIIi-52
			differentiates perimeter from area.	Week 9	M4ME-IIIj-53
			converts sq. cm to sq. m and vice versa.		M4ME-IIIj-54

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q4			finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m.	Week 1	M4ME-IVa-55
			finds the area of triangles, parallelograms and trapezoids using sq. cm and sq. m.		M4ME-IVb-58
			solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	Week 2	M4ME-IVc-60
			visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc.) and standard units.	Week 3	M4ME-IVd-62
			finds the volume of a rectangular prism using cu. cm and cu. m.		M4ME-IVe-64
			solves routine and non-routine problems involving the volume of a rectangular prism.	Week 4	M4ME-IVf-65
	demonstrates understanding of the concepts of bar graphs and simple experiments.	is able to create and interpret simple representations of data (tables and bar graphs) and describe outcomes in simple experiments.	collects data on two variables using any source.	Week 5	M4SP-IVg-1.4
			organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.		M4SP-IVg-2.4
			interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars).	Week 6	M4SP-IVg-3.4
			solves routine and non-routine problems using data presented in a single or double-bar graph.		M4SP-IVh-4.4
			draws inferences based on data presented in a double-bar graph.	Week 7	M4SP-IVh-5.4
			records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.)		M4SP-IVi-9
			expresses the outcome in a simple experiment in words, symbols, tables, or graphs.	Week 8	M4SP-IVi-10
			explains the outcomes in an experiment.		M4SP-IVi-11
			solves routine and non-routine problems involving a simple experiment.	Week 9	M4SP-IVj-12

Grade Level: **Grade 5**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions	is able to apply divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions in mathematical problems and real-life situations.	uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	Week 1	M5NS-Ib-58.1
			uses divisibility rules for 3, 6, and 9 to find common factors.		M5NS-Ib-58.2
			uses divisibility rules for 4, 8, 12, and 11 to find common factors.	Week 2	M5NS-Ib-58.3
			solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.		M5NS-Ic-59
			Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) correctly.	Week 3	
			finds the common factors, GCF, common multiples and LCM of 2–4 numbers using continuous division.	Week 4	
			solves real-life problems involving GCF and LCM of 2-3 given numbers.		M5NS-Ie-70.2
			adds and subtracts fractions and mixed fractions without and with regrouping.	Week 5	M5NS-Ie-84
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.		M5NS-If-87.2
			visualizes multiplication of fractions using models.	Week 6	M5NS-Ig-89
			multiplies a fraction and a whole number and another fraction.		M5NS-Ig-90.1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			multiplies mentally proper fractions with denominators up to 10.		M5NS-Ig-91
			solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem solving strategies and tools.	Week 7	M5NS-Ih-92.1
			shows that multiplying a fraction by its reciprocal is equal to 1.		M5NS-Ih-94
			visualizes division of fractions.	Week 8	M5NS-Ii-95
			divides simple fractions and whole numbers by a fraction and vice versa		M5NS-Ii-96.1
			solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem solving strategies and tools .	Week 9	M5NS-Ij-97.1
Q2	1. demonstrates understanding of decimals. 2. demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion.	1. is able to recognize and represent decimals in various forms and contexts. 2. is able to apply the four fundamental operations involving decimals and ratio and proportion in	gives the place value and the value of a digit of a given decimal number through ten thousandths.	Week 1	M5NS-IIa-101.2
			reads and writes decimal numbers through ten thousandths.		M5NS-IIa-102.2
			rounds decimal numbers to the nearest hundredth and thousandth.		M5NS-IIa-103.2
			compares and arranges decimal numbers.	Week 2	M5NS-IIb-104.2
			adds and subtracts decimal numbers through thousandths without and with regrouping.		M5NS-IIb-106.1
			solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools.	Week 3	M5NS-IIc-108.1
			multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.	Week 4	M5NS-IId-111.1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		mathematical problems and real-life situations.	multiplies decimals with factors up to 2 decimal places.		M5NS-IId-111.2
			estimates the products of decimal numbers with reasonable results.	Week 5	M5NS-IIe-112
			solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem solving strategies and tools.		M5NS-IIe-113.1
			divides decimals with up to 2 decimal places.	Week 6	M5NS-IIf-116.1
			divides whole numbers with quotients in decimal form.		M5NS-IIf-116.2
			solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools.	Week 7	M5NS-IIg-120.1
			visualizes the ratio of 2 given numbers.		M5NS-IIh-122
			identifies and writes equivalent ratios.	Week 8	M5NS-IIi-124
			expresses ratios in their simplest forms.		M5NS-IIi-125
			finds the missing term in a pair of equivalent ratios.	Week 9	M5NS-IIi-126
			defines and describes a proportion.		M5NS-IIj-127
			recognizes when two quantities are in direct proportion.		M5NS-IIj-128
Q3	demonstrates understanding of percent.	is able to apply percent in mathematical problems and real-life situations	visualizes percent and its relationship to fractions, ratios, and decimal numbers using models.	Week 1	M5NS-IIIa-136
			defines percentage, rate or percent, and base.		M5NS-IIIa-137
			identifies the base, percentage, and rate in a problem.		M5NS-IIIa-138
			finds the percentage in a given problem.	Week 2	M5NS-IIIb-139

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			solves routine and non-routine problems involving percentage using appropriate strategies and tools.		M5NS-IIIb-140
	demonstrates understanding of polygons, circles, and solid figures.	is able to construct and describe polygons, circles, and solid figures.	visualizes, names, describes and draws polygons with 5 or more sides.	Week 3	M5GE-IIIc-19
			describes and compares properties of polygons (regular and irregular polygons).		M5GE-IIIc-20
			visualizes congruent polygons.		M5GE-IIId-22
			identifies the terms related to a circle.	Week 4	M5GE-IIId-23.2
			draws circles with different radii using a compass.		M5GE-IIIe-24
			visualizes and describes solid figures.	Week 5	M5GE-IIIe-25
			makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.		M5GE-IIIe-26
	demonstrates understanding of the concept of sequence and solving simple equations.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies	formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16)	Week 6	M5AL-IIIf-6
			uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. 3 x _ + 1 = 10 (the unknown is solved by working backwards)		M5AL-IIIf-14
	demonstrates understanding of time and circumference.	is able to apply knowledge of time and circumference in mathematical problems and real-life situations.	measures time using a 12-hour and a 24-hour clock.	Week 7	M5ME-IIIg-14
			calculates time in the different world time zones in relation to the Philippines.		M5ME-IIIg-15
			solves problems involving time.		M5ME-IIIg-16
			visualizes circumference of a circle.	Week 8	M5ME-IIIh-67

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			measures circumference of a circle using appropriate tools.		M5ME-IIIh-68
			finds the circumference of a circle.		M5ME-IIIi-70
			solves routine and non-routine problems involving circumference of a circle.	Week 9	M5ME-IIIj-71
Q4	demonstrates understanding of area, volume and temperature.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	finds the area of a given circle.	Week 1	M5ME-IVa-74
			solves routine and non-routine problems involving the area of a circle.		M5ME-IVb-75
			visualizes the volume of a cube and rectangular prism.	Week 2	M5ME-IVc-77
			names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism.		M5ME-IVc-78
			converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa.		M5ME-IVd-80
			finds the volume of a given cube and rectangular prism using cu. cm and cu. m.	Week 3	M5ME-IVd-81
			estimates and uses appropriate units of measure for volume.		M5ME-IVd-82
			solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools.	Week 4	M5ME-IVe-83
			reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius.	Week 5	M5ME-IVf-85
			solves routine and non-routine problems involving temperature in real-life situations.		M5ME-IVf-87
	demonstrates understanding of line graphs and	is able to create and interpret representations of data	organizes data in tabular form and presents them in a line graph.	Week 6	M5SP-IVg-2.5
			interprets data presented in different kinds of line graphs (single to double-line graph).		M5SP-IVh-3.5

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	experimental probability.	(tables and line graphs) and apply experimental probability in mathematical problems and real-life situations.	solves routine and non-routine problems using data presented in a line graph.	Week 7	M5SP-IVh-4.5
			draws inferences based on data presented in a line graph.		M5SP-IVh-5.5
			describes experimental probability.	Week 8	M5SP-IVi-14
			performs an experimental probability and records result by listing.		M5SP-IVi-15
			analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20).	Week 9	M5SP-IVi-16
			solves routine and non-routine problems involving experimental probability.		M5SP-IVj-17

Grade Level: **Grade 6**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of the four fundamental operations involving fractions and decimals.	is able to apply the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations.	adds and subtracts simple fractions and mixed numbers without or with regrouping.	Week 1	M6NS-Ia-86
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.		M6NS-Ia-87.3
			multiplies simple fractions and mixed fractions.	Week 2	M6NS-Ib-90.2
			solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools.		M6NS-Ib-92.2
			divides simple fractions and mixed fractions.	Week 3	M6NS-Ic-96.2
			solves routine or non-routine problems involving division without or with any of the		M6NS-Ic-97.2

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			other operations of fractions and mixed fractions using appropriate problem solving strategies and tools.		
			adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.	Week 4	M6NS-Id-106.2
			solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools.		M6NS-Id-108.2
			multiplies decimals and mixed decimals with factors up to 2 decimal places.	Week 5	M6NS-Ie-111.3
			multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100.		M6NS-Ie-111.4
			solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.		M6NS-Ie-113.2
			solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	Week 6	M6NS-If-113.3
			divides: a. whole numbers by decimals up to 2 decimal places and vice versa b. decimals/mixed decimals up to 2 decimal places	Week 7	
			divides decimals: a. up to 4 decimal places by 0.1, 0.01, and 0.001	Week 8	

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			b. up to 2 decimal places by 10, 100, and 1 000 mentally		
			differentiates terminating from repeating, non-terminating decimal quotients.	Week 9	M6NS-Ii-119
			solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.		M6NS-Ii-120.2
			solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.	Week 10	M6NS-Ij-120.3
Q2	demonstrates understanding of order of operations, ratio and proportion, percent, exponents, and integers.	is able to apply knowledge of order of operations, ratio and proportion, percent, exponents, and integers in mathematical problems and real-life situations.	expresses one value as a fraction of another given their ratio and vice versa.	Week 1	M6NS-IIa-129
			defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.		M6NS-IIb-131
			finds a missing term in a proportion (direct, inverse, and partitive).	Week 2	M6NS-IIb-133
			solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.		M6NS-IIc-134
			finds the percentage or rate or percent in a given problem.	Week 3	M6NS-IId-142
			solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.		M6NS-IId-143
			solves percent problems such as percent of increase/decrease (discounts, original price,	Week 4	M6NS-IIe-144

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.		
			describes the exponent and the base in a number expressed in exponential notation.	Week 5	M6NS-IIf-146
			gives the value of numbers expressed in exponential notation.		M6NS-IIf-147
			interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	Week 6	M6NS-IIf-148
			performs two or more different operations on whole numbers with or without exponents and grouping symbols.		M6NS-IIf-149
			describe the set of integers and identify real-life situations that make use of it.	Week 7	
			compares integers with other numbers such as whole numbers, fractions, and decimals.		M6NS-IIg-152
			compares and arranges integers on the number line.	Week 8	
			describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.		M6NS-IIh-155
			performs the basic operations on integers.	Week 9	M6NS-IIi-156
			solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.	Week 10	M6NS-IIj-157
Q3	demonstrates understanding of solid figures.	is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using various concrete and pictorial models.	Week 1	
			differentiates solid figures from plane figures.		M6GE-IIIa-28
			identifies the faces of a solid figure.		M6GE-IIIb-30
	demonstrates understanding of	is able to apply knowledge of sequence,	formulates the rule in finding the **nth term** using different strategies (looking for a	Week 2	M6AL-IIId-7

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	sequence in forming rules, expressions and equations.	expressions, and equations in mathematical problems and real-life situations.	pattern, guessing and checking, working backwards) e.g. 4,7,13,16,…n (the nth term is 3n+1)		
			differentiates expression from equation.		M6AL-IIId-15
			gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.	Week 3	M6AL-IIIe-16
			defines a variable in an algebraic expression and equation.		M6AL-IIIe-17
			represents quantities in real-life situations using algebraic expressions and equations.	Week 4	M6AL-IIIe-18
			solves routine and non-routine problems involving different types of numerical expressions and equations such as 7+ 9 =___ + 6.		M6AL-IIIf-19
	demonstrates understanding of rate and speed, and of area and surface area of plane and solid/space figures.	is able to apply knowledge of speed, area, and surface area of plane and solid/space figures in mathematical problems and real-life situations	calculates speed, distance, and time.	Week 5	M6ME-IIIg-17
			solves problems involving average rate and speed.		M6ME-IIIg-18
			finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	Week 6	M6ME-IIIh-89
			solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.		M6ME-IIIh-90
			visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.	Week 7	M6ME-IIIi-91
			finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	Week 8	M6ME-IIIi-93
			solves word problems involving measurement of surface area.	Week 9	M6ME-IIIj-94

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q4	demonstrates understanding of volume of solid figures and meter reading.	is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations.	determines the relationship of the volume between a rectangular prism and a pyramid; a cylinder and a cone; and a cylinder and sphere.	Week 1	M6ME-IVa-95
			finds the volume of cylinders, pyramids, cones, and spheres.	Week 2	M6ME-IVb-97
			solves routine and non-routine problems involving volumes of solids.		M6ME-IVc-98
			reads and interprets electric and water meter readings.	Week 3	M6ME-IVd-100
			solves routine and non-routine problems involving electric and water consumption.		M6ME-IVd-101
	demonstrates understanding of pie graphs and experimental probability.	is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations.	constructs a pie graph based on a given set of data and interpret it.	Week 4	
			solves routine and non-routine problems using data presented in a pie graph.	Week 5	M6SP-IVf-4.6
			describes the meaning of probability such as 50% chance of rain and one in a million chance of winning.	Week 6	M6SP-IVg-19
			performs experiments and records outcomes.		M6SP-IVh-21
			makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	Week 7	M6SP-IVi-22
			makes simple predictions of events based on the results of experiments.	Week 8	M6SP-IVi-23
			solves routine and non-routine problems involving experimental and theoretical probability.	Week 9	M6SP-IVj-24

Grade Level: **Grade 7**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of key concepts of sets and the real number system.	is able to formulate challenging situations involving sets and real numbers and solve these in a variety of strategies.	illustrates well-defined sets, subsets, universal sets, null set, cardinality of sets, union and intersection of sets and the different of two sets	Week 1	
			solves problems involving sets with the use of Venn Diagram.	Week 2	
			represents the absolute value of a number on a number line as the distance of a number from 0.	Week 3	M7NS-Ic-1
			performs fundamental operations on integers.		M7NS-Ic-d-1
			illustrates the different properties of operations on the set of integers.	Week 4	M7NS-Id-2
			expresses rational numbers from fraction form to decimal form and vice versa.		M7NS-Ie-1
			performs operations on rational numbers	Week 5	M7NS-If-1
			describes principal roots and tells whether they are rational or irrational.	Week 6	M7NS-Ig-1
			determines between what two integers the square root of a number is.		M7NS-Ig-2
			estimates the square root of a whole number to the nearest hundredth.	Week 7	M7NS-Ig-3
			plots irrational numbers (up to square roots) on a number line.***		M7NS-Ig-4
			illustrates the different subsets of real numbers.	Week 8	M7NS-Ih-1
			arranges real numbers in increasing or decreasing order and on a number line.		
			writes numbers in scientific notation and vice versa.	Week 9	M7NS-Ii-1
			represents real-life situations and solves problems involving real numbers.		

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q2	demonstrates understanding of the key concepts of measurement.	is able to formulate real-life problems involving measurements and solve these using a variety of strategies.	approximates the measures of quantities particularly length , weight/mass, volume, time, angle and temperature and rate.	Week 1	M7ME-IIa-3
			converts measurements from one unit to another in both Metric and English systems.	Week 2	M7ME-IIb-1
			solves problems involving conversion of units of measurement.		M7ME-IIb-2
	demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations, and inequalities in one variable.	is able to model situations using oral, written, graphical, and algebraic methods in solving problems involving algebraic expressions, linear equations, and inequalities in one variable.	translates English phrases to mathematical phrases and English sentences to mathematics sentences, and vice versa.	Week 3	
			Illustrates and differentiates related terms in algebra: a. a^n where n is a positive integer b. constants and variables c. literal coefficients and numerical coefficients d. algebraic expressions, terms and polynomials e. number of terms, degree of the term and degree of the polynomial.		
			evaluates algebraic expressions for given values of the variables.	Week 4	M7AL-IIc-4
			adds and subtracts polynomials.		M7AL-IId-2
			derives the laws of exponent.	Week 5	M7AL-IId-e-1
			multiplies and divides polynomials.		M7AL-IIe-2
			uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial.	Week 6	M7AL-IIe-g-1
			solves problems involving algebraic expressions.	Week 7 to 8	M7AL-IIg-2
			differentiates algebraic expressions, equations and inequalities.		
			illustrates linear equation and inequality in one variable.		M7AL-IIh-4

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			finds the solution of linear equation or inequality in one variable.	Week 9	M7AL-IIi-1
			solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods.		M7AL-IIi-j-1
			solves problems involving equations and inequalities in one variable.		M7AL-IIj-2
Q3	demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships.	is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon	represents point, line and plane using concrete and pictorial models.	Week 1	M7GE-IIIa-1
			illustrates subsets of a line.		M7GE-IIIa-2
			classifies the different kinds of angles.		M7GE-IIIa-3
			derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines.	Week 2	M7GE-IIIb-1
			derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	Week 3	M7GE-IIIc-1
			uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	Week 4	M7GE-IIId-e-1
			illustrates polygons: (a) convexity; (b) angles; and (c) sides.	Week 5	M7GE-IIIe-2
			derives inductively the relationship of exterior and interior angles of a convex polygon.	Week 6	M7GE-IIIf-1
			illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	Week 7	M7GE-IIIg-1
			constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.	Week 8	M7GE-IIIh-i-1
			solves problems involving sides and angles of a polygon.	Week 9	M7GE-IIIj-1
Q4			poses real-life problems that can be solved by Statistics.	Week 1	M7SP-IVa-2
			formulates simple statistical instruments.		M7SP-IVa-3

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability.	is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.	gathers statistical data.	Week 2	M7SP-IVb-1
			organizes data in a frequency distribution table.	Week 3	M7SP-IVc-1
			uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	Week 4 to 5	M7SP-IVd-e-1
			illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	Week 6	M7SP-IVf-1
			calculates the measures of central tendency of ungrouped and grouped data.		M7SP-IVf-g-1
			illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	Week 7	M7SP-IVh-1
			calculates the measures of variability of grouped and ungrouped data.		M7SP-IVh-i-1
			uses appropriate statistical measures in analyzing and interpreting statistical data.	Week 8 to 9	M7SP-IVj-1
			draws conclusions from graphic and tabular data and measures of central tendency and variability.		M7SP-IVj-2

Grade Level: **Grade 8**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of key concepts of factors of polynomials,	is able to formulate real-life problems involving factors	factors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials).	Week 1 to 2	M8AL-Ia-b-1
			solves problems involving factors of polynomials.		M8AL-Ib-2

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions.	of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions, and solve these problems accurately using a variety of strategies.	illustrates rational algebraic expressions.	Week 3	M8AL-Ic-1
			simplifies rational algebraic expressions.		M8AL-Ic-2
			performs operations on rational algebraic expressions.	Week 4	M8AL-Ic-d-1
			solves problems involving rational algebraic expressions.		M8AL-Id-2
			illustrates the rectangular coordinate system and its uses.	Week 5	M8AL-Ie-1
			illustrates linear equations in two variables.		M8AL-Ie-3
			Illustrates and finds the slope of a line given two points, equation, and graph.		
			writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.	Week 6	M8AL-If-1
			graphs a linear equation given (a) any two points; (b) the x – and y – intercepts; (c) the slope and a point on the line.		M8AL-If-2
			describes the graph of a linear equation in terms of its intercepts and slope.		M8AL-If-3
			finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	Week 7	M8AL-Ig-1
			solves problems involving linear equations in two variables.		M8AL-Ig-2
			illustrates a system of linear equations in two variables.	Week 8	M8AL-Ih-1
			graphs a system of linear equations in two variables.		M8AL-Ih-2
			categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.		M8AL-Ih-3
			solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c) elimination.	Week 9	

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q2	demonstrates key concepts of linear inequalities in two variables, systems of linear inequalities in two variables and linear functions.	is able to formulate and solve accurately real-life problems involving linear inequalities in two variables, systems of linear inequalities in two variables, and linear functions.	differentiates linear inequalities in two variables from linear equations in two variables.	Week 1	M8AL-IIa-2
			Illustrates and graphs linear inequalities in two variables.		
			solves problems involving linear inequalities in two variables.		M8AL-IIa-4
			solves problems involving systems of linear inequalities in two variables.	Week 2	M8AL-IIb-2
			illustrates a relation and a function.	Week 3	M8AL-IIc-1
			verifies if a given relation is a function.		M8AL-IIc-2
			determines dependent and independent variables.		M8AL-IIc-3
			finds the domain and range of a function.	Week 4	M8AL-IId-1
			graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope.		
			solves problems involving linear functions.	Week 5	M8AL-IIe-2
	demonstrates understanding of key concepts of logic and reasoning.	is able to communicate mathematical thinking with coherence and clarity in formulating and analyzing arguments.	determines the relationship between the hypothesis and the conclusion of an if-then statement.	Week 6	M8GE-IIf-1
			transforms a statement into an equivalent if-then statement.		M8GE-IIf-2
			determines the inverse, converse, and contrapositive of an if-then statement.	Week 7	M8GE-IIg-1
			illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement.	Week 8	M8GE-IIg-2
			uses inductive or deductive reasoning in an argument.	Week 9	M8GE-IIh-1
			writes a proof (both direct and indirect).		M8GE-IIi-j-1
Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system.	Week 1 to 2	M8GE-IIIa-1
			illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.		M8GE-IIIa-c-1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence.	Week 3 to 4	M8GE-IIId-1
			illustrates the SAS, ASA and SSS congruence postulates.		M8GE-IIId-e-1
			solves corresponding parts of congruent triangles	Week 5	M8GE-IIIf-1
			proves two triangles are congruent.	Week 6	M8GE-IIIg-1
			proves statements on triangle congruence.	Week 7	M8GE-IIIh-1
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9	M8GE-IIIi-j-1
Q4	demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines.	is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving triangle inequalities, and parallelism and perpendicularity	illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).	Week 1	M8GE-IVa-1
			applies theorems on triangle inequalities.	Week 2	M8GE-IVb-1
			proves inequalities in a triangle.	Week 3	M8GE-IVc-1
			proves properties of parallel lines cut by a transversal.	Week 4	M8GE-IVd-1
			determines the conditions under which lines and segments are parallel or perpendicular.	Week 5	M8GE-IVe-1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		of lines using appropriate and accurate representations.			
	demonstrates understanding of key concepts of probability.	is able to formulate and solve practical problems involving probability of simple events.	illustrates an experiment, outcome, sample space and event.	Week 6	M8GE-IVf-1
			counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle.	Week 7	M8GE-IVf-g-1
			finds the probability of a simple event.	Week 8	M8GE-IVh-1
			illustrates an experimental probability and a theoretical probability.	Week 9	M8GE-IVi-1
			solves problems involving probabilities of simple events.		M8GE-IVi-j-1

Grade Level: **Grade 9**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of key concepts of quadratic equations, inequalities and functions, and rational	is able to investigate thoroughly mathematical relationships in various situations, formulate real-life problems involving quadratic	illustrates quadratic equations.	Week 1	M9AL-Ia-1
			solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.		M9AL-Ia-b-1
			characterizes the roots of a quadratic equation using the discriminant.	Week 2 to 3	M9AL-Ic-1
			describes the relationship between the coefficients and the roots of a quadratic equation.		**M9AL-Ic-2**
			solves equations transformable to quadratic equations (including rational algebraic equations).		M9AL-Ic-d-1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	algebraic equations.	equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies.	solves problems involving quadratic equations and rational algebraic equations.	Week 4	M9AL-Ie-1
			illustrates quadratic inequalities	Week 5	M9AL-If-1
			solves quadratic inequalities.		M9AL-If-2
			solves problems involving quadratic inequalities.		M9AL-If-g-1
			models real-life situations using quadratic functions.	Week 6	M9AL-Ig-2
			represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.		M9AL-Ig-3
			transforms the quadratic function defined by $y = ax^2 + bx + c$ into the form $y = a(x - h)^2 + k$.	Week 7 to 8	M9AL-Ih-1
			graphs a quadratic function: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola.		M9AL-Ig-h-i-1
			analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph.		M9AL-Ii-2
			determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.	Week 9	M9AL-Ij-1
			solves problems involving quadratic functions.		M9AL-Ii-j-2
Q2	demonstrates understanding of key concepts of variation and radicals.	is able to formulate and solve accurately problems involving radicals.	illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined.	Week 1 to 2	M9AL-IIa-1
			translates into variation statement a relationship between two quantities given by: (a) a table of values; (b) a mathematical equation; (c) a graph, and vice versa.		M9AL-IIa-b-1
			solves problems involving variation.		M9AL-IIb-c-1
			applies the laws involving positive integral exponents to zero and negative integral exponents.	Week 3	M9AL-IId-1
			simplifies expressions with rational exponents.	Week 4	M9AL-IIe-1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			writes expressions with rational exponents as radicals and vice versa.		M9AL-IIf-1
			derives the laws of radicals.	Week 5	M9AL-IIf-2
			simplifies radical expressions using the laws of radicals.	Week 6	M9AL-IIg-1
			performs operations on radical expressions.	Week 7	M9AL-IIh-1
			solves equations involving radical expressions.	Week 8	M9AL-IIi-1
			solves problems involving radicals.	Week 9	M9AL-IIj-1
Q3	demonstrates understanding of key concepts of parallelograms and triangle similarity.	is able to investigate, analyze, and solve problems involving parallelograms and triangle similarity through appropriate and accurate representation.	determines the conditions that make a quadrilateral a parallelogram.	Week 1	M9GE-IIIa-2
			uses properties to find measures of angles, sides and other quantities involving parallelograms.		M9GE-IIIb-1
			proves theorems on the different kinds of parallelogram (rectangle, rhombus, square).	Week 2	M9GE-IIIc-1
			proves the Midline Theorem.	Week 3	M9GE-IIId-1
			proves theorems on trapezoids and kites.		M9GE-IIId-2
			solves problems involving parallelograms, trapezoids and kites.	Week 4	M9GE-IIIe-1
			describes a proportion.	Week 5	M9GE-IIIf-1
			applies the fundamental theorems of proportionality to solve problems involving proportions.		M9GE-IIIf-2
			illustrates similarity of figures.	Week 6 to 7	M9GE-IIIg-1
			proves the conditions for similarity of triangles. 1.1 SAS similarity theorem 1.2 SSS similarity theorem 1.3 AA similarity theorem 1.4 right triangle similarity theorem 1.5 special right triangle theorems		M9GE-IIIg-h-1
			applies the theorems to show that given triangles are similar.	Week 8	M9GE-IIIi-1
			proves the Pythagorean Theorem.		M9GE-IIIi-2

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			solves problems that involve triangle similarity and right triangles.	Week 9	M9GE-IIIj-1
Q4	demonstrates understanding of the basic concepts of trigonometry.	is able to apply the concepts of trigonometric ratios to formulate and solve real-life problems with precision and accuracy.	illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent.	Week 1 to 2	M9GE-IVa-1
			finds the trigonometric ratios of special angles.		M9GE -IVb-c-1
			illustrates angles of elevation and angles of depression.	Week 3 to 5	M9GE-IVd-1
			uses trigonometric ratios to solve real-life problems involving right triangles.		M9GE-IVe-1
			illustrates laws of sines and cosines.	Week 6 to 9	M9GE-IVf-g-1
			solves problems involving oblique triangles.		M9GE-IVh-j-1

Grade Level: **Grade 10**
Subject: **Mathematics**

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	demonstrates understanding of key concepts of sequences, polynomials and polynomial equations.	is able to formulate and solve problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.	generates patterns.	Week 1 to 2	M10AL-Ia-1
			illustrates an arithmetic sequence		M10AL-Ib-1
			determines arithmetic means, nth term of an arithmetic sequence and sum of the terms of a given arithmetics sequence.		
			illustrates a geometric sequence.	Week 3	M10AL-Id-1
			differentiates a geometric sequence from an arithmetic sequence.		M10AL-Id-2
			determines geometric means, nth term of a geometric sequence and sum of the terms of a given finite or infinite geometric sequence	Week 4	
			solves problems involving sequences.	Week 5	M10AL-If-2
			performs division of polynomials using long division and synthetic division.	Week 6	M10AL-Ig-1
			proves the Remainder Theorem, Factor Theorem and the Rational Root Theorem.		
			factors polynomials.	Week 7	M10AL-Ih-1
			illustrates polynomial equations.	Week 8	M10AL-Ii-1
			solves problems involving polynomials and polynomial equations.	Week 9	M10AL-Ij-2
Q2	demonstrates understanding of key concepts of polynomial function.	is able to conduct systematically a mathematical investigation involving polynomial functions in different fields.	illustrates polynomial functions.	Week 1 to 2	M10AL-IIa-1
			understand, describe and interpret the graphs polynomial functions.		
			solves problems involving polynomial functions.		M10AL-IIb-2

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	demonstrates understanding of key concepts of circles and coordinate geometry.	1. is able to formulate and find solutions to challenging situations involving circles and other related terms in different disciplines through appropriate and accurate representations. 2. is able to formulate and solve problems involving geometric figures on the rectangular coordinate plane with perseverance and accuracy.	derives inductively the relations among chords, arcs, central angles, and inscribed angles.	Week 3 to 4	M10GE-IIc-1
			proves theorems related to chords, arcs, central angles, and inscribed angles.		M10GE-IIc-d-1
			illustrates secants, tangents, segments, and sectors of a circle.	Week 5 to 6	M10GE-IIe-1
			proves theorems on secants, tangents, and segments.		M10GE-IIe-f-1
			solves problems on circles.		M10GE-IIf-2
			applies the distance formula to prove some geometric properties.	Week 7	M10GE-IIg-2
			illustrates the center-radius form of the equation of a circle.	Week 8	M10GE-IIh-1
			determines the center and radius of a circle given its equation and vice versa.		M10GE-IIh-2
			graphs and solves problems involving circles and other geometric figures on the coordinate plane.	Week 9	
Q3	demonstrates understanding of key concepts of combinatorics and probability.	is able to use precise counting technique and probability in formulating conclusions and making decisions.	illustrates the permutation of objects.	Week 1 to 2	M10SP-IIIa-1
			solves problems involving permutations		M10SP-IIIb-1
			illustrates the combination of objects.	Week 3 to 4	M10SP-IIIc-1
			differentiates permutation from combination of n objects taken r at a time.		M10SP-IIIc-2
			solves problems involving permutations and combinations	Week 5	M10SP-IIId-e-1
			illustrates events, and union and intersection of events.	Week 6	M10SP-IIIf-1
			illustrates the probability of a union of two events.	Week 7	M10SP-IIIg-1
			finds the probability of $(A \cup B)$.	Week 8	M10SP-IIIg-h-1

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			illustrates mutually exclusive events.	Week 9	M10SP-IIIi-1
			solves problems involving probability.		M10SP-IIIi-j-1
Q4	demonstrates understanding of key concepts of measures of position.	is able to conduct systematically a mini-research applying the different statistical methods.	illustrates the following measures of position: quartiles, deciles and percentiles.	Week 1	M10SP-IVa-1
			calculates a specified measure of position (e.g. 90^{th} percentile) of a set of data.	Week 2	M10SP-IVb-1
			interprets measures of position.	Week 3	M10SP-IVc-1
			solves problems involving measures of position.	Week 4 to 5	M10SP-IVd-e-1
			formulates statistical mini-research.	Week 6 to 7	M10SP-IVf-g-1
			uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.	Week 8 to 9	M10SP-IVh-j-1

Department of Education

MAPEH

Department of Education

MUSIC

Grade Level: 1
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner…				
1st	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	identifies the difference between *sound* and *silence* accurately	Week 1	MU1RH-Ia-1
			relates images to sound and silence within a rhythmic pattern	Week 2	MU1RH-Ib-2
			performs steady beat and accurate rhythm through clapping, tapping chanting, walking and playing musical instruments in response to sound ○ in groupings of 2s ○ in groupings of 3s ○ in groupings of 4s	Week 3-5	MU1RH-Ic-5
			creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements	Week 6-8	MU1RH-Id-e-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner…				
2nd	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	identifies the pitch of a tone as high or low	Week 1	MU1ME-IIa-1
			sings simple melodic patterns (so –mi, mi –so, mi – re-do)	Week 2	MU1ME-IIb-3
			sings the melody of a song with the correct pitch e.g. greeting songs, counting songs, or action songs	Week 3	MU1ME-IIc-5

	demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music	responds with precision to changes in musical lines with body movements	identifies similar or dissimilar musical lines	Week 4	MU1FO-IIe-2
			identifies the beginning, ending, and repeated parts of a recorded music sample	Week 5	MU1FO-IId-1
			Performs songs with the knowledge when to start, stop, repeat or end the song.	Week 6-8	MU1FO-IIf-3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner…				
3rd	demonstrates understanding of the basic concepts of timbre	distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	relates the source of sound with different body movements e.g. wind, wave, swaying of the trees, animal sounds, or sounds produced by man-made devices or machines.	Week 1	MU1TB-IIIa-1
			Produces sounds with different timbre using a variety of local materials	Week 2-3	MU1TB-IIIb-4
	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	identifies volume changes from sound samples using the terms *loud* and *soft*	Week 4	MU1DY-IIIc-2
			relates the concepts of dynamics to the movements of animals e.g. big animals/movement = loud; small animals/movement = soft	Week 5-6	MU1DY-IIId-3
			applies the concept of dynamic levels to enhance poetry, chants, songs, drama or musical stories	Week 7-8	MU1DY-IIIg-h-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner…				
4th	demonstrates understanding of the basic concepts of tempo	performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	demonstrates the basic concepts of tempo through movements (fast or slow)	Week 1	MU1TP-IVa-2
			uses body movements or dance steps to respond to varied tempo - slow movement with slow music - fast movement with fast music	Week 2	MU1TP-IVb-3
			uses varied tempo to enhance poetry, chants, drama, and musical stories	Week 3	MU1TP-IVc-5
	demonstrates understanding of the basic concepts of texture	sings songs to involve oneself and experience the concept of texture	demonstrates awareness of texture by identifying sounds that are solo or with other sounds.	Week 4-6	MU1TX-IVe-2
			distinguishes single musical line and multiple musical lines which occur simultaneously in a given song	Week 4-6	MU1TX-IVf-3
			sings two-part round songs e.g. Are You Sleeping, Brother John? Row, Row, Row Your Boat	Week 7-8	MU1TX-IVg-h-4

Grade Level: 2
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates basic understanding of sound,	responds appropriately to the pulse of sounds heard and	relates visual images to sound and silence using quarter note , beamed eighth notes and quarter rest in a rhythmic pattern	Week 1	**MU2RH-Ib-2**

	silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	performs with accuracy the rhythmic patterns in expressing oneself	maintains a steady beat when replicating a simple series of rhythmic patterns (e.g. echo clapping, walking, tapping, chanting, and playing musical instruments)	Week 2	**MU2RH-Ic-4**
			reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s	Week 3-4	**MU2RH-Ic-5**
			writes stick notations to represent the heard rhythmic patterns	Week 5-6	**MU2RH-If-g-7**
			creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements	Week 7-8	**MU2RH-Id-e-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	identifies the pitch of tones as: high (so), low (mi); higher (la); lower (re)	Week 1-2	**MU2ME-IIa-1**
			responds to ranges of pitch through body movements, singing, or playing instruments	Week 1-2	**MU2ME-IIa-2**
			sings children's songs with accurate pitch	Week 3-4	**MU2ME-IIb-4**
			* **demonstrates melodic contour through:** **a. movement** **b. music writing (on paper or on air)** **c. visual imagery**	Week 3-4	**MU2ME-IIc-6** **MU2ME-IIc-7**
	demonstrates understanding of the basic concepts of musical form	performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings	demonstrates the beginning, ending and repeats of a song with - movements - vocal sounds - instrumental sounds	Week 5-6	**MU2FO-IId-2**
			identifies musical lines as - similar - dissimilar	Week 5-6	**MU2FO-IIe-3**

		and repeats through body movement, vocal sounds, and instrumental sounds	* **creates melodic or rhythmic introduction and ending of songs**	Week 7-8	**MU2FO-IIg-h-6** **MU2FO-IIg-h-7**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of the basic concepts of timbre	determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch	replicates different sources of sounds with body movements	Week 1	**MU2TB-IIIa-2**
			identifies the common musical instruments by their sounds and image	Week 2	**MU2TB-IIIb-3**
			recognizes the difference between speaking and singing	Week 2	**MU2TB-IIIc-4**
			performs songs with appropriate vocal or sound quality (from available instruments)	Week 3-4	**MU2TB-IIIc-5**
	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	distinguishes the dynamics of a song or music sample	Week 5	**MU2DY-IIIc-2**
			uses the words “loud”, “louder”, “soft” and “softer” to identify variations in volume	Week 5	**MU2DY-IIIc-4**
			Performs songs with appropriate dynamics	Week 6-8	**MU2DY-IIIf-h-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of the basic concepts of tempo	uses varied tempo to enhance rhymes, chants, drama, and musical stories	follows the correct tempo of a song including tempo changes	Week 1-2	**MU2TP-IVb-4**
			distinguishes “slow,” “slower,” “fast,” and “faster” in recorded music	Week 1-2	**MU2TP-IVb-5**

	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	identifies musical texture with recorded music - melody with solo instrument or voice - single melody with accompaniment - two or more melodies sung or played together at the same time	Week 3-4	**MU2TX-IVd-f-1**
			distinguishes between single musical line and multiple musical lines which occur simultaneously	Week 5-6	**MU2TX-IVd-f-3**
			distinguishes between thinness and thickness of musical sound in recorded or performed music	Week 7-8	**MU2TX-IVg-h-4**

Grade Level: 3
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of the basic concepts of rhythm	performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song	relates images with sound and silence using quarter note, beamed eighth note, half note, quarter rest and half rest within a rhythmic pattern	Week 1	**MU3RH-Ia-1**
			maintains a steady beat when replicating a simple series of rhythmic patterns in measures of 2s, 3s, and 4s (e.g. echo clapping, walking, marching, tapping, chanting, dancing the waltz, or playing musical instruments)	Week 2	**MU3RH-Ib-h-2**
			plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources	Week 5-6	**MU3RH-Id-h-5**

			creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s	Week 7-8	**MU3RH-Ie-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch	identifies the pitch of a tone as: - high – higher - moderately high – higher - moderately low – lower - low – lower	Week 1	**MU3ME-IIa-1**
			matches the correct pitch of tones - with the voice - with an instrument	Week 2	**MU3ME-IIa-2**
			recreates simple patterns and contour of a melody	Week 3	**MU3ME-IIb-5**
	demonstrates understanding of the basic concepts of musical form	sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats	identifies the beginning, middle, ending and repetitions within a song or music sample	Week 4	**MU3FO-IId-1**
			identifies musical lines as - similar - same - different	Week 5	**MU3FO-IId-2**
			performs songs with accurate pitch from beginning to end including repetitions	Week 6-8	**MU3FO-IIg-h-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a	recognizes musical instruments through sound	Week 1	**MU3TB-IIIb-3**
			uses the voice and other sources of sound to produce a variety of timbres	Week 2	**MU3TB-IIIc-6**

		pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm			
	demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using	sings songs with proper dynamics following bas	distinguishes “loud,” “medium,” and “soft” in music	Week 3	**MU3DY-IIId-2**
			responds to conducting gestures of the teacher for “loud” and “soft”	Week 6	**MU3DY-IIIe-h-5**
			applies varied dynamics to enhance poetry, chants, drama, songs and musical stories	Week 7-8	**MU3DY-IIIf-h-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo	applies correct tempo and tempo changes by following basic conducting gestures	Week 1	**MU3TP-IVa-2**
			distinguishes among fast, moderate, and slow in music	Week 2	**MU3TP-IVb-5**
			performs songs with appropriate tempo (use songs from the locality)	Week 3-4	**MU3TP-IVa-c-7**
	demonstrates understanding	sings:	distinguishes between thinness and thickness of musical sound	Week 5-6	**MU3TX-IVg-h-4**

	of the basic concepts of texture	1. "two-part rounds" 2. "partner songs"	demonstrates the concept of texture by singing "partner songs" (local or foreign song samples) 1. "Leron, Leron Sinta" 2. "Pamulinawen" 3. "It's A Small World" 4. "He's Got the Whole World in His Hands	Week 7-8	**MU3TX-IVd-f-2**

Grade Level: 4
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of concepts pertaining to rhythm and musical symbols	creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern	identifies different kinds of notes and rests (whole, half, quarter, and eighth)	Week 1	**MU4RH-Ia-1**
			reads different rhythmic patterns	Week 2-3	**MU4RH-Ic-3**
			performs rhythmic patterns in time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$	Week 4-5	**MU4RH-Ic-4**
			uses the bar line to indicate groupings of beats in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$	Week 5-6	**MU4RH-Ic-5**
			identifies accented and unaccented pulses	Week 7-8	**MU4RH-Id-6**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	recognizes the musical	analyzes melodic movement and	recognizes the meaning of the G-Clef (treble clef)	Week 1	**MU4ME-IIc-3**

	symbols and demonstrates understanding of concepts pertaining to melody	range and be able to create and perform simple melodies	identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C)	Week 2-3	**MU4ME-IIb-2**
			identifies the movement of the melody as: - no movement - ascending stepwise - descending stepwise - ascending skipwise - descending skipwise	Week 4	**MU4ME-IId-4**
			identifies the highest and lowest pitch in a given notation of a musical piece to determine its range	Week 5	**MU4ME-IIe-5**
			sings with accurate pitch the simple intervals of a melody	Week 6	**MU4ME-IIf-6**
			creates simple melodic lines	Week 7-8	**MU4ME-IIg-h-7**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of musical phrases, and the uses and meaning of musical terms in form	performs similar and contrasting musical phrases	identifies aurally and visually the *introduction* and *coda* (ending) of a musical piece	Week 1	**MU4FO-IIIa-1**
			identifies aurally and visually the *antecedent* and *consequent* in a musical piece	Week 2	**MU4FO-IIIa-2**
			recognizes similar and contrasting phrases in vocal and instrumental music 1. melodic 2. rhythmic	Week 3	**MU4FO-IIIa-b-3**
			performs similar and contrasting phrases in music 1. melodic 2. rhythmic	Week 4	**MU4FO-IIId-5**
	demonstrates understanding	participates actively in a	identifies as vocal or instrumental, a recording of the following:	Week 5	**MU4TB-IIIe-2**

	of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music	group performance to demonstrate different vocal and instrumental sounds	1. solo 2. duet 3. trio 4. ensemble		
			identifies aurally and visually various musical ensembles in the community	Week 6	**MU4TB-IIIf-3**
	recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music	applies **forte** and **piano** to designate loudness and softness in a musical sample 1. singing 2. playing instrument	applies dynamics in a simple music score using the symbols ***p*** (piano) and ***f*** (forte)	Week 7-8	**MU4DY-IIIf-1**

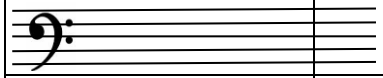
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of concepts pertaining to speed/flow of music demonstrates understanding of concepts pertaining to speed/flow of music	creates and performs body movements appropriate to a given tempo creates and performs body movements appropriate to a given tempo	uses appropriate musical terms to indicate variations in tempo 1. *largo* 2. *presto*	Week 1	**MU4TP-IVb-2**

	demonstrates understanding of concepts pertaining to texture in music	sings two-part rounds and partner songs with others	identifies aurally and visually an ***ostinato*** or ***descant*** in a music sample	Week 2	**MU4TX-IVd-2**
			recognizes solo or 2-part vocal or instrumental music	Week 3	**MU4TX-IVe-3**
	demonstrates understanding of harmonic intervals	performs examples of harmonic interval with others	identifies harmonic intervals (2 pitches) in visual and auditory music samples	Week 4	**MU4HA-IVf-1**
			writes samples of harmonic intervals (2 pitches)	Week 5	**MU4HA-IVh-3**
			performs a song with harmonic intervals (2pitches)	Week 6-8	**MU4HA-IVg-2**

Grade Level: 5
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm	performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental	identifies the kinds of notes and rests in a song	Week 1	**MU5RH-Ia-b-1**
			recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures	Week 2	**MU5RH-Ia-b-2**
			identifies accurately the duration of notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ time signature	Week 3-5	**MU5RH-Ic-e-3**
			creates different rhythmic patterns using notes and rests in time signatures	Week 6-8	**MU5RH-If-g-4**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes

	The learner…				
2nd	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	accurate performance of songs following the musical symbols pertaining to melody indicated in the piece	recognizes the meaning and uses of F-Clef on the staff 	Week 1	**MU5ME-IIa-1**
			identifies the pitch names of each line and space on the F-Clef staff	Week 1	**MU5ME-IIa-2**
			describes the use of the symbols: sharp (**#**), flat (♭), and natural (♮)	Week 2	**MU5ME-IIb-3**
			recognizes aurally and visually, examples of melodic intervals	Week 3	**MU5ME-IIc-4**
			identifies the notes in the C major scale	Week 4	**MU5ME-IIc-5**
			determines the range of a musical example 1. wide 2. narrow	Week 5	**MU5ME-IIe-8**
			reads notes in different scales : Pentatonic scale, C major scale, G major scale	Week 6	**MU5ME-IIf-9**
			creates simple melodies	Week 7-8	**MU5ME-IIg-10**
			performs his/her own created melody	Week 7-8	**MU5ME-IIh-11**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of the uses and meaning of musical terms in Form	performs the created song with appropriate musicality	recognizes the design or structure of simple musical forms: 1. unitary (one section) 2. strophic (same tune with 2 or more sections and 2 or more verses)	Week 1	**MU5FO-IIIa-1**
			creates a 4- line unitary song	Week 2	**MU5FO-IIIb-2**
			creates a 4 –line strophic song with 2 sections and 2 verses	Week 3-4	**MU5FO-IIIc-d-3**
	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	describes the following vocal timbres: 1. soprano 2. alto 3. tenor 4. bass	Week 5	**MU5TB-IIIe-2**
			identifies aurally and visually different instruments in: 1. rondalla 2. drum and lyre band 3. bamboo group/ensemble (*Pangkat Kawayan*)	Week 6	**MU5TB-IIIf-3**

			4. other local indigenous ensembles		
			creates music using available sound sources	Week 7-8	**MU5TB-IIIg-h-5**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of concepts pertaining to volume in music	applies dynamics to musical selections	uses appropriate musical terms to indicate variations in dynamics: 1. piano (***p***) 2. mezzo piano (***mp***) 3. forte***(f***) 4. mezzo forte (***mf***) 5. crescendo < 6. decrescendo >	Week 1-2	**MU5DY-IVa-b-2**
	recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music	applies appropriately, various tempo to vocal and instrumental performances	uses appropriate musical terminology to indicate variations in tempo: 1. largo 2. presto 3. allegro 4. moderato 5. andante 6. vivace 7. ritardando 8. accelerando	Week 3-4	**MU5TP-IVc-d-2**

	demonstrates understanding of concepts pertaining to texture in music	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	describes the texture of a musical piece	Week 4	**MU5TX-IVe-1**
			performs 3-part rounds and partner songs	Week 5	**MU5TX-IVe-2**
	recognizes the musical symbols and demonstrates understanding of harmonic intervals	performs a vocal or instrumental ensemble using the following major triads(I, IV, V)	uses the major triad as accompaniment to simple songs	Week 6-8	**MU5HA-IVh-2**

Grade Level: 6
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures	responds to beats in music heard with appropriate conducting patterns of $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ and $\frac{6}{8}$	identifies the values of the notes / rests used in a particular song	Week 1	**MU6RH-Ia-1**
			differentiates aurally among $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ and $\frac{6}{8}$ time signatures	Week 2-3	**MU6RH-Ib-e-2**
			demonstrates the conducting gestures in time signatures of: $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ and $\frac{6}{8}$	Week 4-5	**MU6RH-Ib-e-3**

			creates rhythmic patterns in time signatures of $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ and $\frac{6}{8}$	Week 6-8	**MU6RH-Ig-h-5**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates the concept of melody by using intervals in major scales and in the minor scales	applies learned concepts of melody and other elements to composition and performance	reads simple musical notations in the Key of C Major, F Major and G Major	Week 1-2	**MU6ME-IIa-1**
			sings or plays instruments in solo or with group, melodies/songs in C Major, G Major, and F Major	Week 3-4	**MU6ME-IIa-3**
			creates simple melodies	Week 5-6	**MU6ME-IIa-4**
			sings self-composed melodies	Week 7-8	**MU6ME-IIa-5**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of the concept of musical forms and musical symbols	performs accurately the design or structure of a given musical piece	identifies simple musical forms of songs from the community: 1. binary (AB) - has 2 contrasting sections (AB)	Week 1-2	**MU6FO-IIIa-b-1**

	(repeat marks) indicated		2. ternary (ABA)-has 3 sections, the third section similar to the first; (ABC) – has 3 sections 3. rondo (ABACA) -has contrasting sections in between repetitions of the A section (ABACA)		
			uses the different repeat marks that are related to form: 1. Da Capo (D.C.) 2. Dal Segno (D.S.) 3. Al Fine (up to the end) 4. D.C. al Fine (repeat from the beginning until the word Fine) 5. ‖: :‖ 6. 1 2	Week 3	**MU6FO-IIIc-3**

			(ending 1, ending 2)		
	demonstrates understanding of the concept of timbre through recognizing musical instruments aurally and visually	aurally determines the sound of a single instrument in any section of the orchestra	describes the instrumental sections of the Western orchestra	Week 4	**MU6TB-IIId-1**
			distinguishes various musical ensembles seen and heard in the community	Week 5	**MU6TB-IIId-e-2**
	demonstrates understanding of the concept of dynamics through a wide variety of dynamic levels	applies the appropriate dynamic levels in vocal and instrumental music	uses varied dynamics in a song performance 1. piano (***p***) 2. mezzo piano (***mp***) 3. pianissimo (***pp***) 4. forte ***(f)*** 5. mezzo forte (***mf***) 6. fortissimo ***(ff)*** 7. crescendo 8. decrescendo	Week 6-8	**MU6DY-IIIh-2**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of the various **tempo**	performs a given song, using tempo marks appropriately	identifies the different tempo in a music sample: 1. allegro 2. andante	Week 1	**MU6TX-IVa-b-1**

			3. ritardando 4. accelerando 5. largo 6. presto 7. vivace		
			demonstrates the different kinds of tempo by following tempo marks in a song from the community e.g.: *"Pandangguhan"*	Week 2	**MU6TX-IVa-b-3**
	demonstrates the concept of texture as: 1. monophonic (one voice) 2. homophonic (voice and accompaniment) 3. polyphonic (many voices)	performs accurately a given song with monophonic, homophonic, and polyphonic textures	identifies different textures from music samples 1. Vocal *a.* solo voice *b.* solo voice with accompaniment *c.* duet, partner songs, round songs 2. Instrumental a. solo b. ensemble	Week 4	**MU6TX-IVc-d-2**
			distinguishes monophonic, homophonic, and polyphonic textures	Week 5	**MU6TX-IVc-d-3**
	demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music	demonstrates harmony in group performances 1. choir 2. rondalla 3. lyre band	distinguishes the sound of a major chord from a minor chord	Week 6	**MU6HA-IVe-f-3**
			uses major or minor chords as accompaniment to simple songs	Week 7-8	**MU6HA-IVg-h-4**

Grade Level: 7
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon	performs music of the lowlands with appropriate pitch, rhythm, expression and style	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening	Week 1	**MU7LU-Ia-1**
			analyzes the musical elements of some Lowland vocal and instrumental music selections;	Week 2	**MU7LU-Ia-2**
			*** identifies the musical instruments and other sound sources from the lowlands of Luzon**	Week 3	**MU7LU-Ib-3**
			explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4	**MU7LU-Ib-f-4**
			improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	Week 5	**MU7LU-Ic-f**
			performs music from Luzon lowlands with own accompaniment;	Week 6	**MU7LU-Ia-h-7**
			evaluates music and music performances with rubrics on musical elements and styles.	Week 7-8	**MU7LU-Ic-h-10**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates understanding	performs selected vocal and	describes the musical characteristics of representative selections of Cordillera,	Week 1	**MU7LV-IIa-f-1**

	of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas	instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style	Mindoro, Palawan and of the Visayas after listening;		
			explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayasin relation to its culture and geography;	Week 2	**MU7LV-IIb-f-3**
			identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas;	Week 3	**MU7LV-IIa-f-2**
			discovers ways of producing sounds on a variety of sources similar to instruments being studied;	Week 4	**MU7LV-IIb-g-4**
			improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;	Week 5	**MU7LV-IIb-g-7**
			performs music from Cordillera, Mindoro, Palawan and of the Visayas, with accompaniment	Week 6	**MU7LV-IIb-g-6**
			evaluates music and music performances using rubrics on musical elements and style.	Week 7-8	**MU7LV-IIc-h-10**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of the musical characteristics of representative music from Mindanao	performs music of Mindanao with appropriate expression and style	describes the musical characteristics of representative music selections from Mindanao after listening;	Week 1	**MU7MN-IIIa-g-1**
			identifies the musical instruments and other sound sources of representative music selections from Mindanao	Week 2	**MU7MN-IIIa-g-3**
			analyzes the musical elements of some Mindanao vocal and instrumental music;	Week 3	**MU7MN-IIIa-g-2**

			discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4	**MU7MN-IIIb-h-4**
			improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	Week 5	**MU7LV-IIIc-h-5**
			perform music from Mindanao with own accompaniment	Week 6	**MU7LV-IIIc-h-6**
			evaluates music selections and music performances using rubrics on musical elements and style.	Week 7-8	**MU7LV-IIIb-h-10**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of the musical characteristics of representative music from Mindanao	performs music of Mindanao with appropriate expression and style	identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances;	Week 1	**MU7FT-IVa-g-1**
			describes the origins and cultural background of selected Philippine festival/s;	Week 2	**MU7FT-IVa-d-2**
			describes how the music contributes to the performance of the musical production;	Week 3	**MU7FT-IVe-h-4**
			describes how a specific idea or story is communicated through music in a particular Philippine musical theater	Week 4	**MU7FT-IVe-h-6**
			improvises music accompaniment in relation to a particular Philippine festival;	Week 5-6	**MU7FT-IVe-h-4**
			performs selection/s from chosen Philippine musical theater;	Week 7-8	**MU7FT-IVe-h-7**

Grade Level: 8
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country.	performs Southeast Asian songs with appropriate pitch, rhythm, expression and style.	listens perceptively to music of Southeast Asia;	Week 1	**MU8SE-Ia-h-2**
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	**MU8SE-Ib-h-4**
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	**MU8SE-Ic-h-5**
			improvises simple accompaniment to selected Southeast Asian music;	Week 4	**MU8SE-Ic-h-6**
			performs music from Southeast Asia with own accompaniment;	Week 5-6	**MU8SE-Ic-h-7**
			* **evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.**	Week 7-8	**MU8SE-Ic-h-8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates understanding of common and distinct musical	performs East Asian music with appropriate pitch,	listens perceptively to music of East Asia;	Week 1	**MU8SE-IIa-h-2**
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	**MU8SE-IIc-h-4**

	characteristics of East Asian countries	rhythm, expression and style	explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	**MU8SE-IIb-h-5**
			improvises simple accompaniment to selected East Asian music;	Week 4	**MU8SE-IIc-h-6**
			*** performs music from East Asia with own accompaniment;**	Week 5-6	**MU8SE-IIb-h-7**
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	**MU8SE-IIb-h-8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East.	performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style.	listens perceptively to music of South Asia and the Middle East;	Week 1	**MU8WS-IIIa-h-2**
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	**MU8WS-IIIc-h-4**
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	**MU8WS-IIIc-h-5**
			improvises simple accompaniment to selected South Asia and the Middle East music;	Week 4	**MU8WS-IIIb-h-6**
			*** performs music from South Asia and Middle East with own accompaniment;**	Week 5-6	**MU8WS-IIIb-h-7**
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	**MU8WS-IIIc-h-8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding and application of musical skills related to selected traditional Asian theater	performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style	identifies musical characteristics of selected Asian musical theater through video films or live performances;	Week 1	**MU8TH-IVa-g-1**
			describes the instruments that accompany Kabuki, *Wayang Kulit*, Peking Opera;	Week 2	**MU8TH-IVa-g-2**
			describes how a specific idea or story is communicated through music in a particular Asian musical theater;	Week 3	**MU8TH-IVb-h-3**
			improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	Week 4	**MU8TH-IVb-h-7**
			performs selection/s from chosen Asian musical theater;	Week 5-6	**MU8TH-IVa-g-6**
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	**MU8TH-IVc-h-8**

Grade Level: 9
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of characteristic features of the Medieval, Renaissance	performs selected songs from Medieval, renaissance and baroque periods a) Chants; b) Madrigals;	describes the musical elements of selected vocal and instrumental music of Medieval, Renaissance and Baroque music;	Week 1	**MU9MRB -Ib-f-5**
			explains the performance practice (setting, composition, role of composers/performers, and audience)	Week 2	**MU9MRB -Ia-h-2**

	and Baroque period music	c) excerpts from oratorio; d) chorales; e) troubadour.	during Medieval, Renaissance and Baroque periods;		
			*** relates Medieval, Renaissance and Baroque music to other art forms and its history within the era;**	Week 3	**MU9MRB -Ic-f-3**
			*** improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque Period;**	Week 4-5	**MU9MRB -Ib-d-7**
			*** performs music from Medieval, Renaissance and Baroque Period;**	Week 6-7	**MU9MRB -Ib-h-4**
			*** evaluates music and music performances using guided rubrics**	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates understanding of characteristic features of Classical period music demonstrates understanding of characteristic features of Classical period music	sings and performs themes of symphonies and other instrumental forms sings and performs themes of symphonies and other instrumental forms	describes musical elements of given Classical period pieces;	Week 1	**MU9CL-IIa-f-1**
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical Period	Week 2	**MU9CL-IIa-f-3**
			relates Classical music to other art forms and its history within the era;	Week 3	**MU9CL-IIa-f-2**
			improvises appropriate accompaniment to selected music from Classical Period	Week 4-5	**MU9CL-IIe-9**
			performs selected music from the Classical period;	Week 6-7	**MU9CL-IIb-h-7**
			evaluates music and music performances using guided rubrics.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of		describes musical elements of given Romantic period pieces;	Week 1	**MU9RO-IIIa-2**

	characteristic features of instrumental Romantic music	sings and performs themes of selected instrumental pieces	explains the performance practice (setting, composition, role of composers/performers, and audience) during Romantic Period	Week 2	**MU9RO-IIIb-h-3**
			relates Romantic music to other art forms and its history within the era;	Week 3	**MU9RO-IIIc-h-7**
			improvises appropriate accompaniment to selected music from Romantic Period	Week 4-5	**MU9RO-IIIc-h-8**
			performs selected music from the Romantic period;	Week 6-7	**MU9RO-IIIe-h-6**
			evaluates music and music performances using guided rubrics.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	demonstrates understanding of characteristic features of vocal music of the Romantic period	sings and performs themes of selected songs	explains the plot, musical and theatrical elements of an opera after watching video samples;	Week 1-2	**MU9OP-IVa-g-1**
			performs themes or melodic fragments of given selected songs;	Week 3-4	**MU9OP-IVb-h-3**
			improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	Week 5-6	**MU9OP-IVb-h-5**
			evaluates music performances using guided rubrics	Week 7-8	

Grade Level: 10
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
1st	demonstrates understanding of 20th	creates musical pieces using	describes distinctive musical elements of given pieces in 20th century styles;	Week 1	**MU10TC-Ia-h-2**

	century music styles and characteristic features.	particular style/s of the 20th Century.	explains the performance practice (setting, composition, role of composers/performers, and audience) of 20th century music;	Week 2-3	**MU10TC-Ib-g-4**
			relates 20th Century music to other art forms and media during the same time period;	Week 4-5	**MU10TC-Ia-g-3**
			performs music sample from the 20th century	Week 5-6	**MU10TC-Ib-5**
			evaluates music and music performances using guided rubrics	Week 7-8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
2nd	demonstrates understanding of characteristic features of Afro-Latin American music and Popular music	performs vocal and dance forms of Afro-Latin American music and selections of Popular music	describes the historical and cultural background of Afro-Latin American and popular music;	Week 1	**MU10AP-IIa-g-2**
			analyzes musical characteristics of Afro-Latin American and popular music through listening activities;	Week 2-3	**MU10AP-IIa-h-5**
			explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	Week 4-5	**MU10AP-IIa-7**
			performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	Week 6-7	**MU10AP-IIa-h-6**
			evaluates music and music performances using guided rubrics	Week 8	**MU10AP-IIa-h-10**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
3rd	demonstrates understanding of	sings contemporary songs	narrates the life of selected contemporary Filipino composer/s ;	Week 1	**MU10CM-IIIc-g-3**

	characteristic features of contemporary music		analyzes the musical characteristics of traditional and contemporary Philippine music;	Week 2	**MU10CM-IIIa-h-2**
			improvises simple vocal/instrumental accompaniments to selected contemporary Philippine music;	Week 3-5	**MU10CM-IIId-e-5**
			performs selections of contemporary Philippine music;	Week 6-7	**MU10CM-IIIb-h-4**
			evaluates music and music performances using guided rubrics.	Week 8	**MU10CM-IIIh-8**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner…				
4th	1. demonstrates understanding of characteristic features of 20th and 21st century opera musical play, ballet and other multimedia forms. 2. demonstrates understanding of the relationship among music, technology, and media.	1. performs selections from musical plays, ballet, opera in a satisfactory level of performance. 2. creates a musical work using media & technology.	describes how an idea or story in a musical play is presented by watching a live performance or video excerpt;	Week 1	**MU10MM-IIIa-h-1**
			explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects;	Week 2-3	**MU10MM-IIIa-h-2**
			creates appropriate sounds, music, gestures,movements, and costume using media and technology for a selected part of a musical play;	Week 4-6	**MU10MM-IIIc-h-4**
			performs an excerpt from a 20th or 21st century Philippine musical and highlight its similarities and differences to other western musical play.	Week 7-8	**MU10MM-IIIg-h-5**

Department of Education

ARTS

Grade Level: Grade 1
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner… demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing	The learner… creates a portrait of himself and his family which shows the elements and principles of art by drawing	1. explains that ART is all around and is created by different people	Week 1/ 1st Q	**A1EL-Ia**
			2. identifies different lines, shapes, texture used by artists in drawing	Week 2/1st Q	**A1EL-Ic**
			3. uses different drawing tools or materials - pencil, crayons, piece of charcoal, stick-on different papers, sinamay, leaves, tree bark, and other local materials to create his drawing about oneself, one's family, home, and school, as a means of self-expression	Weeks 3, 4, & 5/ 1st Q	**A1EL-Id**
	demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing	creates a portrait of himself and his family which shows the elements and principles of art by drawing	4. draws different kinds of plants showing a variety of shapes, lines and color	Weeks 6, 7, & 8/1st Q	**A1PR-If**
2nd	The learner… demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting	The learner creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony	1. identifies colors as primary, secondary, and tertiary, both in natural and man-made objects, seen in the surrounding	Week 1/ 2nd Q	**A1EL-IIa**
			2. creates a design inspired by Philippine flowers, jeepneys, Filipino fiesta decors, *parol,* or objects and other geometric shapes found in nature and in school using primary and secondary colors	Weeks 3 & 4/ 2nd Q	**A1PR-IIg**
	demonstrates understanding of colors and shapes,		3. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	Weeks 5 & 6/ 2nd Q	**A1PR-Ie-1**

	and the principles of harmony, rhythm and balance through painting	creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony	4. talks about the landscape he painted and the landscapes of others	Weeks 7 & 8/ 2nd Q	**A1PR-Ie-2**
3rd	demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	1. differentiates between a print and a drawing or painting	Week 1 / 3rd Q	**A1EL-IIIa**
			2. describes the shape and texture of prints made from objects found in nature and man-made objects and from the artistically designed prints in his artworks and in the artworks of others.	Weeks 2 & 3 / 3rd Q	**A1EL-IIIb**
			3. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper, cloth, wall, etc. to create impression	Week 4 / 3rd Q	**A1EL-IIId**
			4. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects	Week 5 / 3rd Q	**A1PL-IIIe**
			5. stencil a design (in recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall	Week 6 / 3rd Q	**A1PR-IIIf**
			6. narrates experiences in experimenting different art materials	Week 7 / 3rd Q	**A1PR-IIIg**
			7. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8 / 3rd Q	**A1PR-IIIh**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
4th	The learner… demonstrates understanding of texture and 3-D shapes, and principle of proportion and	The learner creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	1. differentiates between 2-dimensional and 3-dimensional artwork and states the difference	Week 1 / 4th Q	**A1EL-IVa**
			2. identifies the different materials that can be used in creating a 3-dimensional object: 2.1 clay or wood (human or animal figure) 2.2 bamboo (furniture, bahay kubo) 2.3 softwood (trumpo)	Week 2 /4th Q Week 3 / 4th Q Week 4 / 4th Q	**A1EL-IVb** **A1EL-IVb** **A1EL-IVb**

	emphasis through 3-D works and sculpture demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture	creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	2.4 paper, cardboard, (masks) 2.5 found material (parol, sarangola)		
			3. creates 3D objects that are well proportioned, balanced and show emphasis in design, like any of the following: a pencil holder, bowl, container, using recycled materials like plastic bottles, etc.	Week 5-6 / 4th Q	**A1PR-IVe**
			4. creates masks, human figures out of recyclable materials such as cardboards, papers, baskets, leaves, strings, clay, cardboard, glue, found materials, *bilao,* paper plate, strings, seeds, flour-salt mixture, or paper-mache, and other found materials	Week 7,8, & 9 / 4th Q	**A1PR-IVf-1** **A1PR-IVg** **A1PR-IVh**

Grade Level: Grade 2
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner… demonstrates understanding on lines, shapes, and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	The learner… creates a composition/design by translating one's imagination or ideas that others can see and appreciates	1. describes the different styles of Filipino artists when they create portraits and still life (different lines and colors)	Week 1 / 1st Q	**A2EL-Ia**
			2. differentiates the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	Week 2 / 1st Q	**A2EL-Ib**
			3. draws the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	Week 3 & 4 / 1st Q	**A2EL-Ic**
			4. draws from an actual still life arrangement	Week 5 & 6 / 1st Q	**A2EL-Id**
			5. draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair	Week 7 & 8 / 1st Q	**A2EL-If**

			6. narrates stories related to the output	Week 8 / 1st Q	**A2EL-Ih-3**
2nd	The learner… demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	The learner… creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes, and colors	1. describes the lines, shapes, colors, textures, and designs seen in the skin coverings of different animals and sea creatures using visual arts words and actions.	Weeks 1 & 2 / 2nd Q	**A2EL-IIa**
			2. designs with the use of drawing and painting materials the sea or forest animals in their habitats showing their unique shapes and features, variety of colors and textures in their skin.	Weeks 3 & 4 / 2nd Q	**A2EL-IIb**
			3. creates designs by using two or more kinds of lines, colors, and shapes by repeating or contrasting them, to show rhythm	Week 5 & 6 / 2nd Q	**A2PL-IIf**
			4. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work	Week 7 & 8 / 2nd Q	**A2PR-IIg-1**
			5. design an outline of a tricycle or jeepney on a big paper with lines and shapes that show repetition, contrast and rhythm	Week 7 & 8 / 2nd Q	**A2PR-IIg-2**
3rd	The learner… demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	The learner… creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting color or size or texture	1. differentiates natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	Week 1/ 3rd Q	**A2EL-IIIa**
			2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	Week 2/ 1st Q	**A2PL-IIIb**
			3. carves a shape or letter on an eraser or *kamote*, which can be painted and printed several times	Week 3-4 / 1st Q	**A2PR-IIIf**
			4. creates a print on paper or cloth using cut-out designs	Week 5-6 / 1st Q	**A2PR-IIIg**

		shows skills in making a clear print from natural and man-made objects	5. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 7-8 / 1st Q	**A2PR-IIIh-3**
4th	**The learner…** demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	**The learner** creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured) creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured) creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	1. discusses the artistry of different local craftsmen in creating: 1.1 *taka* of different animals and figures in Paete, Laguna 1.2 *sarangola* or kites 1.3 banca, native boats from Cavite, and coastal towns	Week 1/ 4th Q	**A2EL-IVa-1**
			2. Answers a brief diagnostic assessment on giving value and importance to the craftmanship of local artists.	Week 2/ 1st Q	**A2EL-IVa-2**
			3. identifies 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	3-4/ 1st Q	**A2EL-IVb**
			4. executes the steps in making a paper maché with focus on proportion and balance	Week 5-6/ 1st Q	**A2PR-IVd**
			5. creates a clay human figure that is balanced and can stand on its own	Week 7-8/ 1st Q	**A2PR-IVh**

Grade Level: Grade 3
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner...** demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing	**The learner…** creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and geometric line designs shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture	1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	Week 1/ 1st Q	**A3EL-Ia**
			2. shows the illusion of space in drawing the objects and persons in different sizes	Week 2/1st Q	**A3EL-Ib**
			3. explains that artist create visual textures by using a variety of lines and colors	Week 3/1st Q	**A3PL-Ic**
			4. discusses what foreground, middle ground, and background, are all about in the context of a landscape	Week 4/1st Q	**A3PL –Id**
			5. describes the way of life of people in the cultural community	Week 5/1st Q	**A3PL-Ie**
			6. Creates a geometric design by contrasting two kinds of lines in terms of type or size.	Week 6/1st Q	**A3PR-If**
			7. sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen	Week 7/1st Q	**A3PR-Ig**
			8. designs a view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects	Week 8/1st Q	**A3PR-Ii**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**

2nd	**The learner...** demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	**The learner...** creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	1. Discusses the concept that there is harmony in nature as seen in the color of landscapes at different times of the day Ex: 1.1 landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	Week 1/ 2nd Q	**A3EL-IIa**
			2. Discusses the concept that nature is so rich for no two animals have the same shape, skin covering, and color	Week 2/ 2nd Q	**A3EL-IIb**
			3. demonstrates how harmony is created in an artwork because of complementary colors and shapes	Weeks 3 & 4/ 2nd Q	**A3PL-IIc**
			4. paints a still life by observing the different shapes, color, and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	Weeks 5 & 6/ 2nd Q	**A3PR-IId**
			5. creates new tints and shades of colors by mixing two or more colors	Weeks 7 & 8/ 2nd Q	**A3PR-IIe**
			6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	Weeks 7 & 8/ 2nd Q	**A3PR-IIf**
			7. discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	Weeks 9 & 10/ 2nd Q	**A3PR-IIg**
			8. explains the truism that Filipino artists painted landscapes in their own a particular style and can identify what makes each artist unique in his use of colors to create harmony	Weeks 9 & 10/ 2nd Q	**A3PR-IIh**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner...**	**The learner...**	1. Discusses the concept that a print made from objects found in nature can be realistic or abstract	Week 1 / 3rd Q	**A3EL-IIIa**

	demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	exhibits basic skills in making a design for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes	2. explains the importance and variety of materials used for printing	Week 2 / 3rd Q	**A3PL-IIIb**
			3. Demonstrates the concept that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines	Week 3 / 3rd Q	**A3PL-IIIc**
			4. Executes the concept that a print design can be duplicated many times by hand or by machine and can be shared with others	Week 4 / 3rd Q	**A3PL-IIId**
			5. explains the meaning of the design created	Week 5 / 3rd Q	**A3PR-IIIe**
			6. stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper	Week 6 / 3rd Q	**A3PR-IIIg**
			7. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	Week 7 / 3rd Q	**A3PR-IIIg**
			8. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 1 / 4th Q	**A3PR-IIIh**
4th	**The learner...** demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts demonstrates understanding of shapes, colors,	**The learner...** creates a single puppet based on character in legends, myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	Week 1 /4th Q	**A3EL-IVa**
			2. discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	Weeks 2-4 / 4th Q	**A3PL-IVb**
			3. creates a puppet designs that would give a specific and unique character, with designs of varied shapes and colors on puppets to show the unique character of the puppet/s	Week 4 / 4th Q	**A3PR-IVc**
			4. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	Week 5 & 7 / 4th Q	**A3PR-IVe**
			5. manipulates a puppet to act out a character in a story together with the puppets	Week 5 / 4th Q	**A3PR-IVf**

	textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	hard and stick, which can be manipulated	6. utilizes masks in simple role play or skit	Week 6 / 3rd Q	**A3PR-IVf**
			7. performs as puppeteer together with others, in a puppet show, to tell a story using the puppet he/she created	Week 7 / 3rd Q	**A3PR-IVg**

Grade Level: Grade 4
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	**The learner…** practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle. creates a unique design of houses, and other household objects used by the cultural groups.	1. discusses the rich variety of cultural communities in the Philippines and their uniqueness (1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang, Agta 1.2 VISAYAS – Ati 1.3 MINDANAO-Badjao, Mangyan,Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug) and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices, and lifestyles.	Week 1 / 1st Q	**A4EL-Ia**
			2. Draws specific clothing, objects, and designs of at least one the cultural communities by applying an indigenous cultural motiff into a	Weeks 2-4/1st Q	**A4EL-Ib** **A4EL-Ic**

		writes a comparative description of houses and utensils used by selected cultural groups from different provinces.	contemporary design through crayon etching technique.		**A4EL-Id**
			3. role plays ideas about the practices of the different cultural communities.	Weeks 4/1st Q	**A4PR-Ie**
			4. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	Week 5-6/1st Q	**A4PR-Ig**
			5. produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups	Week 7/1st Q	**A4PR-Ih**
			6. uses crayon resist technique in showing different ethnic designs or patterns.	Week 8/1st Q	**A4PR-Ii**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
2nd	**The learner…** demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	**The learner…** sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	1. discusses pictures of localities where different cultural communities live where each group has distinct houses and practices.	Week 1/ 2nd Q	**A4EL-IIa**
			2. explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	Week 2/ 2nd Q	**A4EL-IIb**
			3. depicts in a role play the importance of communities and their culture.	Week 3/ 2nd Q	**A4EL-IIc**
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	Week 4/ 2nd Q	**A4EL-IId**
			5. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	Week 5/ 2nd Q	**A4EL-IIe** **A4EL-IIf**

			6. tells a story or relates experiences about cultural communities seen in the landscape.	Week6/ 2nd Q	**A4EL-IIh**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner...** demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	**The learner...** exhibits basic skills in making a design for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes	1. discusses the texture and characteristics of each material.	Week 1 / 3rd Q	**A4EL-IIIa**
			2. analyzes how existing ethnic motif designs are repeated and alternated.	Week 1 / 3rd Q	**A4PL-IIIb**
			3. demonstrates the process of creating relief prints and how these relief prints make the work more interesting and harmonious in terms of the elements involved.	Week 2 / 3rd Q	**A4PL-IIIc**
			4. designs ethnic motifs by repeating, alternating, or by radial arrangement.	Week 2 / 3rd Q	**A4PR-IIId**
			5. creates a relief master or mold using additive and subtractive processes.	Week 3 / 3rd Q	**A4PR-IIIe**
			6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	Week 4 / 3rd Q	**A4PR-IIIf**
			7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	Week 5 / 3rd Q	**A4PR-IIIg**
			8. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	Weeks 6-7 / 3rd Q	**A4PR-IIIi**
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	Weeks 8/ 3rd Q	**A4PR-IIIj-2**
4th	**The learner...**	**The learner...**	1. differentiates textile traditions in other Asian Countries like China, India, Japan, Indonesia,	Week 1 / 4th Q	**A4EL-Iva**

	demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	creates a single puppet based on character in legends, myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	and in the Philippines in the olden times and presently.		
			2. discusses pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	Week 1 /4th Q	**A4EL-Ivb**
			3. discusses the intricate designs of mats woven in the Philippines: 3.1 Basey, Samar buri mats 3.2 Iloilo bamban mats 3.3 Badjao&Samal mats 3.4 Tawi-tawilaminusa mats 3.5 Romblon buri mats	Week 2 / 4th Q	**A4EL-IVc**
			4. explains the steps to produce good tie-dye designs.	Week 3 / 4th Q	**A4PL-Ivd**
			5. explains the meaning of designs, colors, and patterns used in the artworks.	Week 4 / 4th Q	**A4PL-Ive**
			6. creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes. 7. weaves own design similar to the style made by a local ethnic group.	Week 5 & 6 / 4th Q Week 7 / 4th Q	**A4PR-IVf** **A4PR-IVg**
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	Week 8 / 4th Q	**A4PR-IVh**

Grade Level: Grade 5
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-dimensional and geometric effects of an artwork.	**The learner…** creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching technique, geometric shapes, and space, with rhythm and balance as principles of design. puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).	1. discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading.	Week 1/ 1st Q	**A5EL-Ia**
			2. designs an illusion of depth/distance to simulate a3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	Week 1/1st Q	**A5EL-Ib**
			3. presents via powerpoint the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahay kubo, torogan, bahay na bato, simbahan, carcel, etc.	Week2/1st Q	**A5EL-Ic**
			4. explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	Week 2 /1st Q	**A5PL-Ie**
			5. creates illusion of space in 3-dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community.	Weeks 3-4 /1st Q	**A5PR-If**
			6. creates mural and drawings of the old houses, churches, and/or buildings of his/her community.	Weeks 5-6/1st Q	**A5PR-Ig**

			7. participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	Weeks 7-8/1st Q	**A5PR-Ih**
			8. tells something about his/her community as reflected on his/her artwork.	Week 8/1st Q	**A5PR-Ij**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
2nd	**The learner…** demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts.	**The learner…** sketches natural or man-made places in the community with the use of complementary colors. draws/paints significant or important historical places.	1. explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses inVigan, Ilocos Norte; and the torogan in Marawi)	Week 1/ 2nd Q	**A5EL-IIa**
			2. explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, VictorioEdades, Juan Arellano, PrudencioLamarroza, and Manuel Baldemor)	Weeks 2 & 3/ 2nd Q	**A5EL-IIc**
			3. presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others.	Week 3/ 2nd Q	**A5PL-IId**
			4. sketches using complementary colors in painting a landscape.	Weeks 4-5/ 2nd Q	**A5PL-IIe**

			5. demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	Weeks 6-7/ 2nd Q	**A5PR-IIf**
			6. discusses details of the landscape significant to the history of the country.	Week 8/2nd Q	**A5PR-IIg**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner…** demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	**The learner…** creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	1. discusses new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures.	Week 1 / 3rd Q	**A5EL-IIIa**
			2. discusses possible uses of the printed artwork	Week 2 / 3rd Q	**A5EL-IIIc**
			3. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	Week 2 / 3rd Q	**A5PL-IIId**
			4. creates variations of the same print by using different colors of ink in printing the master plate.	Week 3 / 3rd Q	**A5PR-IIIe**
	demonstrates understanding of new		5. follows the step-by-step process of creating a print: 5.1 sketching the areas to be carved out and areas that will remain 5.2 carving the image on the rubber or wood using sharp cutting tools 5.3 preliminary rubbing 5.4 final inking of the plate with printing ink 5.5 placing paper over the plate, rubbing the back of the paper 5.6 impressing the print	Weeks 4-5 / 3rd Q	**A5PR-IIIf**

	printmaking techniques with the use of lines, texture through stories and myths.	creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	5.7 repeating the process to get several editions of the print		
			6. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.	Week 6 / 3rd Q	**A5PR-IIIg**
			7. demonstrates contrast in a carved or textured area in an artwork.	Week 6 / 3rd Q	**A5PR-IIIh-1**
			8. produces several editions of the same print that are well-inked and evenly printed.	Weeks 7/ 3rd Q	**A5PR-IIIh-2**
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8/3rd	**A5PR-IIIh-3**
4th	**The learner…** demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	**The learner…** demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns 2. paper beads constructs 3-D craft using primary and	1. identifies the materials used in making3-dimensional crafts which express balance and repeated variation of shapes and colors 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads	Week 1 / 4th Q	**A5EL-IVa**
			2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads	Week 1 /4th Q	**A5EL-IVb**
			3. discusses possibilities on the use of created 3-D crafts.	Week 2 / 4th Q	**A5EL-IVc**
			4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	Week 3 / 4th Q	**A5PL-IVd**
			5. demonstrates artistry in making mobiles with varied colors and shapes.	Week 4 / 4th Q	**A5PL-IVe**

		secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape mobile	6. creates designs for making 3-dimensional crafts 6.1 mobile 6.2 papier-mâché jar 6.3 paper beads	Week 5 & 6 / 4th Q	**A5PR-IVf**
			7. shows skills in making a papier-mâché jar	Week 7 / 4th Q	**A5PR-IVg**
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	Week 8 / 4th Q	**A5PR-IVh**

Grade Level: Grade 6
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new	**The learner…** creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	1. discusses the concept that art processes, elements and principles still apply even with the use of new technologies.	Week 1/ 1st Q	**A6EL-Ia**
			2. explains the elements and principles applied in commercial art.	Week 1/1st Q	**A6PL-Ia**
			3. applies concepts on the use of the software (commands, menu, etc.).	Week 2 / 1st Q	**A6PR-Ib**
			4. utilizes art skills in using new technologies (hardware and software).	Week 2 / 1st Q	**A6PR-Ic**
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	Week 3 / 1st Q	**A6PR-Id**

	technologies in drawing.	creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	6. explains ideas about the logo	Weeks 4 / 1st Q	**A6PR-Id**
			7. explains the elements and principles applied in comic art.	Week 5 / 1st Q	**A6PL-Ie**
			8. applies concepts on the steps/procedures in cartoon character making.	Week 6 / 1st Q	**A6PR-If**
			9. utilizes art skills in using new technologies (hardware and software) in cartoon character making.	Week 6 / 1st Q	**A6PR-Ig**
			10. creates own cartoon character to entertain, express opinions, ideas, etc.	Week 7 / 1st Q	**A6PR-Ih**
			11. explains ideas about the cartoon character	Week 8 / 1st Q	**A6PR-Ih**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
2nd	**The learner…** demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and	**The learner…** applies concepts on the use of software in creating digital paintings and graphic designs.	1. Reviews the concept that art processes, elements and principles still apply even with the use of technologies.	Week 1/ 2nd Q	**A6EL-IIa**
			2. explains the elements and principles applied in digital art.	Week 1/ 2nd Q	**A6PL-IIa**
			3. applies concepts on the use of the software (commands, menu, etc.)	Week 2/ 2nd Q	**A6PR-IIb**
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	Week 2/ 2nd Q	**A6PR-IId**

	poster design using new technologies.		5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	Weeks 3 -4 / 2nd Q	**A6PR-IIc**
			6. discusses the elements and principles applied in layouting.	Weeks 5-6 /2nd Q	**A6PL-IIf**
			7. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	Weeks 5-6 /2nd Q	**A6PR-IIg**
			8. creates an advertisement/commercial or announcement poster.	Weeks 7-8 /2nd Q	**A6PR-IIh**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner…** demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	**The learner…** creates simple printmaking (silkscreen) designs on t-shirts and posters.	1. Explains the truism that design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony) whether done by hand or machine (computer).	Week 1 / 3rd Q	**A6EL-IIIa**
			2. Demonstrates understanding that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs.	Week 1 / 3rd Q	**A6PL-IIIb**
			3. applies concepts on the steps/procedure in silkscreen printing.	Week 2 / 3rd Q	**A6PR-IIIc**
			4. produces own prints from original design to silkscreen printing to convey a message or statement.	Week 2 / 3rd Q	**A6PR-IIId**
		describes the basic concepts and principles of basic photography.	5. Discusses the concepts and principles of photography.	Week 3 / 3rd Q	**A6PL-IIIf**
			6. discusses the parts and functions of the camera (point and shoot or phone camera).	Week 4 / 3rd Q	**A6PR-IIIg**

			7. applies composition skills to produce a printed photograph for a simple photo essay.	Week 5-6 / 3rd Q	**A6PR-IIIh**
			8. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Weeks 7-8 / 3rd Q	
4th	**The learner…** demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	**The learner…** creates an actual 3-D digitally-enhanced paper bag for a product or brand. applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	1. Discusses the concept that design principles and elements relates to everyday objects.	Week 1 / 4th Q	**A6EL-IVa**
			2. explains the elements and principles applied in product design.	Week 1 /4th Q	**A6PL-IVa**
			3. manifests understanding of concepts on the use of software (commands, menu, etc.)	Week 2 / 4th Q	**A6PR-IVb**
			4. utilizes art skills in using new technologies (hardware and software) in package design.	Week 2 / 4th Q	**A6PR-IVc**
			5. creates an actual 3-D digitally-enhanced product design for a paper bag.	Week 4 / 4th Q	**A6PR-IVd**
			6. reviews the truism that art processes, elements and principles still apply even with the use of technologies. 7. discusses the elements and principles applied in audio-video art.	Week 3 / 4th Q	**A6EL-IVe**
			7. shows skills in making a papier-mâché jar	Week 7 / 4th Q	**A6PL-IVe**
			8. applies concepts on the use of the software (commands, menu, etc.)	Weeks 4-5 / 4th Q	**A6PR-IVf**
			9. utilizes art skills in using new technologies (hardware and software)	Weeks 5-6 / 4th Q	**A6PR-IVg**
			10. creates an audio-video art /animation promoting a product.	Weeks 7-8 / 4th Q	**A6PR-IVh**

Grade Level: Grade 7
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner...** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Luzon (highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times	**The learner…** 1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands) 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	Week 1/ 1st Q	**A7EL-Ib-1**
			2. identifies characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)	Week 1/1st Q	**A7EL-Ia-2**
			3. reflects on or derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 2 -4/ 1st Q	**A7PL-Ih-1**
			4. appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles	Week 2 / 1st Q	**A7PL-Ih-2**
			5. incorporates the design, form, and spirit of the highland/lowland artifact and object in one's creation	Week 3 / 1st Q	**A7PL-Ih-3**
			6. traces the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact	Weeks 4 / 1st Q	**A7PL-Ih-4**
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 5-8 / 1st Q	**A7PR-Ic-e-1**
			8. Discusses the elements from traditions/history of a community for one's artwork	Week 6 / 1st Q	**A7PR-If-2**

			9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)	Week 6 / 1st Q	**A7PR-If-3**
			10. shows the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	Week 7 / 1st Q	**A7PR-Ih-4**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
2nd	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse	**The learner…** create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas	1. analyzes the elements and principles of art in the production one's arts and crafts inspired by the arts of MIMAROPA and the Visayas	Weeks 1 – 2 / 2nd Q	**A7EL-IIb-1**
			2. identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.	Week 1/ 2nd Q	**A7EL-IIa-2**
			3. reflects on and derive the mood, idea or message emanating from selected artifacts and art objects	Weeks 3-5/ 2nd Q	**A7PL-IIh-1**
			4. appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles	Week 2/ 2nd Q	**A7PL-IIh-2**
			5. incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	Weeks 3 -4 / 2nd Q	**A7PL-IIh-3**

	communities in the country the Philippines as having a rich artistic and cultural tradition from precolonial to present times				
			6. explains the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact	Weeks 5 / 2nd Q	**A7PL-IIh-4**
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6/ 2nd Q	**A7PR-IIc-e-1**
			8. discusses elements from traditions/history of a community for one's artwork	Weeks 7 /2nd Q	**A7PR-IIf-2**
			9. explains the correlation of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)	Week 8	**A7PR-IIf-3**
			10. shows the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)		**A7PR-IIh-4**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner…** 1. art elements and processes by	**The learner…** 1. create artworks showing the	1. analyzes elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	Weeks 1-2/3rd Q	**A7EL-IIIb-1**

	synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times	characteristic elements of the arts of Mindanao 2. exhibit completed artworks for appreciation and critiquing	2. identifies characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawi-tawi's Pangalaydance, etc.	Week 1 / 3rd Q	**A7EL-IIIa-2**
			3. reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 3-5/3rd Q	**A7PL-IIIh-1**
			4. appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	Week 2 / 3rd Q	**A7PL-IIIh-2**
			5. incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation	Week 3 / 3rd Q	**A7PL-IIIh-3**
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact	Week 4 / 3rd Q	**A7PL-IIIh-4**
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6-8/3rd Q	**A7PR-IIIc-e-1**
			8. derives elements from traditions/history of a community for one's artwork	Weeks 6 / 3rd Q	**A7PR-IIIf-2**
			9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		**A7PR-IIIf-3**
			10. shows the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices	Week 7	**A7PR-IIIh-4**

			11. participates in exhibit using completed Mindanao-inspired arts and crafts in an organized manner	Week 8	**A7PR-IIIg-5**
4th	**The learner…** 1. how theatrical elements (sound, music, gesture, movement ,and costume) affect the creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture 2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities	**The learner…** 1. create appropriate festival attire with accessories based on authentic festival costumes 2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 3. take part in a chosen festival or in a performance in a theatrical play	1. identifies the festivals and theatrical forms celebrated all over the country throughout the year	Weeks 1-2 / 4th Q	**A7EL-IVa-1**
			2. researches on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event		**A7EL-IVb-2**
			3. discusses the elements and principles of arts as seen in Philippine Festivals		**A7EL-IVc-3**
			4. explains what makes each of the Philippine festivals unique through a visual presentation	Weeks 3-4 / 4th Q	**A7PL-IVh-1**
			5. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	Weeks 5-8 / 4th Q	**A7PR-IVd-1**
			6. analyzes the uniqueness of each group's performance of their selected festival or theatrical form 7. choreographs the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form		**A7PR-IVh-2**
			7. shows skills in making a papier-mâché jar		**A7PR-IVe-f-3**
			8. improvises accompanying sound and rhythm of the Philippine festival/theatrical form		**A7PR-IVe-f-4**
			9. performs in a group showcase of the selected Philippine festival/theatrical form		**A7PR-IVg-5**

Grade Level: Grade 8
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times	**The learners…** 1. create artworks showing the characteristic elements of the arts of Southeast Asia 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia	Weeks 1-2/ 1st Q	**A8EL-Ib-1**
			2. identifies characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc.		**A8EL-Ia-2**
			3. reflects on and derive the mood, idea, or message from selected artifacts and art objects	Weeks 3 -5/ 1st Q	**A8PL-Ih-1**
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		**A8PL-Ih-2**
			5. incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation		**A8PL-Ih-3**
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact		**A8PL-Ih-4**
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g.,batik, silk weaving, etc.)	Weeks 6-8 / 1st Q	**A8PR-Ic-e-1**
			8. derives elements from traditions/history of a community for one's artwork		**A8PR-If-2**

			9. shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		**A8PR-If-3**
			10. shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture		**A8PR-Ih-4**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
2nd	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. East Asian countries as having a rich	**The learner…** 1. create artworks showing the characteristic elements of the arts of East Asia 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia	Weeks 1-2/3rd Q	**A8EL-IIb-1**
			2. identifies characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop)		**A8EL-IIa-2**
			3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5/3rd Q	**A8PL-IIh-1**
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		**A8PL-IIh-2**
			5. incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation		**A8PL-IIh-3**
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft		**A8PL-IIh-4**
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)	Weeks 6-8/3rd Q	**A8PR-IIc-e-1**
			8. derives elements from traditions/history of a community for one's artwork		**A8PR-IIf-2**

	artistic and cultural tradition from prehistoric to present times		9. shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		**A8PR-IIf-3**
			10. shows the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture		**A8PR-IIh-4**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K-12 CG Code**
3rd	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of South, West, and Central Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. that the South, West, and Central Asian countries have	**The learner…** 1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia 2. exhibits completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia	Weeks 1-2/3rd Q	**A8EL-IIIb-1**
			2. identifies characteristics of arts and crafts in specific countries in South, West, and Central Asia: India (rangoli, katak, mendhi, diwali); Saudi Arabia (carpet design); Pakistan (truck art); and Tibet (mandala), etc.		**A8EL-IIIa-2**
			3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5/3rd Q	**A8PL-IIIh-1**
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		**A8PL-IIIh-2**
			5. incorporates the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation		**A8PL-IIIh-3**
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft		**A8PL-IIIh-4**
			7. creates arts and crafts that can be locally assembled with local materials, guided by local	Weeks 6-8/3rd Q	**A8PR-IIIc-e-1**

	a rich, artistic and cultural tradition from prehistoric to present times		traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)		
			8. derives elements from traditions/history of a community for one's artwork		**A8PR-IIIf-2**
			9. shows the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to functionality, traditional specialized expertise, and availability of resources		**A8PR-IIIf-3**
			10. shows the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture		**A8PR-IIIh-4**
			11. participates in an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner		**A8PR-IIIg-5**
4th	**The learner…** 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture	**The learner…** 1. create appropriate festival attire with accessories based on authentic festival costumes 2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition	1. identifies selected festivals and theatrical forms celebrated all over the Asian region	Weeks 1-2 / 4th Q	
			2. researches on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event		
			3. discusses the elements and principles of arts as seen in Philippine Festivals	Week 4 Weeks 3-4 / 4th Q	
			4. identifies the elements and principles of arts as manifested in Asian festivals and theatrical forms		
			5. through a visual presentation, explains what make each of the Asian Festivals and Theatrical forms unique	Weeks 5-8 / 4th Q	
			6. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.		

	2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities	3. take part in a chosen festival or in a performance in a theatrical play			
			7. analyzes the uniqueness of each group's performance of their selected festival or theatrical form		
			8. shows the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration		
			9. choreographs the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia		
			10. improvises accompanying sound and rhythm of the selected festival/ theatrical form of Asia		

Grade Level: Grade 9
Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events,	**The learner..** 1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period 2. recognize the difference and uniqueness of the art styles of the different periods (techniques,	1. analyzes art elements and principles in the production of work following the style of a western and classical art	Weeks 1-2/ 1st Q	**A9EL-Ib-1**
			2. identifies distinct characteristics of arts during the different art periods		**A9EL-Ia-2**
			3. identifies representative artists from various art periods		**A9EL-Ia-3**
			4. reflects on and derives the mood, idea, or message from selected artworks	Weeks 3 -5/ 1st Q	**A9PL-Ih-1**
			5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles		**A9PL-Ih-2**

	scientific discoveries, natural disasters/ occurrences, and other external phenomena	process, elements, and principles of art)	6. uses artworks to derive the traditions/history of an art period		**A9PL-Ih-3**
			7. compares the characteristics of artworks produced in the different art periods		**A9PL-Ih-4**
			8. creates artworks guided by techniques and styles of Western Classical art traditions	Weeks 6-8 / 1st Q	**A9PR-Ic-e-1**
			9. describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms		**A9PR-Ic-e-2**
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions		**A9PR-Ic-e-3**
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions		**A9PR-If-4**
			12. shows the influences of the Western Classical art traditions to Philippine art form		**A9PR-1f-5**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**A9EL-IIb-1**
2nd	**The learner…** 1. art elements and processes by synthesizing and applying prior	**The learner…** 1. performs/ participate competently in a presentation of a creative impression	1. analyzes art elements and principles in the production of work following a specific art style	Weeks 3-5/ 2nd Q	**A9EL-IIa-2**
			2. identifies distinct characteristics of arts during the Renaissance and Baroque periods		**A9EL-IIa-3**

	knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	(verbal/nonverbal) of a particular artistic period 2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	3. identifies representative artists from Renaissance and Baroque periods		**A9PL-IIh-1**
			4. reflects on and derive the mood, idea or message from selected artworks	Weeks 6-8 / 2nd Q	**A9PL-IIh-2**
			5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles		**A9PL-IIh-3**
			6. uses artworks to derive the traditions/history of an art period		**A9PL-IIh-4**
			7. compares the characteristics of artworks produced in the different art periods		**A9PR-IIc-e-1**
			8. creates artworks guided by techniques and styles of the Renaissance and the Baroque periods	Weeks 3-5/ 2nd Q	**A9PR-IIc-e-2**
			9. explains the influence of iconic artists belonging to the Renaissance and the Baroque periods		**A9PR-IIc-e-3**
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Renaissance and the Baroque periods (e.g.,Fresco, Sfumato, etc.)		**A9PR-IIf-4**
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods		**A9PR-IIf-5**
			12. shows the influences of the Renaissance and Baroque periods on the Philippine art form		**A9EL-IIb-1**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	**K=12 CG Code**
3rd	**The learner…** 1. art elements and processes by synthesizing and applying	**The learner…** 1. perform/participate competently in a presentation of a creative impression	1. analyzes art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods	Weeks 1-2/3rd Q	**A9EL-IIIb-1**
			2. identifies distinct characteristics of arts during the Neoclassic and Romantic periods		**A9EL-IIIa-2**

	prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	(verbal/nonverbal) from the Neoclassic and Romantic periods 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	3. identifies representative artists from the Neoclassic and Romantic periods		**A9EL-IIIa-3**
			4. reflects on and derive the mood, idea, or message from selected artworks	Week 3 / 3rd Q	**A9PL-IIIh-1**
			5. explains the use or function of artworks by evaluating their utilization and combination of art elements and principles		**A9PL-IIIh-2**
			6. uses artworks to derive the traditions/history of the Neoclassic and Romantic periods		**A9PL-IIIh-3**
			7. compares the characteristics of artworks produced in the Neoclassic and Romantic periods		**A9PL-IIIh-4**
			8. creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)	Weeks 4-7 / 3rd Q	**A9PR-IIIc-e-1**
			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods		**A9PR-IIIc-e-2**
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods		**A9PR-IIIc-e-3**
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods		**A9PR-IIIf-4**
			12. shows the influences of Neoclassic and Romantic periods on Philippine art forms		**A9PR-IIIf-4**
			13. participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics	Week 8 / 3rd Q	**A9PR-III-g -7**

4th	**The learner…** 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture 2. theater and performance as a synthesis of arts	**The learner…** 1. create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 2. take part in a performance of a selected piece from Western Classical plays and opera	1. identifies selected theatrical forms from different art periods	Weeks 1-2 / 4th Q	**A9EL-IVa-1**
			2. researches on the history of the theatrical forms and their evolution		**A9EL-IVb-2**
			3. identifies the elements and principles of arts as manifested in Western Classical plays and opera		**A9EL-IVc-3**
			4. defines what makes selected western classical plays and operas unique through visual representation	Week 2 / 4th Q	**A9PL-IVc-1**
			5. designs the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.		**A9PR-IVd-1**
			6. analyzes the uniqueness of each group's performance of its selected Western classical theater play and opera		**A9PR-IVh-2**
			7. shows the influences of the selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story	Week 3 / 4th Q	**A9PR-IVh-6**
			8. choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	Weeks 4-6 / 4th Q	**A9PR-IVe-f-3**
			9. improvises accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas		**A9PR-IVe-f-3**
			10. performs in a group showcase of the selected piece from Western Classical plays and operas	Weeks 7-8	**A9PR-IVg-5**

Grade Level: **Grade 10**
Subject: **Arts**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon	**The learner…** 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements 2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	1. analyzes art elements and principles in the production of work following a specific art style from the various art movements	Weeks 1-2/ 1st Q	**A10EL-Ib-1**
			2. identifies distinct characteristics of arts from the various art movements		**A10EL-Ia-2**
			3. identifies representative artists and Filipino counterparts from the various art movements		**A10EL-Ia-3**
			4. reflects on and derive the mood, idea, or message from selected artworks	Weeks 3 -5/ 1st Q	**A10PL-Ih-1**
			*5. explains the role or function of artworks by evaluating their utilization and combination of art elements and principles		**A10PL-Ih-2**
			6. uses artworks to derive the traditions/history of the various art movements		**A10PL-Ih-3**
			7. compares the characteristics of artworks produced in the various art movements		**A10PL-Ih-4**
			8. creates artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	Weeks 6-8 / 1st Q	**A10PR-Ic-e-1**
			9. discusses the influence of iconic artists belonging to the various art movements		**A10PR-Ic-e-2**

			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)		**A10PR-Ic-e-3**
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the various art movements		**A10PR-If-4**
			12. shows the influences of Modern Art movements on Philippine art forms		**A10PR-I-f-5**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	
2nd	**The learner…** 1. Uses new technologies that allow new expressions in arts using art elements and processes	**The learner…** creates a tech-based artwork (video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion	1. identifies art elements in the technology-based production arts	Week 1 / 2nd Q	**A10EL-IIb-1**
			2. identifies distinct characteristics of arts during in the 21st century in terms of: 1.1 production 1.2 functionality range of audience reach		**A10EL-IIa-2**
			3. identifies artworks produced by technology from other countries and their adaptation by Philippine artists		**A10EL-IIa-3**
			4. discusses the concept that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action	Weeks 2-4/ 2nd Q	**A10PL-IIh-1**
			5. explains the role or function of artworks by evaluating their utilization and combination of art elements and principles		**A10PL-IIh-2**
			6. uses artworks to derive the traditions/history of a community (e.g.,		**A10PL-IIh-3**

			landscapes, images of people at work and play, portrait studies, etc.)		
			7. compares the characteristics of artworks in the21st century		**A10PL-IIh-4**
			8. creates artworks that can be locally assembled with local materials, guided by 21st-centurytechniques	Weeks 5-8 / 2nd Q	**A10PR-IIc-e-1**
			9. explains the influence of technology in the 21st century on the evolution of various forms of art		**A10PR-IIc-e-2**
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-centuryart (e.g., the use of graphic software like Photoshop, InDesign, etc.)		**A10PR-IIb-e-3**
			11. evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form		**A10PR-IIf-4**
Quarter	**Content Standards**	**Performance Standards**	**Most Essential Learning Competencies**	**Duration**	
3rd	**The learner…** 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. new technologies that allow new expressions in the arts	**The learner…** 1. create artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects	1. identifies art elements in the various media-based arts in the Philippines	Weeks 1-2/3rd Q	**A10EL-IIIb-1**
			2. identifies representative artists as well as distinct characteristics of media-based arts and design in the Philippines		**A10EL-IIIa-2**
			3. discusses the truism that Filipino ingenuity is distinct, exceptional, and on a par with global standards	Weeks 3-5 / 3rd Q	**A10PL-IIIh-1**
			4. discusses the role or function of artworks by evaluating their utilization and combination of art elements and principles		**A10PL-IIIh-2**
			5. uses artworks to derive the traditions/history of a community		**A10PL-IIIh-3**

			6. creates artworks that can be assembled with local materials	Weeks 5-7 / 3rd Q	**A10PR-IIIc-e-1**
			7. explains the characteristics of media-based arts and design in the Philippines		**A10PR-IIIc-e-2**
			8. applies different media techniques and processes to communicate ideas, experiences, and stories (the use of software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)		**A10PR-IIIc-e-3**
			9. evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form of media-based arts and design	Week 8/ 3rd Q	**A10PR-IIIf-4**
			mount a media-based exhibit of completed artworks		**A10PR-IIIg-5**
4th	**The learner…** 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media 2. theater and performance as a synthesis of arts	**The learner…** 1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays 2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical composition 3. participate in an original performance inspired by local	1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	Weeks 1 / 4th Q	**A10EL-IVb-4**
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance		**A10EL-IVa-2**
			3. illustrates how the different elements are used to communicate the meaning	Week 2 / 4th Q	**A10EL-IVc-3**
			4. Explains the uniqueness of each original performance		**A10PL-IVh-1**
			5. designs with a group the visual components of a school play (stage design, costume, props, etc.)		**A10PR-IVe-1**
			6. assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	Week 3 / 4th Q Week 4 / 4th Q	**A10PR-IVh-2**

		Philippine stories, myths, and events relevant to current issues	7. analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection		**A10PR-IVh-3**
			8. contributes to the conceptualization of an original performance		**A10PR-IVd-4**
			9. choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media	Week 5 / 4th Q	**A10PR-IVf-g-5**
			10. improvises accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	Weeks 6-8 / 4th Q	**A10PR-IVf-g-6**

Department of Education

PE

Grade Level: Grade 1
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	The learner demonstrates understanding awareness of body parts in preparation for participation in physical activities.	The learner performs with coordination enjoyable movements on body awareness.	1. Creates shapes by using different body parts	Weeks 1&3	PE1BM-Ic-d-2
			2. Shows balance on one, two, three, four and five body parts	Weeks 4&6	**PE1BM-Ie-f-3**
			3. Exhibits transfer of weight	Weeks 7&8	**PE1BM-Ig-h-4**
			4. Engages in fun and enjoyable physical activities with coordination *Suggested learning activities* ➢ action songs ➢ singing games ➢ simple games ➢ chasing and fleeing games ➢ mimetics	This competency is already embedded in other LCs.	**PE1PF-Ia-h-2**
2nd	The learner demonstrates understanding ofspace awareness in preparation for participation in physical activities	*The learner* performs movement skills in a given space with coordination	1. Moves within a group without bumping or falling using locomotors skills	Weeks 1&4	**PE1BM-IIc-e-6**
			2. Executes locomotor skills while moving in different directions at different spatial levels	Weeks 5&8	**PE1BM-IIf-h-7**

			3. Engages in fun and enjoyable physical activities with coordination	This competency is already embedded in other LCs.	**PE1PF-IIa-h-2**
3rd	*The learner* demonstrates understanding of qualities of effort in preparation for participation in physical activities.	*The learner* performs movements of varying qualities of effort with coordination.	1. Demonstrates the difference between slow and fast, heavy and light, free and bound movements	Weeks 1&2	**PE1BM-IIIa-b-8**
			2. Demonstrates contrast between slow and fast speeds while using locomotor skills	Weeks 3&8	**PE1BM-IIIc-d-9**
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE1PF-IIIa-h-6**
			4. Demonstrates the characteristics of sharing and cooperating in physical activities	This competency is already embedded in other LCs.	**PE1PF-IIIa-h-9**
4th	*The learner* demonstrates understanding of relationships of movement skills in preparation for participation in physical activities	*The learner* performs movements in relation to a stationary or moving object/person with coordination.	1. Demonstrates relationship of movement	Weeks 1&4	**PE1BM-IVc-e-13**

			2. Performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns	Weeks 5&8	**PE1BM-IVf-h-14**
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE1PF-IVa-h-2**
			4. Follows simple instructions and rules	This competency is already embedded in other LCs.	**PE1PF-IVa-h-10**

Grade Level: Grade 2
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	*The learner* demonstrates understanding of body shapes and body actions in preparation for various movement activities	*The learner* performs body shapes and actions properly.	1. Creates body shapes and actions	Weeks 1&4	**PE2BM-Ie-f-2**
			2. Demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	Weeks 5&8	**PE2BM-Ig-h-16**
			3. Demonstrates movement skills in response to sound and music	This competency is already embedded in other LCs.	**PE2MS-Ia-h-1**
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE2PF-Ia-h-2**

2nd	*The learner* demonstrates understanding of locations, directions, levels, pathways and planes	*The learner* performs movements accurately involving locations, directions, levels, pathways and planes.	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2	**PE2BM-IIa-b-17**
			2. Moves in: ➢ personal and general space ➢ forward, backward, and sideward directions ➢ high, middle, and low levels ➢ straight, curve, and zigzag pathways diagonal and horizontal planes	Weeks 3&8	**PE2BM-IIc-h-18**
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	**PE2MS-IIa-h-1**
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE2PF-IIa-h-2**
			5. Maintains correct posture and body mechanics while performing movement	This competency is already embedded in other LCs.	**PE2PF-IIa-h-14**
3rd	*The learner* demonstrates understanding of movement in relation to time, force and flow	*The learner* performs movements accurately involving time, force, and flow.	1. Moves: at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness	Weeks 1&8	**PE2BM-IIIc-h-19**

			2. Demonstrates movement skills in response to sound and music	This competency is already embedded in other LCs.	**PE2MS-IIIa-h-1**
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE2PF-IIIa-h-2**
4th	*The learner* demonstrates understanding of movement activities relating to person, objects, music and environment	*The learner* performs movement activities involving person, objects, music and environment correctly	1. Moves: individually, with partner, and with group with ribbon, hoop, balls, and any available indigenous/improvised materials, with sound, in indoor and outdoor settings	Weeks 1&8	**PE2BM-IV-c-h-21**
			2. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.	**PE2MS-IV-a-h-1**
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE2PF-IV-a-h-2**
			4. Maintains correct body posture and body mechanics while performing movement activities	This competency is already embedded in other LCs.	**PE2PF-IV-a-h-14**

Grade Level: Grade 3
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	*The learner* demonstrates understanding of body shapes and body	*The learner* performs body shapes and actions properly.	1. Describes body shapes and actions	Weeks 1&2	**PE3BM-Ia-b-1**

	actions in preparation for various movement activities				
			2. Performs body shapes and actions	Weeks 3&8	**PE3BM-Ic-d-15**
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	**PE3MS-Ia-h-1**
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE3PF-Ia-h-2**
2nd	*The learner* demonstrates understanding of locations, directions, levels, pathways and planes	*The learner* performs movements accurately involving locations, directions, levels, pathways and planes.	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2	**PE3BM-IIa-b-17**
			2. Moves in: ➢ personal and general space ➢ forward, backward, and sideward directions ➢ high, middle, and low levels ➢ straight, curve, and zigzag pathways diagonal and horizontal planes	Weeks 3&8	**PE3BM-IIc-h-18**

			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE3PF-IIa-h-2**
3rd	*The learner* demonstrates understanding of movement in relation to time, force and flow	*The learner* performs movements accurately involving time, force, and flow.	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2	**PE3BM-IIIa-b-17**
			2. Moves: ➢ at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness	Weeks 3&8	**PE3BM-IIIc-h-19**
			3. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.	**PE3MS-IIIa-h-1**
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE3PF-IIIa-h-2**
4th	*The learner* demonstrates understanding of movement activities relating to person, objects, music and environment	*The learner* performs movement activities involving person, objects, music and environment correctly	1. Participates in various movement activities involving person, objects, music and environment	Weeks 1&2	**PE3BM-IV-a-b-20**
			2. Moves:	Weeks 3&8	**PE3BM-IV-c-h-21**

			➢ individually, with partner, and with group ➢ with ribbon, hoop, balls, and any available indigenous/improvised materials ➢ with sound in indoor and outdoor settings		
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	**PE3MS-IV-a-h-1**
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	**PE3PF-IV-a-h-2**

Grade Level: Grade 4
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	*The learner* demonstrates understanding of participation and assessment of physical activities and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Describes the physical activity pyramid	Week 1	**PE4PF-Ia-16**
			2. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	**PE4PF-Ib-h-18**
			3. Observes safety precautions	This competency is already embedded in other LCs.	**PE4GS-Ib-h-3**

			4. Executes the different skills involved in the game	Weeks 2&8	**PE4GS-Ic-h-4**
			5. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	**PE4PF-Ib-h-20**
2nd	*The learner* demonstrates understanding of participation in and assessment of physical activities and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	**PE4PF-IIb-h-18**
			2. Executes the different skills involved in the game	Weeks 1 to 8	**PE4GS-IIc-h-4**
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	**PE4PF-IIb-h-19**
3rd	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	**PE4PF-IIIb-h-18**

			2. Executes the different skills involved in the dance	Weeks 1 to 8	**PE4GS-IIIc-h-4**
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	**PE4PF-IIIb-h-19**
4th	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE4PF-IVb-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE4RD-IVb-h-3**
			3. Executes the different skills involved in the dance	Weeks 1 to 7/4th	**PE4RD-IVc-h-4**
			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	**PE4PF-IVb-h-19**

Grade Level: Grade 5
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE5PF-Ib-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE5GS-Ib-h-3**
			3. Executes the different skills involved in the game	Weeks 1 to 8	**PE5GS-Ic-h-4**
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	**PE5PF-Ib-h-20**
2nd	*The learner* demonstrates understanding of participation in and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE5PF-IIb-h-18**

			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE5GS-IIb-h-3**
			3. Executes the different skills involved in the game	Weeks 1 to 8	**PE5GS-IIc-h-4**
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	**PE5PF-IIb-h-20**
3rd	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE5PF-IIIb-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE5RD-IIIb-h-3**
			3. Executes the different skills involved in the dance	Weeks 1 to 8	**PE5RD-IIIc-h-4**

			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	**PE5PF-IIIb-h-19**
4th	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE5PF-IVb-h-18**
			2. Executes the different skills involved in the dance	Weeks 1 to 8	**PE5RD-IVc-h-4**
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	**PE5PF-IVb-h-19**

Grade Level: Grade 6
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE6PF-Ib-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE6GS-Ib-h-3**

			3. Executes the different skills involved in the game	Weeks 1 to 8	**PE6GS-Ic-h-4**
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	**PE6PF-Ib-h-20**
2nd	*The learner* demonstrates understanding of participation in and assessment of physical activities and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE6PF-IIb-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE6GS-IIb-h-3**
			3. Executes the different skills involved in the game	Weeks 1 to 8	**PE6GS-IIc-h-4**
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	**PE6PF-IIb-h-20**
3rd	*The learner* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE6PF-IIIb-h-18**
			2. Observes safety precautions	This competency is already embedded in other LCs.	**PE6RD-IIIb-h-3**
			3. Executes the different skills involved in the dance	Weeks 1 to 8	**PE6RD-IIIc-h-4**

			4. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.	**PE6PF-IIIb-h-20**
4th	*The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness	*The learner . . .* participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	**PE6PF-IVb-h-18**
			2. Executes the different skills involved in the dance	Weeks 1 to 8	**PE6RD-IVc-h-4**
			3. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.	**PE6PF-IVb-h-20**

Grade Level: Grade 7
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner designs an individualized exercise program to achieve personal fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE7PF-Ia-h-23**
			2. Sets goals based on assessment results	Week 1	**PE7PF-Ia-24**

			3. Prepares an exercise program	Week 2	**PE7PF-Ic-27**
			4. Describes the nature and background of the sport	Week 3	**PE7GS-Id-5**
			5. Executes the skills involved in the sport	Weeks 4 to 8	**PE7GS-Id-h-4**
			6. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.	**PE7PF-Id-h-28**
2nd	*The learner* demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	*The learner* modifies the individualized exercise program to achieve personal fitness	1. Undertakes physical activity and physical fitness assessments	Week 1	**PE7PF-IIa-h-23**
			Reviews goals based on assessment results		**PE7PF-IIa-24**
			2. Describes the nature and background of the sport	Week 2	**PE7GS-IId-5**
			3. Executes the skills involved in the sport	Weeks 3 to 8	**PE7GS-IId-h-4**
3rd	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	1. Undertakes physical activity and physical fitness assessments	Week 1	**PE7PF-IIIa-h-23**

			2. Reviews goals based on assessment results		**PE7PF-IIIa-34**
			3. Describes the nature and background of the dance	Week 2	**PE7RD-IIId-1**
			4. Executes the skills involved in the dance	Weeks 3 to 8	**PE7RD-IIId-h-4**
4th	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner modifies the individualized exercise program to achieve personal fitness	1. Undertakes physical activity and physical fitness assessments	Week 1	**PE7PF-IVa-h-23**
			2. Reviews goals based on assessment results		**PE7PF-IVa-34**
			3. Describes the nature and background of the dance	Week 2	**PE7RD-IVc-1**
			4. Executes the skills involved in the dance	Weeks 3 to 8	**PE7RD-IVd-h-4**

Grade Level: Grade 8
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	The learner demonstrates understanding of guidelines and principles in exercise program	The learner designs a physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	Week 1	**PE8PF-Ia-h-23**

	design to achieve fitness				
			Sets goals based on assessment results		**PE8PF-Ia-24**
			2. Conducts physical activity and physical fitness assessments of family/school peers	Week 2	**PE8PF-Ib -36**
			3. Prepares a physical activity program	Week 3	**PE8PF-Ic-27**
			4. Describes the nature and background of the sport	Week 4	**PE8GS-Id-1**
			5. Executes the skills involved in the sport	Weeks 5 to 8	**PE8GS-Id-h-4**
			6. Monitors periodically progress towards the fitness goals	This competency is already embedded in other LCs.	**PE8PF-Id-h-28**
			7. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.	**PE8PF-Id-h-37**
2nd	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner modifies physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE8PF-IIa-h-23**
			2. Conducts physical activity and physical fitness	Week 1	**PE8PF-IIa-36**

			assessments of family/school peers		
			3. Prepares a physical activity program	Week 2	**PE8PF-Iic-27**
			4. Executes the skills involved in the sport	Weeks 3 to 8	**PE8GS-IId-h-4**
			5. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.	**PE8PF-IId-h-37**
3rd	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner modifies a physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE8PF-IIIa-h-23**
			2. Reviews goals based on assessment results	Week 1	**PE8PF-IIIa-34**
			3. Executes the skills involved in the sport	Weeks 3 to 8	**PE8GS-IIId-h-4**
			4. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.	**PE8PF-IIId-h-37**
4th	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner modifies a physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE8PF-IVa-h-23**

			2. Reviews goals based on assessment results	Week 1	**PE8PF-IVa-34**
			3. Describes the nature and background of the dance	Week 2	**PE8RD-IVc-1**
			4. Executes the skills involved in the dance	Weeks 3 to 8	**PE8RD-IVd-h-4**
			5. Exerts best effort to achieve positive feeling about self and others	This competency is already embedded in other LCs.	**PE8PF-IVd-h-38**

Grade Level: Grade 9
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE9PF-Ia-h-23**
			2. Performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)	Weeks 1 & 2	**PE9PF-Ib-30**
			3. Involves oneself in community service through sports officiating and physical activity programs	This competency is already embedded in other LCs.	**PE9PF-Ie-h-41**

			4. Officiates practice and competitive games	Weeks 3 & 8	**PE9GS-Ib-h-5**
2nd	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE9PF-IIa-h-23**
			2. Executes the skills involved in the dance	Weeks 1 to 8	**PE9RD-IIb-h-4**
			3. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.	**PE9PF-IIb-h-28**
			4. Performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)	This competency is already embedded in other LCs.	**PE9PF-IIb-h-30**
			5. Involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.	**PE9PF-IIg-h-41**
3rd	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community	1. undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	**PE9PF-IIIa-h-23**

		practices healthy eating habits that support an active lifestyle			
			2. executes the skills involved in the dance	Weeks 1 to 8	**PE9RD-IIIb-h-4**
			3. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)	This competency is already embedded in other LCs.	**PE9PF-IIIb-h-30**
			4. involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.	**PE9PF-IIIg-h-41**
4th	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Discusses the nature and background of indoor and outdoor recreational activities	Week 1	**PE9GS-IVa-6**
			2. Participates in active recreation	Weeks 2 to 8	**PE9GS-IVb-h-7**
			3. Advocates community efforts to increase participation in physical activities and improve nutrition practices	This competency is already embedded in other LCs.	**PE9PF-IVb-h-43**

			4. Practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community	This competency is already embedded in other LCs.	**PE9PF-IVb-h-44**

Grade Level: Grade 10
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activity, exercise and eating habits	This competency is already embedded in other LCs.	**PE10PF-Ia-h-39**
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	**PE10PF-Ib-h-45**
			3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	This competency is already embedded in other LCs.	**PE10PF-Ib-h-48**

2nd	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.	**PE10PF-IIa-h-39**
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	**PE10PF-IIc-h-45**
3rd	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.	**PE10PF-IIIa-h-39**
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 7	**PE10PF-IIIc-h-45**

			3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	This competency is already embedded in other LCs.	**PE10PF-IIIc-h-48**
4th	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.	**PE10PF-IVa-h-39**
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	**PE10PF-IVc-h-45**

Department of Education

HEALTH

Grade Level: Grade 1
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… understands the importance of good eating habits and behavior	The learner… practices healthful eating habits daily	distinguishes healthful from less healthful foods	Week 1 to Week 2	**H1N-Ia-b-1**
			tells the consequences of eating less healthful foods	Week 3 to Week 4	**H1N-Ic-d-2**
			*practices good decision making exhibited in eating habits that can help one become healthy	Week 5 to Week 6	**H1N-Ie-f-3** **H1N-Ig-j-4**
2nd Quarter	demonstrates understanding of the proper ways of taking care of one's health	practices good health habits and hygiene daily	identifies proper behavior during mealtime	Week 1 to Week 2	**H1PH-IIa-b-1**
			demonstrates proper hand washing	Week 3 to Week 4	**H1PH-IIc-d-2**
			realizes the importance of washing hands	Week 5	**H1PH-IIe-3**
			practices habits of keeping the body clean & healthy	Week 6 to Week 7	**H1PH-IIf-i-4**
			realizes the importance of practicing good health habits	Week 8	**H1PH-IIj-5**
3rd Quarter	understands the importance of keeping the home environment healthful.	consistently demonstrates healthful practices for a healthful home environment.	describes the characteristics of a healthful home environment	Week 1	**H1FH-IIIa-1**
			discusses the effect of clean water on one's health	Week 2	**H1FH-IIIb-2**
			discusses how to keep water at home clean	Week 3	**H1FH-IIIc-3**
			practices water conservation	Week 4	**H1FH-IIIde-4**
			explains the effect of indoor air on one's health	Week 5 to Week 6	**H1FH-IIIfg-5**

			identifies sources of indoor air pollution		**H1FH-IIIfg-6**
			practices ways to keep indoor air clean		**H1FH-IIIfg-7**
			explains the effect of a home environment to the health of the people living in it	Week 7	**H1FH-IIIhi-8**
			demonstrates how to keep the home environment healthful	Week 8	**H1FH-IIIj-10**
4th Quarter	demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	appropriately demonstrates safety behaviors in daily activities to prevent injuries	identifies situations when it is appropriate to ask for assistance from strangers	Week 1	**H1IS-IVa-1**
			gives personal information, such as name and address to appropriate persons	Week 2	**H1IS-IVb-2**
			identifies appropriate persons to ask for assistance	Week 3	**H1IS-IVc-3**
			demonstrates ways to ask for help		**H1IS-IVc-4**
			follows rules at home and in school.	Week 4	**H1IS-IVd-5**
			follows rules during fire and other disaster drills	Week 5	**H1IS-IVe-6**
			observes safety rules with stray or strange animals	Week 6	**H1IS-IVf-7**
			describes what may happen if safety rules are not followed	Week 7	**H1IS-IVg-8**

			describes ways people can be intentionally helpful or harmful to one another	Week 8	**H1IS-IVh-9**
			distinguishes between good and bad touch	Week 9	**H1IS-IVi-10**
			practices ways to protect oneself against violent or unwanted behaviors of others	Week 10	**H1IS-IVj-11**

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 2
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… understands the importance of eating a balanced diet.	The learner… 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet. 2. consistently practices good health habits and hygiene for the sense organs	states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	Week 1	**H2N-Ia-5**
			*discusses the important function of food and a balanced meal	Week 2 to Week 3	**H2N-Ib-6** **H2N-Icd-7**
			considers Food Pyramid and Food Plate in making food choices	Week 4 to Week 6	**H2N-Ifh-9**
			displays good decision-making skills in choosing the right kinds of food to eat	Week 7 to Week 8	**H2N-Iij-10**
2nd Quarter	demonstrates understanding of the proper ways of taking care of the sense organs	consistently practices good health habits and hygiene for the sense organs	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions	Week 1 to Week 4	**H2PH-IIa-e-6**
			describes ways of caring for the mouth/teeth	Week 5 to Week 6	**H2PH-IIfh-7**

			displays self-management skills in caring for the sense organs	Week 7	**H2PH-IIij-8**
3rd Quarter	1. demonstrates understanding of healthy family habits and practices 2. demonstrates an understanding of managing one's feelings and respecting differences	1. consistently adopts healthy family 2. demonstrates positive expression of feelings toward family members and ways of coping with negative feelings	describes healthy habits of the family	Week 1 to Week 2	**2FH-IIIab-11**
			demonstrates good family health habits and practices	Week 3 to Week 4	**H2FH-IIIcd-12**
			explains the benefits of healthy expressions of feelings	Week 5	**H2FH-IIIef-13**
			expresses positive feelings in appropriate ways	Week 6	**H2FH-IIIgh-14**
			demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	Week 7 to Week 8	**H2FH-IIIij-15**
			displays respect for the feelings of others		**H2FH-IIIj-16**
4tth	demonstrates an understanding of rules to ensure safety at home and in school	demonstrates consistency in following safety rules at home and in school.	discusses one's right and responsibilities for safety	Week 1	**H2IS-IVa-12**
			identifies hazardous areas at home	Week 2	**H2IS-IVbc-13**
			identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	Week 3	**H2IS-IVde-14**
			recognizes warning labels that identify harmful things and substances	Week 4	**H2IS-IVf-15**
			explains rules for the safe use of household chemicals	Week 5	**H2IS-IVg-16**
			follows rules for home safety	Week 6	**H2IS-IVh-17**

			identifies safe and unsafe practices and conditions in the school	Week 7	**H2IS-IVi-18**
			practices safety rules during school activities	Week 8	**H2IS-IVj-19**

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 3
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health	The learner… consistently demonstrates good decision-making skills in making food choices	describes a healthy person	Week 1 to Week 2	**H3N-Iab-11**
			explains the concept of malnutrition		**H3N-Iab-12**
			identifies nutritional problems	Week 3	**H3N-Icd-13**
			describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	Week 4 to Week 5	**H3N-Ief-14**
			discusses ways of preventing the various forms of malnutrition		**H3N-Ief-15**
			*discusses the different nutritional guidelines • nutritional guidelines for Filipino	Week 6 to Week 7	**H3N-Igh-16** **H3N-Ii-17** **H3N-Ij-18**
			describes ways of maintaining healthy lifestyle	Week 8	**H3N-Ij-19**
			evaluates one's lifestyle		**H3N-Ij-20**

			adopts habits for a healthier lifestyle		**H3N-Ij-21**
2nd Quarter	demonstrates an understanding of the nature of and the prevention of diseases	consistently practices healthy habits to prevent and control diseases	identifies common childhood diseases	Week 1 to Week 3	**H3DD-IIbcd-1**
			*discusses the different risk factors for diseases and example of health condition under each risk factor		**H3DD-IIbcd-2** **H3DD-IIbcd-3** **H3DD-IIbcd-4**
			explains the effects of common diseases		**H3DD-IIbcd-5**
			explains measures to prevent common diseases	Week 4 to Week	**H3DD-IIefg-6**
			explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases	Week 6	**H3DD-IIh-7**
			demonstrates good self-management and good-decision making-skills to prevent common diseases	Week 7 to Week 8	**H3DD-IIij-8**
3rd Quarter	demonstrates understanding of factors that affect the choice of health information and products	demonstrates critical thinking skills as a wise consumer	defines a consumer	Week 1 to Week 2	**H3CH-IIIab-1**
			explain the components of consumer health		**H3CH-IIIab-2**
			discusses the different factors that influence choice of goods and services	Week 3 Week 4	**H3CH-IIIbc-4**
			describes the skills of a wise consumer	Week 5 to Week 6	**H3CH-IIIde-5**
			demonstrates consumer skills for given simple situations		**H3CH-IIIde-6**
			identifies basic consumer rights	Week 7 to Week 8	**H3CH-IIIfg-7**

			practices basic consumer rights when buying		**H3CH-IIIfg-8**
			discusses consumer responsibilities	Week 9	**H3CH-IIIi-10**
			identifies reliable sources of health information	Week 10	**H3CH-IIIj-11**
4th Quarter	demonstrates understanding of risks to ensure road safety and in the community.	demonstrates consistency in following safety rules to road safety and in the community.	explains road safety practices as a pedestrian	Week 1 to Week 2	**H3IS-IVab-19**
			explains basic road safety practices as a passenger	Week 3 to Week 4	**H3IS-IVcd-21**
			demonstrates road safety practices as a passenger		**H3IS-IVcd-22**
			explains the meaning of traffic signals and road signs	Week 5	**H3IS-IVe-23**
			describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	Week 6	**H3IS-IVf-24**
			displays self-management skills for road safety.	Week 7	**H3IS-IVg-25**
			identifies hazards in the community	Week 8	**H3IS-IVh-26**
			follows safety rules to avoid accidents in the community	Week 9	**H3IS-IVi-27**
			recommends preventive action for a safe community	Week 10	**H3IS-IVj-28**

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Grade Level: Grade 4
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... 1. understands the importance of reading food labels in selecting healthier and safer food 2. understands the importance of following food safety principles in preventing common food-borne diseases 3. understands the nature and prevention of food borne diseases	The learner... 1. Understands the significance of reading and interpreting food label in selecting healthier and safer food 2. practices daily appropriate food safety habits to prevent food-borne disease	explains the importance of reading food labels in selecting and purchasing foods to eat	Week 1 to Week 2	**H4N-Ib-23**
			analyzes the nutritional value of two or more food products by comparing the information in their food labels	Week 3 to Week 4	**H4N-Ifg-25**
			describes ways to keep food clean and safe		**H4N-Ifg-26**
			discusses the importance of keeping food clean and safe to avoid disease	Week 5 to Week 6	**H4N-Ihi-27**
			identifies common food-borne diseases	Week 7 to Week 8	**H4N-Ij-26**
			describes general signs and symptoms of food-borne diseases		**H4N-Ij-27**
2nd Quarter	understands the nature and prevention of common communicable diseases	consistently practices personal and environmental measures to prevent and control common communicable diseases	describes communicable diseases	Week 1	**H4DD-IIa-7**
			identifies the various disease agents of communicable diseases	Week 2 to Week 3	**H4DD-IIb-9**
			enumerates the different elements in the chain of infection	Week 4 to Week 5	**H4DD-IIcd-10**

			describes how communicable diseases can be transmitted from one person to another.	Week 6 to Week 7	**H4DD-IIef-11**
			demonstrates ways to stay healthy and prevent and control common communicable diseases	Week 8 to Week 9	**H4DD-IIij-13**
			identifies ways to break the chain of infection at respective		**H4DD-IIij-14**
			practices personal habits and environmental sanitation to prevent and control common communicable diseases		**H4DDIIij-15**
3rd Quarter	Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	Practices the proper use of medicines	Describes uses of medicines	Week 1	**H4S-IIIa-1**
			Differentiates prescription from non-prescription medicines	Week 2	**H4S-IIIb-2**
			describes the potential dangers associated with medicine misuse and abuse	Week 3 to Week 4	**H4S-IIIde-4**
			describes the proper use of medicines	Week 5 to Week 6	**H4S-IIIfg-5**
			explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	Week 7 to Week 8	**H4S-IIIij-6**
4th Quarter	demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	practices safety measures during disasters and emergency situations.	recognizes disasters or emergency situations	Week 1	**H4IS-IVa-28**
			demonstrates proper response before, during, and after a disaster or an emergency situation	Week 2 to Week 3	**H4IS-IVb-d-29**

			relates disaster preparedness and proper response during emergency situations in preserving lives	Week 4	**H4IS-IVe-30**
			describes appropriate safety measures during special events or situations that may put people at risk	Week 5 to Week 6	**H4IS-IVfg-31**
			describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	Week 7 to Week 8	**H4IS-IVhij-32**
			advocates the use of alternatives to firecrackers and alcohol in celebrating special events		**H4IS-IVhij-33**

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Grade Level: Grade 5
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… demonstrates understanding of mental emotional, and social health concerns	The learner… practices skills in managing mental, emotional and social health concerns	describes a mentally, emotionally and socially healthy person	Week 1 to Week 2	**H5PH-Iab-10**
			suggests ways to develop and maintain one's mental and emotional health	Week 3	**H5PH-Ic-11**
			recognizes signs of healthy and unhealthy relationships	Week 4	**H5PH-Id-12**

			explains how healthy relationships can positively impact health	Week 5	**H5PH-Ie-13**
			discusses ways of managing unhealthy relationships	Week 6	**H5PH-If-14**
			discusses the effects of mental, emotional and social health concerns on one's health and wellbeing	Week 7	**H5PH-Ih-16**
			demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	Week 8	**H5PH-Ii-17**
			identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns	Week 9	**H5PH-Ij-18**
2nd Quarter			*Recognizes the changes during Puberty as a normal part of growth and development - Physical Change - Emotional Change - Social Change	Week 1 and Week 2	**H5GD-Iab-1** **H5GD-Iab-2**
			*assesses common misconceptions related to puberty in terms of scientific basis and probable effects on health	Week 3 to Week 4	**H5GD-Icd-3** **H5GD-Icd-4**
			describes the common health issues and concerns during puberty	Week 5 to Week 6	**H5GD-Ief-5**
			accepts that most of these concerns are normal consequence of bodily changes		**H5GD-Ief-6**

			during puberty but one can learn to manage them		
			discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	Week 7 to Week 8	**H5GD-Igh-8**
			demonstrates ways to manage puberty-related health issues and concerns	Week 9	**H5GD-Ii-9**
			practices proper self-care procedures		**H5GD-Ii-10**
			discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns		**H5GD-Ii-11**
			differentiates sex from gender	Week 10	**H5GD-Ij-12**
			identifies factors that influence gender identity and gender roles		**H5GD-Ij-13**
			discusses how family, media, religion, school and society in general reinforce gender roles		**H5GD-Ij-14**
			gives examples of how male and female gender roles are changing		**H5GD-Ij-15**
3rd Quarter	understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs	explains the concept of gateway drugs	Week 1	**H5SU-IIIa-7**
			identifies products with caffeine	Week 2	**H5SU-IIIb-8**

			describes the general effects of the use and abuse of caffeine, tobacco and alcohol	Week 3 to Week 4	**H5SU-IIIde-10**
			analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community	Week 5 to Week 6	**H5SU-IIIfg-11**
			demonstrates life skills in keeping healthy through the non-use of gateway drugs	Week 7	**H5SU-IIIh-12**
			follows school policies and national laws related to the sale and use of tobacco and alcohol	Week 8 to Week 9	**H5SU-IIIij-13**
4th Quarter	demonstrates understanding of basic first aid principles and procedures for common injuries	practices appropriate first aid principles and procedures for common injuries	explains the nature and objectives of first aid	Week 1	**H5IS-IVa-34**
			discusses basic first aid principles	Week 2	**H5IS-IVb-35**
			demonstrates appropriate first aid for common injuries or conditions	Week 3 to Week 8	**H5IS-IV-c-j-36**

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Grade Level: Grade 6
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures	practices self-management skills to prevent and control	describes personal health issues and concerns	Week 1 to Week 3	**H6PH-Iab-18**

	and community resources in preventing or managing them	personal health issues and concerns	demonstrates self-management skills		**H6PH-Iab-19**
			explains the importance of undergoing health appraisal procedures	Week 4 to Week 5	**H6PH-Id-f-21**
			regularly undergoes health appraisal procedures		**H6PH-Id-f-22**
			identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns	Week 6 to Week 8	**H6PH-Igh-23**
2nd Quarter	understands the importance of keeping the school and community environments healthy.	demonstrates practices for building and maintaining healthy school and community environments	describes healthy school and community environments	Week 1	**H6CMH-IIa-1**
			explains the effect of living in a healthful school and community	Week 2 to Week 3	**H6CMH-IIb-2**
			demonstrates ways to build and keep school and community environments healthy	Week 4 to Week 5	**H6CMH-IIc-d-3**
			practices proper waste management at home, in school, and in the community	Week 6	**H6CMH-IIh-8**
			advocates environmental protection through proper waste management	Week 7 to Week 8	**H6CMH-IIij-9**
3rd Quarter	demonstrates understanding of the health implications of poor environmental sanitation	consistently practices ways to maintain a healthy environment	explains how poor environmental sanitation can negatively impact the health of an individual	Week 1	**H6EH-IIIb-2**
			discusses ways to keep water and air clean and safe	Week 2	**H6EH-IIIc-3**
			explains the effect of a noisy environment	Week 3	**H6EH-IIId-4**

			suggests ways to control/manage noise pollution	Week 4 to Week 5	**H6EH-IIIe-5**
			practices ways to control/manage noise pollution	Week 6	**H6EH-IIIfg-6**
			explains the effect of pests and rodents to one's health	Week 7 to Week 8	**H6EH-IIIhi-7**
			practice ways to prevent and control pests and rodents		**H6EH-IIIj-9**
4th Quarter	understands the concepts and principles of selecting and using consumer health products.	consistently demonstrates critical thinking skills in the selection of health products.	explains the importance of consumer health	Week 1	**H6CH-IVa-13**
			*explains the different components of consumer health	Week 2	**H6CH-IVbc-14** **H6CH-IVcd-15**
			differentiates over- the- counter from prescription medicines	Week 3 to week 4	**H6CH-IVcd-16**
			gives example of over the counter and prescription medicines		**H6CH-IVe-17**

			explains the uses of some over the counter and prescription medicines	Week 5	**H6CH-IVf-18**
			identifies the common propaganda techniques used in advertising	Week 6	**H6CH-IVg-19**
			analyzes packaging and labels of health products	Week 7	**H6CH-IVh-21**
			practices good decision making skills in the selection of health products	Week 8	**H6CH-IVh-22**
			discusses ways to protect oneself from fraudulent health products	Week 9 to Week 10	**H6CH-IVij-23**

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Grade Level: Grade 7
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner… appropriately manages concerns and challenges during adolescence to achieve holistic health.	explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual)	Week 1	**H7GD-Ib-13**
			analyzes the interplay among the health dimensions in developing holistic health		**H7GD-Ib-14**
			practices health habits to achieve holistic health	Week 2	**H7GD-Ic-15**
			*Recognize changes in different aspects of growth that normally happen during adolescence years.	Week 3 to Week 4	**H7GD-Id-e-16** **H7GD-Id-e-17** **H7GD-Id-e-18**

			explains the proper health appraisal procedures	Week 5 to Week 8	**H7GD-Ii-j-22**
			demonstrates health appraisal procedures during adolescence in order to achieve holistic health		**H7GD-Ii-j-23**
			avails of health services in the school and community in order to appraise one's health		**H7GD-Ii-j-24**
			applies coping skills in dealing with health concerns during adolescence		**H7GD-Ii-j-25**
2nd Quarter	demonstrates understanding of nutrition for a healthy life during adolescence	makes informed decisions in the choice of food to eat during adolescence	identifies the right foods during adolescence	Week 1	**H7N-IIa-20**
			follows the appropriate nutritional guidelines for adolescents for healthful eating • explains the need to select food based on the nutritional needs during adolescence • follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	Week 2 to Week 3	**H7N-IIb-c-21**
			describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	Week 4 to Week 6	**H7N-IId-f-23**
			discusses ways of preventing and controlling malnutrition and micronutrient deficiencies		**H7N-IId-f-24**
			explains the characteristics, signs and symptoms of eating disorders		**H7N-IId-f-25**
			discusses ways of preventing and controlling eating disorders		**H7N-IId-f-26**

			applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	Week 7 to Week 8	**H7N-IIg-h-27**
3rd Quarter	demonstrates understanding of mental health as a dimension of holistic health for a healthy life	consistently demonstrates skills that promote mental health	explains the factors that affect the promotion of good mental health	Week 1 to Week 2	**H7PH-IIIa-b-28**
			explains that stress is normal and inevitable		**H7PH-IIIa-b-29**
			differentiates eustress from distress		**H7PH-IIIa-b-30**
			identifies situations that cause feelings of anxiety or stress		**H7PH-IIIa-b-31**
			identifies physical responses of the body to stress	Week 3	**H7PH-IIIc-33**
			identifies people who can provide support in stressful situations		**H7PH-IIIc-34**
			differentiates healthful from unhealthful strategies in coping with stress	Week 4 to Week 5	**H7PH-IIId-e-35**
			demonstrates various stress management techniques that one can use every day in dealing with stress		**H7PH-IIId-e-36**
			explains the importance of grieving		**H7PH-IIId-e-37**
			demonstrates coping skills in managing loss and grief		**H7PH-IIId-e-38**
			recognizes triggers and warning signs of common mental disorders	Week 6 to Week 8	**H7PH-IIIf-h-39**
			discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders		**H7PH-IIIf-h-40**
4th Quarter	demonstrates understanding of non-communicable diseases for a healthy life	consistently demonstrates personal responsibility and healthful practices in the prevention	explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications	Week 1 to Week 3	**H7DD-IVb-d-25**
			corrects myth and fallacies about non-communicable diseases	Week 4	**H7DD-IVe-26**

		and control of non-communicable diseases	practices ways to prevent and control non-communicable diseases	Week 5	**H7DD-IVf-27**
			demonstrates self-monitoring to prevent non-communicable diseases	Week 6 to Week 8	**H7DD-IVg-h-28**
			promotes programs and policies to prevent and control non-communicable and lifestyle diseases		**H7DD-IVg-h-29**
			identifies agencies responsible for non-communicable disease prevention and control		**H7DD-IVg-h-30**

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Grade Level: Grade 8
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	The learner appropriately manages sexually-related issues through responsible and informed decisions	*discusses basic terms in sexuality as an important component of one's personality	Week 1	**H8FH-Ia-16** **H8FH-Ia-17**
			explains the dimensions of human sexuality		**H8FH-Ia-18**
			analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors	Week 2	**H8FH-Ib-19**
			assesses personal health attitudes that may influence sexual behavior	Week 3 to Week 4	**H8FH-Ic-d-20**
			relates the importance of sexuality to family health		**H8FH-Ic-d-21**
			identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	Week 5 to Week 7	**H8FH-Ie-g-22**

			applies decision-making skills in managing sexuality-related issues	Week 8	**H8FH-Ih-23**
2nd Quarter	demonstrates an understanding of responsible parenthood for a healthy family life	makes informed and values-based decisions in preparation for responsible parenthood	*explains the definition and importance of courtship and dating in choosing a lifelong partner	Week 1	**H8FH-IIa-24** **H8FH-IIa-25**
			analyzes behaviors that promote healthy relationship in marriage and family life		**H8FH-IIa-27**
			describes the factors that contribute to a successful marriage	Week 2	**H8FH-IIb-28**
			discusses various maternal health concerns (pre-during-post pregnancy)	Week 3 to Week 4	**H8FH-IIc-d-29**
			explains the importance of maternal nutrition during pregnancy	Week 5 to Week 6	**H8FH-IIe-f-31**
			discusses the importance of newborn screening, and the APGAR scoring system for newborns		**H8FH-IIe-f-32**
			explains the importance of prenatal care and post-natal care		**H8FH-IIe-f-33**
			*discusses the essential newborn protocol (*Unang Yakap*) and advantages of breastfeeding for both mother and child		**H8FH-IIe-f-34** **H8FH-IIe-f-35**
			recognizes the importance of immunization in protecting children's health		**H8FH-IIe-f-36**
			analyzes the importance of responsible parenthood	Week 7 to Week 8	**H8FH-IIg-h-37**
			*explains the effects of rapid population growth and family size on health of the nation		**H8FH-IIg-h-38** **H8FH-IIg-h-40**

			examines the important roles and responsibilities of parents in child rearing and care		**H8FH-IIg-h-39**
			enumerates modern family planning methods (natural and artificial)		**H8FH-Iig-h-41**
3rd Quarter	demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	discusses the stages of infection	Week 1	**H8DD-IIIa-15**
			analyzes the leading causes of morbidity and mortality in the Philippines		**H8DD-IIIa-16**
			*discusses the most common communicable diseases • signs and symptoms of common communicable diseases • effects of common communicable diseases • misconceptions, myths, and beliefs about common communicable diseases • prevention and control of common communicable diseases	Week 2 to Week 3	**H8DD-IIIb-c-17** **H8DD-IIIb-c-18** **H8DD-IIIb-c-19**
			analyzes the nature of emerging and re-emerging diseases	Week 4 to Week 5	**H8DD-IIId-e-20**
			demonstrates self-monitoring skills to prevent communicable diseases	Week 6 to Week 8	**H8DD-IIIf-h-21**
			promotes programs and policies to prevent and control communicable diseases		**H8DD-IIIf-h-22**
			identifies agencies responsible for communicable disease prevention and control		**H8DD-IIIf-h-23**
4th Quarter	demonstrates understanding of factors that influence cigarette and alcohol use and	demonstrates personal responsibility in the prevention of cigarette and alcohol use through the	discusses gateway drugs	Week 1	**H8S-IVa-27**
			analyzes the negative health impact of cigarette smoking • describes the harmful short- and long-term effects of	Week 2 to Week 3	**H8S-IVb-c-29**

	strategies for prevention and control	promotion of a healthy lifestyle	cigarette smoking on the different parts of the body • discusses the dangers of mainstream, second hand and third hand smoke; • explain the impact of cigarette smoking on the family, environment, and community		
			analyzes the negative health impact of drinking alcohol • describes the harmful short- and long-term effects of drinking alcohol • interprets blood alcohol concentration (BAC) in terms of physiological changes in the body • *explains the impact of drinking alcohol on the family, and community	Week 4 to Week 5	**H8S-IVe-f-31** **H8S-IVg-h-32**
			discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages • apply resistance skills in situations related to cigarette and alcohol use • follows policies and laws in the family, school and community related to cigarette and alcohol use	Week 6 to Week 8	**H8S-IVg-h-33**
			suggests healthy alternatives to cigarettes and alcohol to promote		**H8S-IVg-h-34**

			healthy lifestyle (self, family, community)		

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Grade Level: Grade 9
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… demonstrates understanding of the principles in protecting the environment for community wellness	The learner… consistently demonstrates healthful practices to protect the environment for community wellness	defines community and environmental health	Week 1	**H9CE-Ia-8**
			explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	Week 2 to Week 4	**H9CE-Ib-d-10**
			discusses the nature of environmental issues		**H9CE-Ib-d-11**
			analyzes the effects of environmental issues on people's health		**H9CE-Ib-d-12**
			suggests ways to prevent and manage environmental health issues	Week 5 to Week 6	**H9CE-Ie-f-13**
			participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	Week 7 to Week 8	**H9CE-Ig-h-14**
2nd Quarter	demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	describes the drug scenario in the Philippines	Week 1	**H9S-IIa-14**
			discusses risk and protective factors in substance use, and abuse	Week 2	**H9S-IIb-16**
			analyzes situations for the use and non-use of psychoactive substances		**H9S-IIb-17**
			identifies the types of drugs/substances of abuse	Week 3	**H9S-IIc-18**

			corrects myths and misconceptions about substance use and abuse	Week 4	**H9S-IId-19**
			recognizes warning signs of substance use and abuse		**H9S-IId-20**
			*discusses the harmful short- and long-term effects of substance use and abuse on the individual, family, school, and community	Week 5 to Week 6	**H9S-IId-20** **H9S-IIe-f-21**
			explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse		**H9S-IIe-f-22**
			discusses strategies in the prevention and control of substance use and abuse		**H9S-IIe-f-23**
			applies decision-making and resistance skills to prevent substance use and abuse	Week 7 to Week 8	**H9S-IIg-h-24**
			suggests healthy alternatives to substance use and abuse		**H9S-IIg-h-25**
3rd Quarter	demonstrates understanding of first aid principles and procedures	performs first aid procedures with accuracy	demonstrates the conduct of primary and secondary survey of the victim (CAB)	Week 1	**H9IS-IIIb-37**
			assesses emergency situation for unintentional injuries		**H9IS-IIIb-38**
			explains the principles of wound dressing	Week 2 to Week 3	**H9IS-IIIc.d-40**
			demonstrates appropriate bandaging techniques for unintentional injuries		**H9IS-IIIc.d-41**
			demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	Week 4 to Week 5	**H9IS-IIIe.f-42**
			demonstrates proper first aid procedures for common unintentional injuries	Week 6 to Week 8	**H9IS-IIIg.h-43**
4th Quarter	demonstrates understanding of the	consistently demonstrates	differentiates intentional injuries from unintentional injuries	Week 1 to Week 4	**H9IS-IVa-d-31**

	concepts and principles of safety education in the prevention of intentional injuries	resilience, vigilance and proactive behaviors to prevent intentional injuries	describes the types of intentional injuries		**H9IS-IVa-d-32**
			analyzes the risk factors related to intentional injuries	Week 5 to Week 8	**H9IS-IVe-h-33**
			identifies protective factors related to intentional injuries		**H9IS-IVe-h-34**
			demonstrates ways to prevent and control intentional injuries		**H9IS-IVe-h-35**

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 10
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner… understands the guidelines and criteria in the selection and evaluation of health information, products, and services.	The learner… demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services.	explains the guidelines and criteria in the selection and evaluation of health information, products and services	Week 1 to Week 2	**H10CH-Ia-b-20**
			discusses the various forms of health service providers and healthcare plans		**H10CH-Ia-b-21**
			selects health professionals, specialists and health care services wisely	Week 3	**H10CH-Ic-22**
			reports fraudulent health services		**H10CH-Ic-24**
			explains the different kinds of complementary and alternative health care modalities	Week 4	**H10CH-Id-25**
			explains the importance of consumer laws to protect public health		**H10CH-Id-26**
			identifies national and international government agencies and private organizations that implement programs for consumer protection	Week 5 to Week 6	**H10CH-Ie-f-27**
			participates in programs for consumer welfare and protection	Week 7 to Week 8	**H10CH-Ig-h-28**

2nd Quarter	demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels	consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns	discusses the existing health related laws	Week 1	**H10HC-IIa-1**
			explains the significance of the existing health related laws in safeguarding people's health	Week 2 to Week 3	**H10HC-IIb-2**
			critically analyzes the impact of current health trends, issues, and concerns		**H10HC-IIc-d-4**
			recommends ways of managing health issues, trends and concerns	Week 4 to Week 5	**H10HC-IIe-g-5**
3rd Quarter	demonstrates awareness of global health initiatives	demonstrates competence in applying knowledge of global health to local or national context global initiatives	discusses the significance of global health initiatives	Week 1	**H10HC-IIIa-1**
			describes how global health initiatives positively impact people's health in various countries	Week 2 to Week 3	**H10HC-IIIb-c-2**
			analyzes the issues in the implementation of global health initiatives		**H10HC-IIIb-c-3**
			recommends ways of adopting global health initiatives to local or national context	Week 4 to Week 5	**H10HC-IIId-e-4**
4th Quarter	demonstrates understanding of the concepts in planning a health career	prepares an appropriate plan of action in pursuing a health career	discusses the components and steps in making a personal health career plan	Week 1 to Week 2	**H10PC-Iva-b-1**
			prepares a personal health career following the prescribed components and steps		**H10PC-Iva-b-2**
			explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	Week 3 to Week 4	**H10PC-IVc-d-3**
			decides on an appropriate health career path		**H10PC-IVc-d-4**

Department of Education

MOTHER TONGUE

Grade Level: **Grade 1**
Subject: **Mother Tongue**
Grade Level Standards:
The learner demonstrates knowledge and skills in listening and communicating about familiar topics, uses basic vocabulary, reads and writes independently in meaningful contexts, appreciates his/her culture.

Quarter	Most Essential Learning Competencies	Duration	Code
1st Quarter	Talk about oneself and one's personal experiences using appropriate expressions (family, pet, favorite food, personal experiences (friends, favorite toys, etc.)		
	Use the terms referring to conventions of print: - front and back cover - beginning, ending, title page - author and illustrator		MT1BPK-Ia-c-1.1
	Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy		MT1F-Ic-IVa-i-1.1
	Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants		MT1PA-Ib-i-1.1
	Give the name and sound of each letter		MT1PWR-Ib-i-1.1
	Express ideas through a variety of symbols (e.g. drawings and invented spelling)		MT1C-Ib-f-1.1
	Note important details in grade level narrative texts listened to: 1. character 2. setting 3. events		MT1LC-Ib-1.1
	Use common expressions and polite greetings		MT1OL-Ib-c-3.1
	Tell whether a given pair of word rhyme		MT1PA-Ib-i-2.1
	Identify upper and lower case letters		MT1PWR-Ib-i-2.1
	Give meanings of words through: a. realia b. picture clues actions or gestures		MT1VCD-Ib-i-2.1
	Recite and sing in groups familiar rhymes and songs		MT1OL-b-i-4.1
	Write the upper and lower case letters legibly, observing proper sequence of strokes		MT1PWR-Ib-i-3.1
	Give the beginning letter/sound of the name of each picture		MT1PWR-Ib-i-3.1

	Match words with pictures and objects.		MT1PWR-Ib-i-4.1
	Give the correct sequence of three events in a story listened to		MT1LC-Ic-d-2.1
	Follow simple one to three- step oral directions		MT1SS-Ic-f-1.1
	Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/People		MT1OL-Ic-i-1.2
	Say the new spoken word when two or more sounds are put together		MT1PA-Ic-i-4.1
	Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles		MT1OL-IIc-d-4.2
	Blend specific letters to form syllables and words		MT1PWR-IIa-i-5.1
	Follow words from left to right, top to bottom and page by page		MT1BPK-Id-f-2.1
	Orally communicate basic needs		MT1OL-Id-e-2.1
	Orally segment a two-three syllable word into its syllabic parts		MT1PA-Id-i-3.1
	Infer the character feelings and traits in a story listened to		MT1LC-Ie-f-3.1
	Identify naming words (persons, places, things, animals) a. common and proper b. noun markers		MT1GA-Ie-f-2.1
	Listen and respond to others in oral conversation		MT1OL-Ie-i-5.1
	Participate actively during story reading by making comments and asking questions		MT1OL-Ie-i-5.1
	Isolate and pronounce the beginning and ending sounds of given words		MT1PA-Ie-i-5.1
	Write correctly grade one level words consisting of letters already learned		
	Recognize that spoken words are represented in written language by specific sequences of letters		MT1BPK-Ig-i-3.1
	Express ideas through words or phrases, using both invented and conventional spelling		MT1C-Ig-i-1.2
	Use naming words in sentences a. common and proper b. noun markers		MT1GA-Ig-1-h.2

	Identify the speaker in the story or poem listened to		MT1LC-Ig-4.1
	Write basic information about self (name grade level, section)		MT1SS-Ig-i-2.1
	Predict possible ending of a story listened to		MT1LC-Ih-i-5.1
	Add or substitute individual sounds in simple words to make new words		MT1PAh-i-6.1
	Classify naming words into persons, places, animals, and things, etc.		MT1GA-Ii-j-3.1
2nd Quarter	Identify pronouns: a. personal b. possessive		MT1GA-IIa-d-2.2
	Interpret a map of the classroom/school		MT1SS-IIa-e-3.1
	Supply rhyming words to complete a rhyme, poem, and song		MT1OL-IIa-i-7.1
	Identify cause and/or effect of events in a story listened to		MT1LC-IIc-d-4.2
	Identify the problem and solution in the story read		MT1LC-IIf-g-4.3
	Get information from various sources: (pictures, illustrations, simple graphs, charts)		
	Illustrate specific events in a story read		
	Retell a story read		MT1LC-IIh-i-8.1
	Identify pronouns with contractions *(Siya'y, Tayo'y . . .)		MT1GA-IIi-i-2.2.1
	Respond to text (legends, fables, poems.) through dramatization		MT1OL-II-j-8.1
3rd Quarter	Participate actively in class discussions on familiar topics		MT1OL-IIIa-i-6.2
	Read sight words		MT1PWR-IIIa-i-7.1
	Read grade 1 level short paragraph/story with proper expression		
	Note important details in grade level literary and informational texts listened to.		MT1LC-IIIa-b-1.2
	Interpret a pictograph		MT1SS-IIIa-c-5.1
	Talk about various topics and experiences using descriptive words		
	Tell/retell legends, fables, and jokes		MT1OL-IIIa-i-9.1
	Write with proper spacing, punctuation and capitalization when applicable		
	Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly		MT1VCD-IIIa-i-3.1
	Identify the tense of the action word in the sentence		MT1GA-IIIc-e-2.3.1

	Infer the character feelings and traits in a story read		MT1RC-IIId-3.1
	Use the correct tense and time signal of an action word in a sentence		MT1GA-IIIf-h-1.4
	Follow 2 to 3 step written directions		MT1SS-IIId-f-6.1
	Observe proper indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs		
	Read labels in an illustration		MT1SS-IIIg-i-7.1
	Retell literary and information texts appropriate to the grade level listened to		MT1LC-IIIh-i-8.2
	Identify action words in oral and written exercises		MT1GA-III-i-2.2.1
	Use action words to give simple two to three-step directions		MT1GA-IIIi-i-1.4.1
4th Quarter	Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences		MT1GA-IVa-d-2.4
	Identify, give the meaning of, and use compound words in sentences		MT1VCD-IVa-i-3.1
	Identify, give the meaning of, and use compound words in sentences		
	Use describing words in sentences		MT1GA-IVe-g-1.5
	Give the synonyms and antonyms of describing words		MT1GA-IVh-i-4.1

Grade Level: **Grade 2**
Subject: **Mother Tongue**
Grade Level Standards:
The learner demonstrats communication skills in talking about variety of topics using expanding vocavulary, shows understanding of spoken language in different context using both verbal and non-verbal cues, understands and uses correctly vocabulary and languange strutures, appreciates the cultural aspects of the language, and reads and writes literary and informational texts.

Quarter	Most Essential Learning Competencies	Duration	Code
1st Quarter	Participate actively during story reading by making comments and asking questions using complete sentences		MT2OL-Ia-6.2.1
	Read a large number of regularly spelled multi- syllabic words		MT2PWR-Ia-b-7.3
	Use naming words in sentences		
	Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard		MT2C-Ia-i-1.4
	Classify naming words into different categories		MT2GA-Ib-3.1.1

	Compose sentences using unlocked words during story reading in meaningful contexts		
	Read with understanding words with consonant blends, clusters and digraphs when applicable		MT2PWR-Ic-d-7.4
	Identify the gender of naming words, when applicable		MT2GA-Ic-2.1.2
	Use the combination of affixes and root words as clues to get the meaning of words		MT2VCD-Ic-e-1.3
	Identify and use collective nouns, when applicable		MT2GA-Id-2.1.3
	Write upper and lower case letters using cursive strokes		MT2PWR-Ia-i-3.3
	Read content area-related words		MT2PWR-Ie-i-7.6
	Identify the parts of a sentence (subject and predicate)		MT2GA-Ie-f-2.5
	Follow instructions in a test carefully		MT2SS-Ie-g-1.2
	Identify the difference between a story and a poem		MT2LC-If-4.4
	Use compound words appropriate to the grade level in sentences		
	Talk about famous people, places, events, etc. using descriptive and action words in complete sentences		MT2OL-Ig-h-1.4
	Differentiate sentences from non-sentences		MT2GA-Ig-4.1
	Give the main idea of a story/poem		MT2LC-Ig-h-3.3
	Construct a variety of sentences observing appropriate punctuation marks		
	Recognize common abbreviations(e.g. Jan., Sun., St., Mr., Mrs.)		MT2VCD-Ii-i-4.1
	Give the summary of a story		MT2L-Ii-i-2.5
2nd Quarter	Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing		MT2C-IIa-i-2.2
	Use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns		
	Identify simile in sentences		
	Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information		MT2OL-IId-e-6.3
	Get information from various sources: published announcement s; and map of the community		

	Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.		MT2PWR-IIe-i-3.4
	Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)		
3rd Quarter	Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing		MT2C-IIIa-i-2.3
	Identify and use action words in simple tenses (present, past, future) with the help of time signals		MT2GA-IIIa-c-2.3.2
	Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).		MT2GA-IIId-i-1.4.1
	Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish		MT2OL-IIIg-h-3.3
	Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter		MT2OL-IIIi-i-11.1
4th Quarter	Use the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings)		
	Identify and use adjectives in sentences		MT2GA-IVa-2.4.1
	Identify synonyms and antonyms of adjectives		MT2GA-IVb-c-2.4.2
	Use correctly adverbs of: a. time b. place c. manner d. frequency		

Grade Level: **Grade 3**
Subject: **Mother Tongue**
Grade Level Standards:
The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, and reads and writes literary and informational texts.

Quarter	Most Essential Learning Competencies	Duration	Code
1st Quarter	Correctly spells the words in the list of vocabulary words and the words in the selections read		MT3F-Ia-i-1.6
	Writes poems, riddles, chants, and raps		MT3C-Ia-e-2.5
	Differentiates count from mass nouns		MT3G-Ia-c-4.2
	Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)		MT3RC-Ia-b-1.1.1
	Uses the correct counters for mass nouns (ex: a kilo of meat)		MT3G-Ia-c-1.2.1
	Uses the combination of affixes and root words as clues to get meaning of words		MT3VCD-Ic-e-1.5
	Uses expressions appropriate to the grade level to relate/show one's obligation, hope, and wish		MT3OL-Id-e-3.4
	Identifies and uses abstract nouns		MT3G-Id-e-2.1.4
	Identifies Metaphor personification, and hyperbole in a sentence		
	Interpret the meaning of a poem		
	Writes correctly different types of sentences (simple, compound, complex)		MT3G-Ih-i-6.1
	Identifies idiomatic expressions in a sentence		
2nd Quarter	Identifies interrogative pronouns		MT3G-IIa-b-2.2.3
	Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities		MT3OL-IId-e-3.6
	Identifies Metaphor personification, hyperbole		

3rd Quarter	Writes reactions and personal opinions to news reports and issues		MT3C-IIIa-i-2.6
	Identifies the parts of a newspaper		MT3SS-IIIi-i-12.3
	Interprets a pictograph based on a given legend		MT3SS-IIIa-c-5.2
	Interprets the labels in an illustration		
	Uses the correct form of the verb that agrees with the subject when writing an event		
	Gives another title for literary or informational text.		MT3LC-IIIg-2.6
	Identifies the author's purpose for writing a selection.		MT3LC-IIIh-4.6
4th Quarter	Makes a two-level outline for a report or an interesting experience		
	Writes a 3-5 step procedural Paragraph using signal words such as first, last, then, and next		MT3C-IVa-i-2.7
	Identifies and uses adverbs of manner in different degrees of comparison		MT3G-IVf-g-2.5.2
	Identifies and uses correctly prepositions and prepositional phrases		MT3G-IVh-2.6

Department of Education

SCIENCE

Grade Level: Grade 3
Subject: Science

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	ways of sorting materials and describing them as solid, liquid or gas based on observable properties	group common objects found at home and in school according to solids, liquids and gas	Classify objects and materials as solid, liquid, and gas based on some observable characteristics;	Week 1-2	
			Describe changes in materials based on the effect of temperature: 1 solid to liquid 2 liquid to solid 3 liquid to gas 4 solid to gas	Week 3-5	**S3MT-Ih-j-4**
2nd	parts, and functions of the sense organs of the human body;	practice healthful habits in taking care of the sense organs;	Describe the functions of the sense organs of the human body	Week 1	**S3LT-IIa-b-1**
	parts and functions of animals and importance to humans	enumerate ways of grouping animals based on their structure and importance	Describe animals in their immediate surroundings	Week 2	**S3LT-IIc-d-3**
			Identify the external parts and functions of animals	Week 2	**S3LT-IIc-d-4**
			Classify animals according to body parts and use	Week 3	**S3LT-IIc-d-5**
			State the importance of animals to humans	Week 3	**S3LT-IIc-d-6**
	external parts of plants and their functions, and importance to humans	demonstrate the proper ways of handling plants	Describe the parts of different kinds of plants	Week 4	**S3LT-IIe-f-8**
			State the importance of plants to humans	Week 4	**S3LT-IIe-f-9**
	characteristics of living and nonliving things	illustrates the difference between living and non-living things	Compare living with nonliving things	Week 5	**S3LT-IIe-f-11**
			Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)	Week 5	**S3LT-IIg-h13**

	basic needs of plants, animals and humans	list down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean	Identify the basic needs of humans, plants and animals such as air, food, water, and shelter	Week 6	**S3LT-IIi-j-14**
			Explain how living things depend on the environment to meet their basic needs	Week 6	**S3LT-IIi-j-15**
			Recognize that there is a need to protect and conserve the environment	Week 7	**S3LT-IIi-j-16**
3rd	motion of objects	observe, describe, and investigate the position and movement of things around them	Describe the position of a person or an object in relation to a reference point such as chair, door, another person	Week 1-3	**S3FE-IIIa-b-1**
	sources and uses of light, sound, heat and electricity	apply the knowledge of the sources and uses of light, sound, heat, and electricity	Describe the different uses of light, sound, heat and electricity in everyday life	Week 4- 5	
4th	people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance	express their concerns about their surroundings through teacher-guided and self – directed activities	Relate the importance of surroundings to people and other living things	Week 1-2	**S3ES-IVc-d-2**
	types and effects of weather as they relate to daily activities, health and safety	express ideas about safety measures during different weather conditions creatively (through artwork, poem, song	Describe the changes in the weather over a period of time	Week 3-4	**S3ES-IVe-f-3**
			Enumerate and practice safety and precautionary measures in dealing with different types of weather	Week 5	**S3ES-IVg-h-5**
	natural objects in the sky affect one's daily activities	list down activities which affect their daily activities	Describe the natural objects that are found in the sky during daytime and nighttime	Week 6	**S3ES-IVg-h-6**

Grade Level: Grade 4
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	grouping different materials based on their properties	Recognize and practice proper handling of products	Classify materials based on the ability to absorb water, float, sink, undergo decay;	Week 1	**S4MT-Ia-1**
	changes that materials undergo when exposed to certain conditions.	evaluate whether changes in materials are useful or harmful to one's environment	Describe changes in solid materials when they are bent, pressed, hammered, or cut;	Week 2 - 3	**S4MT-Ie-f-5**
			Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials	Week 4 - 5	**S4MT-Ig-h-6**
			Identify changes in materials whether useful or harmful to one's environment.	Week 6- 7	**S4MT-Ii-j-7**
2nd	how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy	construct a prototype model of organism that has body parts which can survive in a given environment	Describe the main function of the major organs	Week 1	**S4LT-IIa-b-1**
			Communicate that the major organs work together to make the body function properly	Week 1	**S4LT-IIa-b-2**
	animals have body parts that make them adapt to land or		Infer that body structures help animals adapt and survive in their particular habitat	Week 2	**S4LT-IIa-b-4**
	plants have body parts that make them adapt to land or water		Identify the specialized structures of terrestrial and aquatic plants	Week 3	**S4LT-IIe-f-9**

	different organisms go through life cycle which can be affected by their environment		Compare the stages in the life cycle of organisms	Week 4	**S4LT-IIg-h-13**
	beneficial and harmful interactions occur among living things and their environment as they obtain basic needs		Describe the effect of the environment on the life cycle of organisms	Week 5	**S4LT-IIg-h-14**
			Describe some types of beneficial and harmful interactions among living things	Week 6	
			Describe the effects of interactions among organism in their environment	Week 7	**S4LT-IIi-j-18**
3rd	force that can change the shape, size or movement of objects.		Explain the effects of force when applied to an object	Week 1-2	**S4FE-IIIa-1**
			Characterize magnetic force	Week 3	**S4FE-IIId-e-3**
	how light, heat and sound travel using various objects	demonstrate conceptual understanding of properties/characteristics of light, heat and sound	Describe how light, sound and heat travel	Week 4-5	**S4FE-IIIf-g-4**
			Investigate properties and characteristics of light and sound	Week 6-7	**S4FE-IIIh-5**
4th	the different types of soil		Compare and contrast the characteristics of different types of soil	Week 1	**S4ES-IVa-1**
	the different sources of water suitable for human consumption		Explain the use of water from different sources in the context of daily activities	Week 2	**S4ES-IVb-2**
			Trace and describe the importance of the water cycle	Week 3	
	components of weather using simple instruments	practice precautionary measures in planning activities	Use weather instruments and describe the different weather components in a weather chart	Week 4	
			Identify safety precautions during different weather conditions	Week 5	**S4ES-IVg-8**
	the Sun as the main source of heat and light on Earth		Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes	Week 6	**S4ES-IVh-9**
			Describe the effects of the Sun to human activities	Week 6	

Grade Level: Grade 5
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	properties of materials to determine whether they are useful or harmful	uses local, recyclable solid and/or liquid materials in making useful products	Use the properties of materials whether they are useful or harmful	Week 1-2	**S5MT-Ia-b-1**
	materials undergo changes due to oxygen and heat		Investigate changes that happen in materials under the following conditions: 1 presence or lack of oxygen 2 application of heat	Week 3-4	**S5MT-Ic-d-2**
			Design a product out of local, recyclable solid and/ or liquid materials in making useful products.	Week 5-6	**S5MT-Ih-i-4**
2nd	how the parts of the human reproductive system work	Practice proper hygiene to care of the reproductive organs	Describe the parts of the reproductive system and their functions	Week 1	**S5LT-IIa-1**
			Explain the menstrual cycle	Week 2	**S5LT-IIc-3**

	how animals reproduce	create a hypothetical community to show how organisms interact and reproduce to survive	Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs	Week 3	**S5LT-IIe-5**
	how plants reproduce		Describe the reproductive parts in plants and their functions	Week 4	**S5LT-IIf-6**
			Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others	Week 5	**S5LT-IIg-7**
	the interactions for survival among living and non-living things that take place in estuaries and intertidal zones		Discuss the interactions among living things and non-living things in estuaries and intertidal zones	Week 6	**S5LT-IIh-8**
			Explain the need to protect and conserve estuaries and intertidal zones	Week 7	**S5LT-Ii-j-10**
3rd	motion in terms of distance and time		Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time	Week 1	**S5FE-IIIa-1**
	how different objects interact with light and sound, heat ; the effects of heat and electricity, light and sound on people and objects		Discuss why some materials are good conductors of heat and electricity	Week 2	**S5FE-IIIc-3**
			Relate the ability of the material to block, absorb or transmit light to its use	Week 3	**S5FE-IIIe-5**
	a simple DC circuit and the relationship between electricity and magnetism in electromagnets	propose device using electromagnet that is useful for home school or community	Infer the conditions necessary to make a bulb light up	Week 4	**S5FE-IIIf-6**
			Determine the effects of changing the number or type of components in a circuit	Week 5	**S5FE-IIIg-7**
			Design an experiment to determine the factors that affect the strength of the electromagnet	Week 6	**S5FE-IIIi-j-9**

4th	weathering and soil erosion shape the Earth's surface and affect living things and the environment	participate in projects that reduce soil erosion in the community	Describe how rocks turn into soil	Week 1	**S5FE-IVa-1**
			Investigate extent of soil erosion in the community and its effects on living things and the environment	Week 2	**S5FE-IVb-2**
	weather disturbances and their effects on the environment.	prepares individual emergency kit.	Characterize weather disturbances in the Philippines and describe their effects to daily life	Week 3	
	the phases of the Moon and the beliefs and practices associated with it	debug local myths and folklore about the Moon and the Stars by presenting pieces of evidence to convince the community folks	Infer the pattern in the changes in the appearance of the Moon	Week 4	**S5FE-IVg-h-7**
	constellations and the information derived from their location in the sky.		Identify star patterns that can be seen at particular times of the year	Week 5	**S5FE-IVi-j-9**

Grade Level: Grade 6
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	different types of mixtures and their characteristics	prepare beneficial and useful mixtures such as drinks, food, and herbal medicines.	Describe the appearance and uses of homogeneous and heterogenous mixtures	Week 1-3	
	different techniques to separate mixtures	separate desired materials from common and local products.	Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet	Week 4-6	
2nd	how the major organs of the human body work together to form organ systems	make a chart showing healthful habits that promote proper functioning of the	Explain how the organs of each organ system work together	Week 1-2	**S6LT-IIa-b-1**
			Explain how the different organ systems work together	Week 3	**S6LT-IIc-d-2**

		musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems			
	the different characteristics of vertebrates and invertebrates	1. make an inventory of vertebrates and invertebrates that are commonly seen in the community 2. practice ways of caring and protecting animals	Determine the distinguishing characteristics of vertebrates and invertebrates	Week 4-5	**S6MT-IIe-f-3**
	the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps	form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals	Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps	Week 6	**S6MT-IIi-j-5**
			Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps	Week 7	**S6MT-IIi-j-6**
3rd	gravity and friction affect movement of objects	produce an advertisement demonstrates road safety	Infer how friction and gravity affect movements of different objects	Week 1-2	**S6FE-IIIa-c-1**
	how energy is transformed in simple machines	create a marketing strategy for a new product on electrical or light efficiency	Demonstrate how sound, heat, light and electricity can be transformed	Week 3-5	**S6FE-IIId-f-2**
			Manipulate simple machines to describe their characteristics and uses	Week 6-7	**S6FE-IIIg-i-3**
4th	the effects of earthquakes and volcanic eruptions	design an emergency and preparedness plan and kit	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions	Week 1	**S6ES-IVa-1**

			Enumerate what to do before, during and after earthquake and volcanic eruptions	Week 2	**S6ES-IVb-2**
	weather patterns and seasons in the Philippines:		Describe the different seasons in the Philippines	Week 3	**S6ES-IVc-3**
	the earth's rotation and revolution		Differentiate between rotation and revolution and describe the effects of the Earth's motions	Week 5-6	
	characteristics of planets in the solar system		Compare the planets of the solar system	Week 7-8	**S6ES-IVg-h-6**
			Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun	Week 8	**S6ES-IVi-j-7**

Grade Level: Grade 7
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	scientific ways of acquiring knowledge and solving problems	perform in groups in guided investigations involving community-based problems using locally available materials	Describe the components of a scientific investigation	Week 1	**S7MT-Ia-1**
	classifying substances as elements or compounds	make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses	Recognize that substances are classified into elements and compounds	Week 2-3	**S7MT-Ig-h-5**
	the properties of substances that distinguish them from mixtures	investigate the properties of mixtures of varying concentrations using available materials in the	Distinguish mixtures from substances based on a set of properties	Week 4-5	**S7MT-Ie-f-4**

		community for specific purposes			
	some important properties of solutions	prepare different concentrations of mixtures according to uses and availability of materials	Investigate properties of unsaturated or saturated solutions	Week 6	**S7MT-Ic-2**
			Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials	Week 7	**S7MT-Id-3**
2nd	the parts and functions of the compound microscope	employ appropriate techniques using the compound microscope to gather data about very small objects	Identify parts of the microscope and their functions	Week 1	**S7LT-IIa-1**
			Focus specimens using the compound microscope	Week 2	**S7LT-IIb-2**
	the different levels of biological organization		Describe the different levels of biological organization from cell to biosphere	Week 3	**S7LT-IIc-3**
	the difference between animal and plant cells		Differentiate plant and animal cells according to presence or absence of certain organelles	Week 4	**S7LT-IIc-3**
			Explain why the cell is considered the basic structural and functional unit of all organisms	Week 4	**S7LT-IIe-5**
	reproduction being both asexual or sexual		Differentiate asexual from sexual reproduction in terms of: 1 Number of individuals involved; 2 Similarities of offspring to parents	Week 5	**S7LT-IIg-7**
	organisms interacting with each other and with their environment to survive		Differentiate biotic from abiotic components of an ecosystem	Week 6	**S7LT-IIh-9**
			Describe the different ecological relationships found in an ecosystem	Week 6	**S7LT-IIh-10**
			Predict the effect of changes in abiotic factors on the ecosystem	Week 7	**S7LT-IIj-12**
3rd	motion in one dimension	conduct a forum on mitigation and disaster risk reduction	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration	Week 1-2	**S7FE-IIIa-1**

			Create and interpret visual representation of the motion of objects such as tape charts and motion graphs	Week 3	**S7FE-IIIb-3**
	waves as a carriers of energy		Infer that waves carry energy	Week 4	**S7LT-IIIc-4**
			Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude	Week 4	**S7LT-IIId-7**
	the characteristics of light	suggest proper lighting in various activities	Explain color and intensity of light in terms of its wave characteristics	Week 5	
	how heat is transferred		Infer the conditions necessary for heat transfer to occur	Week 6	**S7LT-IIIh-i-12**
	charges and the different charging processes		Describe the different types of charging processes	Week 7	**S7LT-IIIj-13**
4th	the relation of geographical location of the Philippines to its environment	analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons	Demonstrate how places on Earth may be located using a coordinate system	Week 1	**S7ES-IVa-1**
			Cite and explain ways of using Earth's resources sustainably	Week 2	
	the different phenomena that occur in the atmosphere		Discuss how energy from the Sun interacts with the layers of the atmosphere	Week 3	**S7ES-IVd-5**
			Account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ)	Week 3	**S7ES-IVf-7**
	the relationship of the seasons and the position of the Sun in the sky		Using models, relate: 1 the tilt of the Earth to the length of daytime 2 the length of daytime to the amount of energy received 3 the position of the Earth in its orbit to the height of the Sun in the sky 4 the height of the Sun in the sky to the amount of energy received	Week 4-5	**S7ES-IVh-9**

			5 the latitude of an area to the amount of energy the area receives 6 tilt of the Earth and the seasons		
	the occurrence of eclipses		Explain how solar and lunar eclipses occur using models	Week 6	

Grade Level: Grade 8
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	Newton's three laws of motion	develop a written plan and implement a "Newton's Olympics"	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion	Week 1	**S8FE-Ia-15**
			Infer that when a body exerts a force on another, an equal amount of force is exerted back on it	Week 2	**S8FE-Ia-16**

	work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy		Identify and explain the factors that affect potential and kinetic energy	Week 2-3	
	the propagation of sound through solid, liquid, and gas		Investigates the effect of temperature to the speed of sound	Week 4	
	some properties and characteristics of visible light	discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light	Explain the hierarchy of colors in relation to the energy of visible light	Week 4	**S8FE-If-27**
	heat and temperature, and the effects of heat on the body		Differentiate between heat and temperature at the molecular level	Week 4	**S8FE-Ig-29**
	current- voltage-resistance relationship, electric power, electric energy, and home circuitry		Infer the relationship between current and voltage	Week 5-6	
			Explain the advantages and disadvantages of series and parallel connections in homes	Week 7	**S8FE-Ii-31**
			Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home	Week 7	**S8FE-Ii-33**
2nd	the relationship between faults and earthquakes	1. participate in decision making on where to build structures based on knowledge of the location of active faults in the community	Using models or illustrations, explain how movements along faults generate earthquakes	Week 1	**S8ES-IIa-14**
			Differentiate the 1 epicenter of an earthquake from its focus;	Week 1-2	**S8ES-IIa-15**

		2. make an emergency plan and prepare an emergency kit for use at home and in school	2 intensity of an earthquake from its magnitude; 3 active and inactive faults		
			Explain how earthquake waves provide information about the interior of the earth	Week 3	**S8ES-IIc-17**
	the formation of typhoons and their movement within the PAR	1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by government agencies in charge 2. participate in activities that lessen the risks brought by typhoons	Explain how typhoon develops and how it is affected by landmasses and bodies of water	Week 4-5	
			Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	Week 5	**S8ES-IIf-21**
	characteristics of comets, meteors, and asteroids	discuss whether or not beliefs and practices about comets and meteors have scientific basis	Compare and contrast comets, meteors, and asteroids	Week 6	**S8ES-IIg-22**
3rd	the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures	present how water behaves in its different states within the water cycle	Explain the properties of solids, liquids, and gases based on the particle nature of matter;	Week 1-2	**S8MT-IIIa-b-8**

			Explain physical changes in terms of the arrangement and motion of atoms and molecules;	Week 3-4	**S8MT-IIIc-d-9**
	the identity of a substance according to its atomic structure		Determine the number of protons, neutrons, and electrons in a particular atom;	Week 5-6	**S8MT-IIIe-f-10**
	the periodic table of elements as an organizing tool to determine the chemical properties of elements		Use the periodic table to predict the chemical behavior of an element.	Week 7-8	**S8MT-IIIi-j-12**
4th	1. the digestive system and its interaction with the circulatory, respiratory, and excretory systems in providing the body with nutrients for energy 2. diseases that result from nutrient deficiency and	present an analysis of the data gathered on diseases resulting from nutrient deficiency	Explain ingestion, absorption, assimilation, and excretion	Week 1	**S8LT-IVa-13**

	ingestion of harmful substances, and their prevention and treatment				
	1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance	report on the importance of variation in plant and animal breeding	Compare mitosis and meiosis, and their role in the cell-division cycle	Week 2	**S8LT-IVd-16**
			Explain the significance of meiosis in maintaining the chromosome number	Week 2	**S8LT-IVe-17**
			Predict phenotypic expressions of traits following simple patterns of inheritance	Week 3	**S8LT-IVf-18**
	1. the concept of a species 2. the species as being further classified into a hierarchical taxonomic system	report (e.g., through a travelogue) on the activities that communities engage in to protect and conserve endangered and economically important species	Explain the concept of a species	Week 4	**S8LT-IVg-19**
			Classify organisms using the hierarchical taxonomic system	Week 4	**S8LT-IVh-20**
			Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	Week 5	**S8LT-IVh-21**
	the one-way flow of energy and the cycling of materials in an ecosystem	make a poster comparing food choices based on the trophic levels'	Describe the transfer of energy through the trophic levels	Week 5	**S8LT-IVi-22**
			Analyze the roles of organisms in the cycling of materials	Week 6	**S8LT-IVi-23**
			Explain how materials cycle in an ecosystem	Week 6	**S8LT-IVi-24**
			Suggest ways to minimize human impact on the environment	Week 7	**S8LT-IVj-25**

Grade Level: Grade 9
Subject: Science

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	
1st	1. how the different structures of the	conduct an information dissemination activity on	Explain how the respiratory and circulatory systems work together to	Week 1-2	**S9LT-Ia-b-26**

	circulatory and respiratory systems work together to transport oxygen-rich blood and nutrients to the different parts of the body 2. the prevention, detection, and treatment of diseases affecting the circulatory and respiratory systems	effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers	transport nutrients, gases, and other molecules to and from the different parts of the body		
			Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems	Week 2	**S9LT-Ic-27**
	1. how genetic information is organized in genes on chromosomes 2. the different patterns of inheritance		Explain the different patterns of non-Mendelian inheritance	Week 3-4	**S9LT-Id-29**
	how changes in the environment may affect species extinction	make a multimedia presentation of a timeline of extinction of representative microorganisms, plants, and animals	Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment	Week 5	**S9LT-Ie-f-30**
	1. the structure and function of plant parts and organelles involved in photosynthesis 2. the structure and function of mitochondrion as the main organelle involved in respiration	design and conduct an investigation to provide evidence that plants can manufacture their own food	Differentiate basic features and importance of photosynthesis and respiration	Week 6-7	**S9LT-Ig-j-31**
2nd	1. the development of atomic models that led to the description of the behavior of electrons within atoms 2. how atoms combine with other atoms by		Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons	Week 1	
			Recognize different types of compounds (ionic or covalent) based on their properties such as melting point,	Week 2	**S9MT-IIb-14**

	transferring or by sharing electrons 3. forces that hold metals together		hardness, polarity, and electrical and thermal conductivity;		**S9MT-IIb-14**
			Explain how ions are formed;	Week 3	**S9MT-IIe-f-16**
	the type of bonds that carbon forms that result in the diversity of carbon compounds		Explain how the structure of the carbon atom affects the type of bonds it forms;	Week 4-5	**S9MT-IIg-17**
			Recognize the general classes and uses of organic compounds;	Week 6	**S9MT-IIh-18**
	the unit, **mole**, that quantitatively measures the number of very small particles of matter	analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition	Use the mole concept to express mass of substances; and	Week 7	**S9MT-IIi-19**
			Determine the percentage composition of a compound given its chemical formula and vice versa.	Week 8	**S9MT-IIj-20**
3rd	volcanoes found in the Philippines		Describe the different types of volcanoes and volcanic eruption	Week 1	
			Explain what happens when volcanoes erupt	Week 2	**S9ES -IIIb-28**
			Illustrate how energy from volcanoes may be tapped for human use	Week 3-4	**S9ES –IIIc-d-29**
	factors that affect climate, and the effects of changing climate and how to adapt accordingly	participate in activities that reduce risks and lessen effects of climate change	Explain how different factors affect the climate of an area	Week 5-6	**S9ES-IIIe-30**
			Describe certain climatic phenomena that occur on a global level	Week 6-7	**S9ES-IIIf-31**
	the relationship between the visible constellations in the sky and Earth's position along its orbit	discuss whether or not popular beliefs and practices with regard to constellations and astrology have scientific basis	Show which constellations may be observed at different times of the year using models	Week 8-9	**S9ES-IIIj-35**

4th	projectile motion, impulse and momentum, and conservation of linear momentum	propose ways to enhance sports related to projectile motion	Describe the horizontal and vertical motions of a projectile	Week 1	**S9FE-IVa-34**
			Investigate the relationship between the angle of release and the height and range of the projectile	Week 1-2	**S9FE-IVa-35**
			Relate impulse and momentum to collision of objects (e.g., vehicular collision)	Week 3	**S9FE-IVb-36**
			Infer that the total momentum before and after collision is equal	Week 3	**S9FE-IVb-37**
	conservation of mechanical energy	create a device that shows conservation of mechanical energy	Perform activities to demonstrate conservation of mechanical energy	Week 4	**S9FE-IVd-40**
	the relationship among heat, work, and efficiency	analyze how power plants generate and transmit electrical energy	Construct a model to demonstrate that heat can do work	Week 5	**S9FE-IVe-42**
			Explain how heat transfer and energy transformation make heat engines work	Week 6	**S9FE-IVg-45**
	generation, transmission, and distribution of electrical energy from power plants (hydroelectric, geothermal, wind, nuclear) to home		Explain how electrical energy is generated, transmitted, and distributed	Week 6-7	**S9FE-IVh-j-46**

Grade Level: Grade 10
Subject: Science

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges	1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions 2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions	Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory	Week 1-3	
			Describe the different types of plate boundaries	Week 4	**S10ES –Ia-j-36.2**
			Explain the different processes that occur along the plate boundaries	Week 5-6	**S10ES –Ia-j-36.3**
			Describe the possible causes of plate movement	Week 7	**S10ES –Ia-j-36.5**
			Enumerate the lines of evidence that support plate movement	Week 8	**S9ES –Ia-j-36.6**
2nd	the different regions of the electromagnetic spectrum		Compare the relative wavelengths of different forms of electromagnetic waves	Week 1-2	**S10FE-IIa-b-47**
			Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications	Week 3-4	**S10FE-IIc-d-48**
			Explain the effects of EM radiation on living things and the environment	Week 5	**S10FE-IIe-f-49**
	the images formed by the different types of mirrors and lenses		Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses	Week 6-7	**S10FE-IIg-50**
			Identify ways in which the properties of mirrors and lenses determine their use in	Week 8	**S10FE-IIh-52**

			optical instruments (e.g., cameras and binoculars)		
	the relationship between electricity and magnetism in electric motors and generators		Explain the operation of a simple electric motor and generator	Week 9	**S10FE-IIj-54**
3rd	1. organisms as having feedback mechanisms, which are coordinated by the nervous and endocrine systems 2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive		Explain the role of hormones involved in the female and male reproductive systems	Week 1	**S10LT-IIIb-34**
			Describe the feedback mechanisms involved in regulating processes in the female reproductive system (e.g., menstrual cycle)	Week 2	**S10LT-IIIc-35**
			Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis	Week 3	**S10LT-IIIc-36**
	1. the information stored in DNA as being used to make proteins 2. how changes in a DNA molecule may cause changes in its product 3. mutations that occur in sex cells as being heritable		Explain how protein is made using information from DNA	Week 4	**S10LT-IIId-37**
			Explain how mutations may cause changes in the structure and function of a protein	Week 4	**S10LT-IIIe-38**
	how evolution through natural selection can result in biodiversity	write an essay on the importance of adaptation as a mechanism for the survival of a species	Explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution	Week 5	**S10LT-IIIf-39**
			Explain the occurrence of evolution	Week 6	**S10LT-IIIg-40**
	1. the influence of biodiversity on the stability of ecosystems		Explain how species diversity increases the probability of adaptation and survival of organisms in changing environments	Week 7	**S10LT-IIIh-41**

	2. an ecosystem as being capable of supporting a limited number of organisms		Explain the relationship between population growth and carrying capacity	Week 7	**S10LT-IIIi-42**
4th	how gases behave based on the motion and relative distances between gas particles		Investigate the relationship between: 1 volume and pressure at constant temperature of a gas 2 volume and temperature at constant pressure of a gas 3 explains these relationships using the kinetic molecular theory	Week 1-2	**S9MT-IIj-20**
	the structure of biomolecules, which are made up mostly of a limited number of elements, such as carbon, hydrogen, oxygen, and nitrogen		Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids	Week 3-4	**S10MT-IVc-d-22**
	the chemical reactions associated with biological and industrial processes affecting life and the environment	using any form of media, present chemical reactions involved in biological and industrial processes affecting life and the environment	Apply the principles of conservation of mass to chemical reactions	Week 5-6	**S10MT-IVe-g-23**
			Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion	Week 7-8	**S10MT-IVh-j-24**

Department of Education

EPP/TLE

GRADE LEVEL: Grade 4
SUBJECT: EPP
QUARTER: 1-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
ENTREP/ICT	*Ang mag-aaral ay…* naipamamalas ang pang-unawa sa konsepto ng "entrepreneurship"	*Ang mag-aaral ay…* naipaliliwanag ang mga batayang konsepto ng pagnenegosyo	1.1 naipaliliwanag ang kahulugan at kahalagahan ng "entrepreneurship" 1.2 natatalakay ang mga katangian ng isang entrepreneur 1.3 natatalakay ang iba't-ibang uri ng negosyo	2 WEEKS	**EPP4IE-0a-1** **EPP4IE-0a-2** **EPP4IE-0b-4**
	naipamamalas ang kaalaman at kakayahan sa paggamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan	nakagagamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan	1.1 naipaliliwanag ang mga panuntunan sa paggamit ng computer, Internet, at email 1.2 natatalakay ang mga panganib na dulot ng mga di-kanais-nais na mga software (virus at malware), mga nilalaman, at mga pag-asal sa Internet 1.3 nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan 1.4 naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba't ibang uri ng impormasyon	3 WEEKS	**EPP4IE -0c-5** **EPP4IE -0c-6** **EPP4IE-0d- 7** **EPP4IE-0d-8**
	naipamamalas ang kaalaman at kasanayan sa computer at Internet sa pangangalap at pagsasaayos ng impormasyon	nakagagamit ng computer at Internet sa pangangalap at pagsasaayos ng impormasyon	1.1 nagagamit ang computer file system 1.2 nagagamit ang web browser at ang basic features ng isang search engine sa pangangalap ng impormasyon 1.3 nakagagawa ng table at tsart gamit ang word processing 1.4 nakagagawa ng table at tsart	2 WEEKS	**EPP4IE-0e-9** **EPP4IE-0e-10** **EPP4IE-0g-13** **EPP4IE -0h-15**

			gamit ang electronic spreadsheet tool 1.5 nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool		
	naipakikita ang kaalaman at kasanayan sa paggamit ng	nakagagamit ng email	1.1 nakasasagot sa email ng iba 1.2 nakapagpapadala ng email na may kalakip na dokumento o iba pang media file 1.3 nakaguguhit gamit ang drawing tool o graphics software 1.4 nakakapag-edit ng photo gamit ang basic photo editing tool 1.5 nakagagawa ng dokumento na may picture gamit ang word processing toolodesktop publishing tool 1.5nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan	1 WEEK	**EPP4IE -0h-17** **EPP4IE -0i-18** **EPP4IE -0i-19** **EPP4IE -0j-21** **EPP4IE -0j-22**
AGRICULTURE	naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pagtatanim ng halamang ornamental bilang isang gawaing pagkakakitaan	naisasagawa ang pagtatanim, pag-aani, at pagsasapamilihan ng halamang ornamental sa masistemang pamamaraan	1.1 naisasagawa ang mga kasanayan at kaalaman sa pagtatanim ng halamang ornamental bilang isang pagkakakitaang gawain 1.2 natatalakay ang pakinabang sa pagtatanim ng halamang ornamental, para sa pamilya at sa pamayanan	2 WEEKS	**EPP4AG-0a-1** **EPP4AG-0a-2**
			L.O. 1 naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtatanim ng halamang ornamental	3 WEEKS	**EPP4AG-0d-6**

			1.4.1 pagpili ng itatanim. 1.4.2 paggawa/ paghahanda ng taniman. 1.4.3 paghahanda ng mga itatanim o patutubuin at itatanim 1.4.8 pagtatanim ayon sa wastong pamamaraan		
			1.8 naisasagawa ang masistemang pangangalaga ng tanim 1.8.1 pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp 2.1 naisasagawa ang wastong pag-aani/ pagsasapamilihan ng m ga halamang ornamental	3 WEEKS	**EPP4AG-0e-8** **EPP4AG-0f-10**
	naipamamalas ang pang-unawa sa panimulang kaalaman at kasanayan sa pag-aalaga ng hayop sa tahanan at ang maitutulong nito sa pag-unlad ng pamumuhay	naisasagawa ng ma kawilihan ang pag-aalaga sa hayop sa tahanan bilang mapagkakakitaang gawain	L.O. 1 natatalakay ang kabutihang dulot ng pag-aalaga ng hayop sa tahanan 1.1 natutukoy ang mga hayop na maaaring alagaan sa tahanan. L.O. 2 naiisa-isa ang wastong pamamaraan sa pag - aalaga ng hayop 2.1.1 pagsasagawa nang maayos na pag-aalaga ng hayop 2.1.2 pagbibigay ng wastong lugar o tirahan 2.1.3 pagpapakain at paglilinis ng tirahan	1 WEEK	**EPP4AG-0h-15** **EPP4AG-0h-16** **EPP4AG-0h-17**
HOME ECONOMICS	naipamamalas ang pang-unawa sa batayang konsepto ng **“**gawaing	naisasagawa ng may kasanayan ang mga gawaing pantahanan na makatutulong sa	1.1. napangangalagaan ang sariling kasuotan. 1.2. naiisa-isa ang mga paraan ng pagpapanatiling malinis ng kasuotan	3 WEEKS	**EPP4HE-0b-3**

	pantahanan" at ang maitutulong nito sa pag-unlad ng sarili at tahanan	pangangalaga ng pansarili at ng sariling tahanan	1.2.1. nasasabi ang gamit ng mga kagamitan sa pananahi sa kamay 1.2.2. naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabit ng butones)		
			1.1 naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran 1.2 naisasagawa ang wastong paghihiwalay ng basura sa bahay	2 WEEKS	**EPP4HE-0f-9** **EPP4HE-0g-10**
			1.1 nakatutulong sa paghahanda ng masustansiyang pagkain. 1.2 naipakikita ang wastong paraan ng paggamit ng kubyertos 1.3 naisasagawa nang may sistema ang pagliligpit at paghuhugas ng pinagkainan	3 WEEKS	**EPP4HE-0i-14**
INDUSTRIAL ARTS	naipapamalas ang pang-unawa sa batayang kaalaman at kasanayan sa pagsususkat sa pagbuo ng mga kapakipakinabang na gawaing pang-industriya at ang maitutulong nito sa pag-unlad ng isang pamayanan	naisasagawa nang may kasanayan sa pagsusukat at pagpapahalaga sa mga batayang gawain sa sining pang-industriya na makapagpapaunlad sa kabuhayan ng sariling pamayanan	1.1 Natatalakay ang mga kaalaman at kasanayan sa pagsusukat 1.1.1 nakikilala ang mga kagamitan sa pagsusukat 1.1.2 nagagamit ang dalawang sistemang panukat (English at metric) 1.2 naisasagawa ang pagleletra, pagbuo ng linya at pagguhit. 1.3 natatalakay ang kahalagahan ng kaalaman at kasanayan sa "basic sketching" shading at outlining	3 WEEKS	**EPP4IA-0a-1** **EPP4IA-0b-2** **EPP4IA-0c-3** **EPP4IA-0d-4**

			1.4 naisasagawa ang wastong pamamaraan ng basicsketching, shading at outlining		
			2.1 nakagagawa ng sariling disenyo sa pagbuo o pagbabago ng produktong gawa sa kahoy, ceramics, karton, o lata (o mga materyales na nakukuha sa pamayanan)	6 WEEKS	**EPP4IA-0f-6**

GRADE LEVEL: Grade 5
SUBJECT: EPP
QUARTER: 1-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
ENTREP/ICT	naipamamalas ang kaalaman at kasanayan upang maging matagumpay na entrepreneur	mapahusay ang isang produkto upang maging iba sa iba	1.1 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo 1.2 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo 1.3 nakapagbebenta ng natatanging paninda	5 WEEKS	**EPP5IE-0a-2** **EPP5IE - 0a-3** **EPP5IE-0b-5**
	naipamamalas ang kaalaman at kasanayan ng ligtas at responsible sa: 1. pamamahagi ng mga dokumento at media file	1. nakapamamahagi ng mga dokumento at media file sa ligtas at responsableng pamamaraan 2. nakasasali sa discussion group at chat sa ligtas at responsableng pamamaraan	1.1 naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat 1.2 nakasasali sa discussion forum at chat sa ligtas at responsableng pamamaraan	2 WEEKS	**EPP5IE-0c-8** **EPP5IE-0c-9**

	2. pagsali sa discussion group at chat				
			1.2 natutukoy ang angkop na search engine sa pangangalap ng impormasyon 1.3 nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datoS 1.4 nagagamit ang word processing tool	1 WEEK	**EPP5IE-0d-11** **EPP5IE-0f-16** **EPP5IE-0j-21**
AGRICULTURE	naipamamalas ang pang-unawa sa panimulang kaalaman at kasanayan sa pagtatanim ng gulay at ang maitutulong nito sa pag-unlad ng pamumuhay	naisasagawa nang maayos ang pagtatanim, pag-aani, at pagsasapamilihan ng gulay sa masistemang pamamaraan	1.1 nakagagawa ng abonong organiko 1.4.1 natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko 1.4.2 nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko	2 WEEKS	**EPP5AG-0b-4**
			1.2 naisasagawa ang masistemang pangangalaga ng tanim na mga gulay 1.5.1 pagdidilig 1.5.2 pagbubungkal 1.5.3 paglalagay ng abonong organiko 1.3 naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman	2 WEEKS	**EPP5AG-0c-6**
			1.1 naipaliliwanag ang kabutihang dulot ng pag-aalaga ng hayop na may dalawang paa at pakpak o isda 1.2 natutukoy ang mga hayop na maaring alagaan gaya ng manok, pato, itik, pugo/ tilapia	1 WEEK	**EPP5AG-0e-11** **EPP5AG-0g-15**

			1.3 nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda		**EPP5AG-0h-16**
			1.1 naisasapamilihan ang inalagaang hayop/isda 1.2 natutuos ang puhunan, gastos, at kita	3 WEEKS	**EPP5AG-0j-18**
HOME ECONOMICS	naipamamalas ang pang-unawa sa kaalaman at kasanayan sa mga "gawaing pantahanan" at tungkulin at pangangalaga sa sarili	naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakatutulong sa pagsasaayos ng tahanan	1.1 napangangalagaan ang sariling kasuotan 1.1.1 naiisa-isa ang mga paraan upang mapanatiling malinis ang kasuotan 1.2 naisasagawa ang wastong paraan ng paglalaba 1.2.1 napaghihiwalay ang puti at di-kulay 1.7 naisasagawa ang wastong paraan ngpamamalantsa	4 WEEKS	**EPP5HE-0c-6** **EPP5HE-0c-7** **EPP5HE-0d-8**
			1.1 nakagagamit ng makina at kamay sa pagbuo ng mga kagamitang pambahay 1.2 natutukoy ang mga bahagi ng makinang de-padyak 1.3 nakabubuo ng kagamitangpambahay na maaaring pagkakitaan 1.4 nakalilikha ng isang malikhaing proyekto	3 WEEKS	**EPP5HE-0f-17** **EPP5HE-0g-18**
			1.1naisasagawa ang pagpaplano at pagluluto ng masustansiyang pagkain (almusal, tanghalian, at hapunan) ayon sa badyet ng pamilya 1.2naisasagawa ang pamamalengke ng mga sangkap sa pagluluto 1.3naipakikita ang husay sa pagpili ng sariwa, mura at masustansyang sangkap	2 WEEKS	**EPP5HE-0i-24** **EPP5HE-0i-28**

			Naisasagawa ang pagluluto 1.1naihahanda ang mga sangkap sa pagluluto 1.2nasusunod ang mga tuntuning pangkalusugan at pangkaligtasan sa paghahanda at pagluluto ng pagkain 1.3 naihahanda nang kaakit-akit ang nilutong pagkain sa hapag kainan (food presentation)		**EPP5HE-0j-29**
INDUSTRIAL ARTS	naipamamalas ang pagkatuto sa mga kaalaman at kasanayan sa mga gawaing pang-industriya tulad ng gawaing kahoy, metal, kawayan, elektrisidad at iba pa	naisasagawa ng may kawilihan ng pagbuo ng mga proyekto sa gawaing kahoy, metal, kawayan, elektrisidad, at iba pa	1.1 natatalakay ang mga mahalagang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pang lokal na materyales sa pamayanan 1.2 nakagagawa ng mga malikhaing proyekto na gawa sa kahoy, metal, kawayan at iba pang materyales na makikita sa kumunidad	3 WEEKS	**EPP5IA-0a-1** **EPP5IA-0b- 2**
			2.1 nakagagawa ng proyekto na ginagamitan ng elektrisidad 2.2 natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad	3 WEEKS	**EPP5IA-0c- 3**
			2.3 nakabubuo ng plano ng proyekto na nakadisenyo mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapapagkakakitaan	3 WEEKS	**EPP5IA-0d- 4**

GRADE LEVEL: Grade 6
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: ICT AND ENTREPRENEURSHIP

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
0	demonstrates knowledge and skills that will lead to one becoming an ideal entrepreneur	sells products based on needs and demands	produces simple products	**2 Weeks**	**TLEIE6-0a-2**
			buys and sells products based on needs		**TLEIE6-0b-3**
			sells products based on needs and demands in school and community		**TLEIE6-0b-4**
	demonstrates knowledge and skills in the safe and responsible use of wikis, blogs, and audio and video conferencing tools	practices safe and responsible use of wikis, blogs, and audio and video conferencing tools	posts and shares materials on wikis in a safe and responsible manner	**1 Week**	**TLEIE6-0c-5**
			posts and shares materials on blogs in a safe and responsible manner		**TLEIE6-0c-6**
			participates in video and audio conferences in a safe and responsible manner	**1 Week**	**TLEIE6-0d-7**
	demonstrates knowledge and skills in using online survey tools	conducts a survey using online tools	creates an online survey form	**1 Week**	**TLEIE6-0e-9**
			processes online survey data		**TLEIE6-0f-11**
	demonstrates knowledge and skills in performing advanced calculations on numerical data using an electronic spreadsheet tool	processes and summarizes numerical data using advanced functions and formulas in an electronic spreadsheet tool	uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data	**1 Week**	**TLEIE6-0f-12**
	demonstrates knowledge and skills in using audio, video conferencing tools, and e-group	communicates and collaborates online through audio, video conferencing, and egroup	uses audio and video conferencing tools to share ideas and work with others online	**1 Week**	**TLEIE6-0g-13**
			uses an e-group to share ideas and work with others		**TLEIE6-0h-14**
	demonstrates knowledge and skills to create knowledge products	Creates a multimedia knowledge product	uses the advanced features of a slide presentation tool to create a multimedia presentation with text, graphics, and photos; hyperlinked	**1 Week**	**TLEIE6-0i-15**

			elements; animation; and embedded audio and/or video		
			uses the moviemaking software to create a multimedia presentation		**TLEIE6-0j-16**

GRADE LEVEL: Grade 6
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: AGRICULTURE

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
0	demonstrates an understanding of scientific practices in planting trees and fruit trees	applies knowledge and skills in planting trees and fruit trees	discusses the importance of planting and propagating trees and fruit-bearing trees and marketing seedlings.	**1 Week**	**TLE6AG-0a-1**
			uses technology in the conduct of survey to find out the following:	**1 Week**	**TLE6AG-0b- 2**
			elements to be observed in planting trees and fruit-bearing trees		
			market demands for fruits		
			famous orchard farms in the country		
			conduct a survey to identify:	**1 Week**	**TLE6AG-0c- 3**
			types of orchard farms		
			trees appropriate for orchard gardening based on location, climate, and market demands		
			proper way of planting/propagating trees and fruit-bearing trees (budding, marcotting, grafting)		
			sources of fruit-bearing trees		
			how to care for seedlings		

			prepares layout design of an orchard garden using the information gathered		**TLE6AG-0c-4**
			propagates trees and fruit-bearing trees using scientific processes	**1 Week**	**TLE6AG-0d-5**
			identifies the appropriate tools and equipment in plant propagation and their uses		
			demonstrates scientific ways of propagating fruit-bearing trees		
			observes healthy and safety measures in propagating fruit-bearing trees		
			performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer	**1 Week**	**TLE6AG-0e-6**
			markets fruits and seedlings	**1 Week**	**TLE6AG-0f-7**
			develops plan for expansion of planting trees and seedling production		**TLE6AG-0g-8**
	demonstrates an understanding of scientific processes in animal/ fish raising	applies knowledge and skills, and develops one's interest I animal/ fish raising	conducts survey to find out:	**1 Week**	**TLE6AG-0h-9**
			persons in the community whose occupation is animal (four-legged) /fish raising		
			kinds of four-legged animals/fish being raised as means of livelihood		
			possible hazards that animal raising can cause to the people and community		
			ways to prevent hazards brought about by raising animals		
			market demands for animal/fish products and byproducts		
			direct consumers or retailers		

			benefits that can be derived from animal/fish raising	**1 Week**	
			stories of successful entrepreneurs in animal/fish raising		
			plans for the family's animal raising project		**TLE6AG-0i-10**
			implements plan on animal/fish raising		**TLE6AG-0i-11**
			monitors growth and progress		**TLE6AG-0j-12**
			keeps an updated record of growth/progress		
			expands/enhances one's knowledge of animal/fish raising using the Internet		
			manages marketing of animal/fish raised	**1 Week**	**TLE6AG-0j-13**
			discusses indicators for harvesting/capturing		
			demonstrates skill in harvesting/capturing animal/fish		
			prepares marketing strategy by asking help from others or using the Internet		
			markets animals/fish harvested/captured		
			computes the income earned from marketed products (Gross Sale – Expenses = Net income)		
			prepares plans for expansion of animal-raising venture		

GRADE LEVEL: Grade 6
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
0	applies knowledge and skills, and develops one's interest I animal/ fish raising	manages family resources applying the principles of home management	identifies family resources and needs (human, material, and nonmaterial)		**TLE6HE-0a-1**
			enumerates sources of family income		**TLE6HE-0a-2**
			allocates budget for basic and social need such as: 1.1.1 food and clothing 1.1.2 shelter and education 1.1.3 social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs savings/emergency budget (health, house repair)	**1 Week**	**TLE6HE-0b-3**
			1.2 prepares feasible and practical budget 1.2.1 manages family resources efficiently 1.2.2 prioritizes needs over wants	**1 Week**	**TLE6HE-0b-4**
	demonstrates an understanding of and skills in sewing household linens	sews household linens using appropriate tools and materials and applying	classifies tools and materials according to their use (measuring, cutting, sewing)		**TLE6HE-0c-5**
			prepares project plan for household linens	**1 Week**	**TLE6HE-0c-6**
			identifies supplies/ materials and tools needed for the project		**TLE6HE-0c-7**
			2.1 drafts pattern for household linens 2.1.1 steps in drafting pattern 2.1.2 safety precautions	**1 Week**	**TLE6HE-0d- 8**

			2.2 sews creative and marketable household linens as means to augment family income 2.3 assesses the finished products as to the quality (using rubrics		**TLE6HE-0d-9**
			2.4 markets finished house hold linens in varied/ creative ways	**1 Week**	**TLE6HE0e-10**
	demonstrates an understanding of and skills in the basics of food preservation	preserve food/s using appropriate tools and materials and applying the basics of food	explains different ways of food preservation (drying, salting, freezing, and processing)	**1 Week**	**TLE6HE-0f-10**
			uses the tools/utensils and equipment and their substitutes in food preservation/ processing		**TLE6HE-0g-11**
			preserves food applying principles and skills in food preservation processing		**TLE6HE-0h-12**
			conducts simple research to determine market trends and demands in preserved/ processed foods	**1 Week**	**TLE6HE-0i- 13**
			assesses preserved/processed food as to the quality using the rubrics		**TLE6HE-0i-14**
			markets preserved/processed food in varied/ creative ways with pride	**1 Week**	**TLE6HE-0j- 15**

GRADE LEVEL: Grade 6
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
0	demonstrates an understanding of knowledge and skills in enhancing/decorating products	performs necessary skill in enhancing/ decorating finished products	discusses the importance and methods of enhancing/decorating bamboo, wood, and metal products		**TLE6IA-0a-1**

	as an alternative source of income		demonstrates creativity and innovativeness in enhancing/ decorating bamboo, wood, and metal products	**2 Weeks**	**TLE6IA-0a-2**
			1.1 conducts simple survey using technology and other data-gathering method to determine 1.1.1 market trends on products made of bamboo, wood, and metal 1.1.2 customer's preference of products 1.1.3 types/sources of innovative finishing materials, accessories, and designs 1.1.4processes in enhancing/decorating finished products		**TLE6IA-0b-3**
			discusses the effects of innovative finishing materials and creative accessories on the marketability of products	**1 Week**	**TLE6IA-0c-4**
			enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining		**TLE6IA-0c-5**
			1.6 constructs project plan 1.6.1 considers deliberate policies on sustainable development in constructing the project plan 1.6.2 demonstrates resourcefulness and management skills in the use of time, materials, money, and effort	**2 Weeks**	**TLE6IA-0d-6**

			1.6.3 assesses the quality of enhanced product using rubrics 1.6.4 refines product based on assessment made		
			markets products		**TLE6IA-0e-7**
	demonstrates an understanding of and skills in making simple electrical gadgets	constructs simple electrical gadgets with ease and dexterity	construct simple electrical gadgets	**1 Week**	**TLE6IA-0f-8**
			explains the protocols (processes) in making electrical gadgets		**TLE6IA-0g-9**
	demonstrates an understanding of and skills in recycling waste material	recycles waste materials following the principles of "five S"	repairs simple gadgets/furniture/ furnishings at home and school	**1 Week**	**TLE6IA-0h-10**
			1.2 discusses the principles of "five S" 1.2.1 Sorting (Seiri) 1.2.2 Straightening (Seiton) 1.2.3 Systematic Cleaning (Shine) (Seiso) 1.2.4 Standardizing (Seiketsu) 4.1.5 Service (Sustaining) (Shitsuke)		**TLE6IA-0i-11**
			identifies recyclable products/waste materials made of wood, metal, paper, plastic, and others	**2 Weeks**	**TLE6IA-0i-12**
			explains the process and the importance of recycling		**TLE6IA-0j-13**
			recycles the identified products/waste material into functional items (binding of used paper into notebook or memo pad; bottled plastic into lampshades, flowers, plants; etc.)		**TLE6IA-0j-14**

GRADE LEVEL: Grade 7/8
SUBJECT: CAREGIVING
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding on the use of tools, equipment and paraphernalia in caregiving.	The learner independently uses tools, equipment and paraphernalia in caregiving	**LO 1. Identify caregiving tools, equipment, and paraphernalia applicable to a specific job** 1.1 Classify equipment, tools, and paraphernalia according to types, and functions	1 WEEK	**TLE_HEUTCG7/8-0a-b-1**
			LO 2. Use caregiving tools, equipment, and paraphernalia 2.1 Use equipment, tools and paraphernalia based on the task requirement	1 WEEK	**TLE_HECGUT7/8-0c-d-2**
	The learner demonstrates understanding in maintaining tools, equipment and paraphernalia in caregiving.	The learner independently maintains tools, equipment and paraphernalia in caregiving.	**LO 1. Perform aftercare activities for tools, equipment and paraphernalia** 1.1 Clean tools, equipment and paraphernalia after use 1.2 Store tools, equipment and paraphernalia in the appropriate area 1.3 Check tools, equipment and paraphernalia regularly for orderliness/tidiness 1.4 Carry out routine maintenance as per Standard Operating Procedures (SOP)	2 WEEKs	**TLE_HECGMT7/8-0e-f-3**
	The learner demonstrates understanding on the practice of occupational health and safety procedures in caregiving.	The learner independently practices occupational health and safety procedures in caregiving.	**LO 1. Identify hazards and risks** 1.1 Identify hazards and risks 1.2 Determine hazard and risks indicators in the workplace 1.3 Determine the effects of hazards	1 WEEK	**TLE_HECGOS7/8-0h-5**

			LO 2. Evaluate and control hazards and risks 1.1 Follow Occupational Health and Safety (OHS) procedures in dealing with and for controlling hazards and risks 1.2 Establish organizational protocol in providing appropriate assistance in workplace emergencies	1 WEEK	**TLE_HECGOS7/8-0i-j-6**

GRADE LEVEL: Grade 7/8
SUBJECT: DRESSMAKING
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding in the use of sewing tools in dressmaking	The learner independently uses tools in dressmaking/tailoring	**LO 1. Identify sewing tools and equipment and their uses** 2.1 Identify sewing tools and equipment 2.2 Classify sewing machines 2.3 Select appropriate measuring tools	2 WEEKS	**TLE_HEDM7/8UT-0a-b-1**
	The learner demonstrates understanding in carrying out measurements in dressmaking/tailoring.	The learner independently carries out measurements and calculations based on job requirements.	**LO 1. Obtain measurements** 2.4 Take accurate body measurements 2.5 Read and record required measurements 2.5 Apply the systems of measurements 2.6 Perform simple calculations based on the job requirement 2.7 Demonstrates accurate reading measurements 2.8 Assess the appropriateness of design based on the client's features 2.9 Read specifications 2.10 Apply the principles of design and color harmonies	3 WEEKS	**TLE_HEDM7/8MT-0c-d-2**

	The learner demonstrates understanding in performing basic maintenance of sewing machine in dressmaking/tailoring.	The learner consistently performs basic maintenance of sewing machine in dressmaking/tailoring.	**LO 2. Clean and lubricate machine** 1.1. Observe proper handling and cleaning of the machine 1.2 Resolve common machine troubles 2.1 Follow the safety procedures in machine cleaning 2.2 Perform regular maintenance schedules	1 WEEK	**TLE_HEDM7/8BM-0i-7**
	The learner demonstrates understanding in practicing occupational safety and health in dressmaking/tailoring.	The learner consistently practices occupational safety and health in dressmaking/tailoring.	**LO 1. Identify and evaluate hazards and risks** 1.1. Explain workplace hazards and risks 1.2. Identify hazards and risks in the workplace 1.3. Explain the causes of hazards and risks	1 WEEK	**TLE_HEDM7/8BM-0j-8**

GRADE LEVEL: Grade 7/8
SUBJECT: COOKERY
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learners demonstrate an understanding the use and maintenance of equipment in cookery	The learners independently use and maintain tools, equipment, and materials in cookery according to standard operating procedures	**LO 1. Utilize appropriate kitchen tools, equipment, and paraphernalia** 1.1 identify types of tools, equipment, and paraphernalia 1.2 classify the types of appropriate cleaning tools and equipment based on their uses	2 WEEKS	**TLE_HECK7/8UT-0a-1**
			LO 2. Maintain appropriate kitchen tools, equipment, and paraphernalia	1 WEEK	**TLE_HECK7/8MT-0b-2**

			1.1 select various types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia 1.2 clean and sanitize kitchen tools and equipment following manufacturer's instructions use cleaning tools, equipment, and paraphernalia in accordance to standard operating procedures maintain kitchen tools, equipment, and work areas		
	The learners demonstrate an understanding performing mensuration and calculation in cookery	The learners independently measure and calculate ingredients in cookery	**LO 1. Carry out measurements and calculations in a required task** 1.1 give the abbreviations and equivalents of measurements 1.2 measure ingredients according to recipe requirement 1.3 convert systems of measurement according to recipe requirement 1.4perform substitution of ingredients	3 WEEKS	**TLE_HECK7/8PM-0d-4**
			LO 2. Calculate cost of production 2.1 discuss principles of costing 2.2 compute cost of production	1 WEEK	**TLE_HECK7/8PM-0e-5**
	The learners demonstrate an understanding the practice of occupational health and safety	The learners independently practice occupational health and safety	**LO 1. Importance of Occupational Health and Safety Procedures** 1.1 recognize the importance of OSH	1 WEEK	**TLE_HECK7/8OHSP-0h-8**

GRADE LEVEL: Grade 7/8
SUBJECT: NAIL CARE
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding of the use of tools and equipment in Nail Care Services.	The learner independently uses nail care tools and equipment in Nail Care Servicing	**LO 1. Prepare the necessary tools and equipment for the specific nail care activity** 1.1 Identify the uses of tools and equipment in nail care according to task requirements 1.2 Use tools and equipment according to task requirement 1.3 Observe safety procedure of using tools and equipment	1 WEEK	**TLE_HEBC7/8UT-0a-b-1**
	The learner demonstrates understanding in maintaining tools and equipment in Nail Care	The learner independently maintains tools and equipment in Nail Care Servicing	**LO 2. Perform basic preventive and corrective maintenance** 1.1 Clean tools according to standard procedures 1.2 Inspected defective tools and equipment	2 WEEKs	**TLE_HEBC7/8MT-0d-e-3**
	The learner demonstrates understanding in nail shapes in Nail Care Services	The learner independently practice nail shapes in Nail Care Services	**LO 1. Identify nail structure and shapes** 1.1 Identify nail structure and shapes 1.2 Perform nail trimmings to varied shapes	4 WEEKS	**TLE_HEBC7/8MT-0j-6**

GRADE LEVEL: Grade 7/8
SUBJECT: HANDICRAFT MAKING
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding on the principles and concepts of embroidery	The learner uses basic tools in embroider and create embroidered article	**L.O. 1: Use basic tools in embroidery** 1.1 Basic tools and materials inembroidery are identified. 1.2Different embroidery stitches are performed based on the given steps. 1.3 Proper use of tools is observed	2 WEEKS	**TLE_HEHD7/8EA-0a-b-1**
			LO2. Create embroidered article 2.1 Embroidered article is created based on the principles and elements of design. 2.2 Color scheme are applied increating the design. 2.3 Design is transferred following the given steps. 2.4 Good working habits are observed	2 WEEKS	**TLE_HEHD7/8EA-0c-d-2**
	The learner demonstrates understanding on the principles and concepts of recycling	The learner understands and create recycled project	**LO 1. Understand Recycling** 1. Recycled articles are identified based on recyclable materials	1 WEEK	**TLE_HEHD7/8RP-0e-f-2**
			LO2. Create Recycled project 2.1 Recycled articles are produced artistically based on the given steps. 2.2 Tools are properly used. 2.3 Good working habits are observed.		**TLE_HEHD7/8RP-0e-g-3**
	The learner demonstrates understanding on the principles	The learner understand wrapping of gift items	**LO1. Wrap Gift Items** 1. Tools are properly used. 2. Principles and elements of design are applied.	2 WEEKS	**TLE_HEHD7/8WG-0h-i-2**

	and concepts of gift wrapping				
			3. Gift items are wrapped artistically. 4. Decorative articles are applied to enhanced wrapped gift items. 5. Good working habits are observed		

GRADE LEVEL: Grade 7/8
SUBJECT: FRONT OFFICE SERVICES
NOMINAL HOURS: 40 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding on the use of tools, equipment, and paraphernalia in FOS	The learner independently use tools, equipment, and paraphernalia in FOS	**USE TOOLS, EQUIPMENT, AND PARAPHERNALIA** **LO 1. Identify FOS tools, equipment, and paraphernalia applicable to a specific job** 1.1. classify equipment, tools, and paraphernalia according to types and functions 1.2. describe equipment, tools, and paraphernalia based on the specified task	1 WEEK	**TLE_HEFS7/8UT-0ab-2**
			LO 2. Use FOS tools, equipment, and paraphernalia 1.1. use equipment, tools, and paraphernalia based on the task requirements	1 WEEK	**TLE_HEFS7/8UT-0ab-2**
			MAINTAIN TOOLS, EQUIPMENT, AND PARAPHERNALIA **LO 1. Perform after-care activities for tools, equipment, and paraphernalia** 1.1. clean tools, equipment, and paraphernalia after use according to standard operating procedures	1 WEEK	**TLE_HEFS7/8UT-0c-4**

			1.2. store tools, equipment, and paraphernalia in appropriate area in accordance with safety procedures		
	The learner demonstrates performing calculations in FOS	The learner independently perform calculations in FOS	**PERFORM MENSURATION AND CALCULATIONS** **LO 1. Perform simple calculations** 1.1. prepare simple report from arrival to departure of customers	1 WEEKS	**TLE_HEFS7/8MC-0e-6**
	The learner demonstrates the practice of occupational health and safety procedures in FOS	The learner independently practice occupational health and safety procedures in FOS in accordance with standards	**PRACTICE OCCUPATIONAL HEALTH AND SAFETY** **LO 1: Identify hazards and risks** 1.1. clarify and explain regulations and workplace safety and hazard control practices and procedures 1.2. identify hazards/risks in the workplace and their corresponding indicators	1 WEEK	**TLE_HEFS7/8OHS-0g-8**
			LO 2: Evaluate and control hazards and risks 1.1. determine effects of hazards 1.2. follow OHS procedures for controlling hazards/risks in the workplace	1 Week	**TLE_HEFS7/8OHS-0h-9**
	The learner demonstrates how to interpret layout areas of front-office reception	The learner independently interpret layouts areas of front-office reception	**INTERPRET DESIGN AND LAYOUT** **LO 1. Read and interpret front-office reception area** 1.1. read and interpret symbols and layout in a given sample plan for a front- office reception area 1.2. describe parts and functions of a front-office reception layout 1.3. evaluate a sample front office reception layout	1 WEEK	**TLE_HEFS7/8ID-0j-12**

GRADE LEVEL: 7/8
SUBJECT: FOOD PROCESSING
NOMINAL HOURS: 40 HOURS
COMPONENT: AGRI-FISHERY ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding of uses and maintenance of food (fish) processing tools, equipment, instruments and utensils in food (fish) processing.	The learner uses and maintain appropriate food (fish) processing tools, equipment, instruments and utensils and reports accordingly upon discovery of defect/s.	**LO 1. Select tools, equipment, utensils and instruments** 1.1. Select tools, equipment, utensils and instruments according to food (fish) processing method 1.2. Explain the defects in tools, equipment, utensils and instrument 1.3. Follow procedures in reporting defective tools, equipment, utensils and instruments	2 WEEKS	**TLE_AFFP9-12UT- 0a-1**
			LO 2. Use tools, equipment instruments and utensils by following the standard procedures 2.1. Interpret a food processing procedure 2.2. Apply standard procedures in using tools, equipment, instruments, and utensils 2.3. Calibrate tools, equipment instruments and utensils 2.4. Follow procedures in sanitizing tools, equipment, instruments and utensils 2.5. Use tools, equipment, instruments, and utensils according to job requirements and manufacture's specification		**TLE_AFFP9-12 UT-0b-2**

	The learner demonstrates understanding of basic measurements and calculation.	The learner performs basic measurements and calculation that relate with weight and measurements.	**LO 1. Tabulate the recorded data relevant to production of processed food** 1.1. Record weights and measurements of raw materials and ingredients 1.2. Summarize/sum up recorded weights and measurements of processed products 1.3. Perform how a seam is measured	2 WEEKS	**TLE_AFFP9-12MC-0d-1**
	The learner demonstrates understanding of basic mathematical skills that relate with spoilage, rejects and the percentage of recovery of yields.	The learner exhibits basic mathematical skills that relate with computation of percentage of spoilage, rejects and recovery of yields.	**LO 3. Calculate the production inputs and output** 3.1. Compute for the percentage equivalents of actual spoilage and rejects 3.2. Calculate the percentage of actual yields and recoveries according to enterprise requirements 3.3. Record calculated data according to enterprise requirements	1 WEEK	**TLE_AFFP9-12MC-0e-3**
	The learner demonstrates understanding of interpreting plans and drawings that relate with basic fish processing activities.	The learner interprets plans and drawings that relate with basic fish processing activities.	**LO 1. Interpret a layout plan** 1.1. Explain the meanings of signs and symbol used in lay outing plan for fish processing activity 1.2. Interpret layout plan for fish processing area according to standard set	1 WEEK	**TLE_AFFP9-12ID-0f-1**
	The learner demonstrates understanding of basic principles and rules to be observed to ensure food safety and sanitation when he/she packages fish products.	The learner observes basic principles and rules to be observed to ensure food safety and sanitation when he/she packages fish products.	**LO 1. Observe personal hygiene and good grooming** 1.1. Explain the importance of good grooming in a workplace	1 WEEK	**TLE_AFFP9-12OS-0g-1**

			1.2. Follow the procedures in cleaning, checking and sanitizing personal protective equipment		

GRADE LEVEL: Grade 7/8
SUBJECT: FOOD PROCESSING (SALTING/CURING/SMOKING)
NOMINAL HOURS: 40 HOURS
COMPONENT: AGRI-FISHERY-ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding on processing food by salting, curing and smoking.	The learner demonstrates independently the procedures of processing food by salting, curing and smoking.	**LO 1. Prepare equipment, tools, materials and utensils** 1.1. Prepare Equipment and tools for salting, curing and smoking in accordance with manufacturer's specifications 1.2. Check, sanitize and calibrate Equipment for the above food processing methods in accordance with manufacturer's specifications	1 WEEK	**TLE_AFFP9-12SL-Ia-c-1**
			LO 2. Prepare the raw materials 2.1. Sort and grade raw materials are in accordance with specifications 2.2. Prepare eggs for salting in accordance with approved standard procedures 2.3. Prepare poultry for curing in accordance with approved specifications and standard procedures	1 WEEK	**TLE_AFFP9-12SL-Id-f-2**
			LO 3. Prepare salting and curing solutions and mixtures 3.1. Measure and weigh required ingredients for pumping pickle, cover	4 WEEKS	**TLE_AFFP9-12SL-Ih-i-3**

			pickle and dry cure mixture in line with approved specifications		
			LO 4. Cure the materials 4.1. Cure mixture at room temperature or refrigerated temperature at appropriate number of days 4.2. Submerged materials being cured in solution to obtain even distribution/ penetration of cure mixture in line with approved specifications		**TLE_AFFP9-12SL-IIa-b**
			LO 5. Finish the cured materials 5.1. Wash and drain cured food materials from the solution, in accordance with standard operating procedures 5.2. Boil and dip in grana solution salted eggs according to approved specifications 5.3. Transfer the cooked products to containers and cool according to specifications.	1 WEEK	**TLE_AFFP9-12SL-IIc-e**

GRADE LEVEL: Grade 7/8
SUBJECT: FOOD PROCESSING (FERMENTATION/PICKLING)
NOMINAL HOURS: 40 HOURS
COMPONENT: AGRI-FISHERY ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding food processing by fermentation and pickling.	The learner independently demonstrates procedures of fermentation and pickling.	**LO 1. Prepare equipment, tools and utensils** 1.1. Select **equipment, tools and utensils** for fermentation and pickling are according to requirements	1 WEEK	**TLE_AFFP9-12FR-IIh-i**

			1.2. Check and calibrate equipment, tools and utensils in accordance with manufacturer's specifications 1.3. Prepare and sanitize equipment/ utensils for the above **food processing methods** are according to manufacturer's specifications		
			LO 2. Prepare raw materials 2.1. Sort and grade raw materials according to approved criteria and enterprise requirements 2.2. Prepare the sorted and graded fresh fruits and vegetables according to required sizes and shapes 2.3. Prepare fish and other marine products according to specifications	1 WEEK	**TLE_AFFP9-12FR-IIj-II**
			LO 3. Perform alcoholic fermentation of fruits and vegetables 3.1. Mix prepared fruit with water according to specifications 3.2. Boil mixture in accordance with specifications and enterprise requirements 3.3. Extract juice in accordance with specifications and enterprise requirements 3.4. Cool and mix extracted juice with other ingredients like sugar and yeast in accordance with specifications 3.5. Ferment juice for 1-2 weeks as required 3.6. Filter and heat fermented juice according to specifications	3 WEEKS	**TLE_AFFP9-12FR-IIIb-d-3**

			LO 4. Perform acetic acid/ lactic acid fermentation/ pickling of vegetables 4.1. Mix alcoholic liquid with mother vinegar according to specifications 4.2. Ferment mixture for 2-4 weeks according to standard procedures 4.3. Filter mixture and clarify filtrate according to specifications 4.4. Heat acetous liquid according to specifications	1 WEEK	**TLE_AFFP9-12FR-IIIe-g-4**
			LO 5. Ferment fish and other marine products 5.1. Mix fish and other marine with required salt according to mixing requirements 5.2. Ferment the mixture of fresh and other marine products for 1-2 weeks in fermentation vats/vessels according to standard procedures 5.3. Heat fish paste/fish sauce according to standard procedures	1 WEEK	**TLE_AFFP9-12FR-IIIh-i-5**

GRADE LEVEL: Grade 7/8
SUBJECT: FOOD PROCESSING (SUGAR CONCENTRATION)
NOMINAL HOURS: 40 HOURS
COMPONENT: AGRI-FISHERY ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding on food processing by sugar concentration.	The learner demonstrates independently the method of food processing by sugar concentration.	**LO 1. Prepare Equipment, Tools and Utensils** 1.1. Prepare equipment, tools and utensils for preserving foods by sugar concentration in accordance with manufacturer's manual 1.2. Calibrate equipment, tools and	1 week	**TLE_AFFP9-12SC-IVa-b-1**

			utensils in accordance with manufacturer's specifications 1.3. Sanitize equipment, tools and utensils for preserving foods by sugar concentration		
			LO 2. Prepare the raw materials 2.1. Check availability of ***raw materials*** according to required ***food processing methods*** 2.2. Clean and wash raw materials 2.3. Peel, slice, chop and cut of raw materials according to required sizes and shapes 2.4. Extract juice of the prepared fruits and vegetables through boiling for jelly and marmalade making	1 week	**TLE_AFFP9-12SC-IVc-d-2**
			LO 3. Prepare acid, pectin and sugar mixture 3.1. Measure required amounts of pectin, sugar and citric acid according to approved specifications 3.2. Mix measured pectin, acid and sugar with chopped fruit pulp/juice extract/pieces of fruits according to approved specifications	3 WEEKS 2 weeks	**TLE_AFFP9-12SC-IVe-f-3**
			LO 4. Cook sugar concentrates 4.1. Cook mixture to required consistency 4.2. Check the desired endpoint as specified		**TLE_AFFP9-12SC-IVg-i-4**

GRADE LEVEL: Grade 7/8
SUBJECT: MASONRY
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of concepts in the preparation of materials and tools using the different forms in masonry.	The learner independently prepares appropriate masonry materials and tools using the different forms in tile setting based on industry standards.	**LO 1. Prepare masonry materials and tools for the task** 1.1 Prepare a list of masonry tools and materials for a specific job	1 WEEK	**TLE_IAMS7/8UT-0a-1**
			LO 2. Request appropriate masonry supplies materials and tools applicable to a specific job 2.1 Use the appropriate form in requesting for masonry tools, supplies and materials for a specific job		**TLE_IAMS7/8UT-0b-2**
	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings and plans in tile setting.	The learner independently reads and interprets specifications of simple technical drawings and plans.	**LO 1. Analyze signs, masonry symbols and data** 1.1 Read and interpret masonry signs, symbols and data	1 WEEK	**TLE_IAMS7/8ID-0c-1**
			LO 2. Interpret technical drawings and plans		**TLE_IAMS7/8ID-0d-2**

			2.1 Read blueprints of masonry plans, diagrams and circuits 2.2 Identify necessary tools, materials and equipment according to blueprints of masonry plans, diagrams and circuits		
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on given tasks.	**LO 1. Select masonry measuring tools and instruments** 1.1 Choose measuring tools to be used for specific tasks	1 WEEK	**TLE_IAMS7/8MC-0e-1**
			LO 2. Carry out measurements and calculations 2.1 Use appropriate measuring devices for specific tasks 2.2 Convert data to its equivalent measure	1 WEEK	**TLE_IAMS7/8MC-0f-2**
			LO 2. Perform basic maintenance 1.1 Perform cleaning and lubricating of tools 1.1.1 Sharpening 1.1.2 Oiling	2 weeks	**TLE_IAMS7/8MT-0g-2**

			1.1.3 Insulating		
			LO 3. Store tools and equipment 3.1. Prepare inventory of tools and equipment 3.2. Store tools and equipment in their proper places 3.3.	1 WEEK	**TLE_IAMS7/8MT-0h-3**
	The learner demonstrates an understanding of the concepts and underlying principles of occupational health and safety procedures.	The learner independently simulates occupational health and safety procedures.	**LO 1. Identify hazards and risks** 1.1 List down hazards and risks in the workplace		**TLE_IAMS7/8OS-0i-1**

GRADE LEVEL: Grade 7/8
SUBJECT: CARPENTRY
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of the underlying principles in the preparation of carpentry tools and construction materials.	The learner independently prepares carpentry tools and construction materials based on industry standards.	**LO 1. Identify materials and tools for a task** 1.1 Describe tools and materials used in carpentry 1.2 Prepare tools and materials for a task	1 WEEK	**TLE_IACP7/8UT-0a-1**
			LO 2. Request appropriate materials and tools		**TLE_IACP7/8UT-0b-2**

			2.1. Fill out forms in requesting for carpentry tools and materials as required for a task		
	The learner demonstrates an understanding of the underlying principles in the maintenance of carpentry tools and equipment.	The learner independently performs maintenance of carpentry tools and equipment based on industry standards.	**LO 1. Check condition of tools and equipment** 1.1 Segregate defective tool from functional ones 1.2 Label defective tool 1.3 Report the list of defective tools	2 WEEKS	**TLE_IACP7/8MT-0c-1**
			LO 2. Perform basic preventive maintenance 2.1 Repair defective tools 2.2 Conduct preventive maintenance of carpentry tools		**TLE_IACP7/8MT-0c-2**
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on a given task.	**LO 1. Select measuring instruments** 1.1 Identify linear measuring instrument appropriate for a given task	1 WEEK	**TLE_IACP7/8MC-0d-1**
			LO 2. Carry out measurements and calculations 2.1. Measure given materials 2.2. Calculate amount of materials for a specific task		**TLE_IACP7/8MC-0d-e-2**
	The learner demonstrates an understanding of the	The learner independently reads and interprets simple technical drawing	**LO 1. Analyze signs, symbols and data**	1 WEEK	**TLE_IACP7/8ID-0f-1**

	concepts in interpreting technical drawing signs and symbols in carpentry.	signs and symbols based on standard specifications.	1.1 Explain the importance of signs, symbols and data in interpreting a work plan 1.2 Determine appropriate signs and symbols needed in the plan		
			LO 2. Interpret technical drawings and plans 2.1 Read working plan 2.2 Interpret working plan	1 WEEK	**TLE_IACP7/8ID-0f-2**
			LO 3. Apply freehand sketching 3.1 Perform freehand sketching exercises 3.2 Draw simple carpentry plans based on given tasks		**TLE_IACP7/8ID-0g-h-3**
	The learner demonstrates an understanding of the concepts of occupational health and safety procedures.	The learner independently prepares an occupational health and safety checklist being applied in carpentry.	**LO 1. Identify hazards and risks** 1.1 List down the different health hazards and risks found in the workplace 1.2 Discuss the effects of health hazards and occupational risks	1 WEEK	**TLE_IACP7/8ID-0i-1**

GRADE LEVEL: Grade 7/8
SUBJECT: SMAW
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of the preparation of SMAW materials and tools.	The learner independently prepares appropriate SMAW materials and tools based on industry standards.	**LO 1. Identify and select materials and tools** 1.1 Manipulate the tools and materials in a job/task	1 WEEK	**TLE_IAAW7/8UT-0a-1**
	The learner demonstrates an understanding of concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on given tasks.	**LO 1. Select measuring instruments** 1.1 Manipulate the measuring tool for a specified task	1 WEEK	**TLE_IAAW7/8MC-0d-1**
			LO 2. Carry out measurements and calculations 2.1 Measure and calculate the dimensions of a specific object		**TLE_IAAW7/8MC-0d-e-2**
	The learner demonstrates an understanding of the concepts and underlying principles in OHS procedures.	The learner independently identifies hazards correctly in accordance with OHS procedures.	**LO 2. Evaluate hazards and risks** 2.1 Identify work hazards in the workplace	1 WEEK	**TLE_IAAW7/8OS-0f-2**
			O 3. Control hazards and risks 1.1 Demonstrate the use of PPEs in the workplace		**TLE_IAAW7/8OS-0g-3**

			1.2 Enumerate the benefits of observing safety procedure in the workplace		
	The learner demonstrates an understanding of concepts and underlying principles in the maintenance of SMAW tools and equipment.	The learner independently performs proper maintenance of SMAW tools and equipment based on industry standards.	**LO 1. Check condition of tools and equipment** 1.1 Functional and non-functional tools are labeled	1 WEEK	**TLE_IAAW7/8MT-0h-1**
			LO 2. Perform basic preventive maintenance 2.1 Maintenance of tools is done regularly	1 WEEK	**TLE_IAAW7/8MT-0i-2**
			LO 3. Store tools and equipment 1.1 Tools are stored safely in appropriate locations in accordance with manufacturer specifications or standard operating procedure		**TLE_IAAW7/8MT-0i-3**
	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings in SMAW.	The learner independently reads and interprets simple technical drawings.	**LO 1. Analyze signs, symbols and data** 1.1 Determine appropriate welding materials based on technical drawings	1 WEEK	**TLE_IAAW7/8ID-0i-j-1**
			LO 2. Interpret technical drawings 2.1. Necessary tool, materials and equipment are identified according to plans		**TLE_IAAW7/8ID-0i-j-2**

GRADE LEVEL: Grade 7/8
SUBJECT: PLUMBING
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of concepts in the preparation of plumbing materials and tools using the different forms in electrical installation and maintenance.	The learner independently prepares appropriate plumbing materials and tools using the different forms in electrical installation and maintenance based on industry standards.	**LO 1. Prepare plumbing materials and tools for the task** 1.1 Prepare a list of plumbing tools and materials for a specific job	1 WEEK	**TLE_IAPB7/8UT-0a-1**
			LO 2. Request appropriate plumbing supplies, materials and tools applicable to a specific job 1.1 Use the appropriate form in requesting for plumbing tools, supplies and materials for a specific job	1 WEEK	**TLE_IAPB7/8UT-0a-2**
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on given tasks.	**LO 1. Select plumbing measuring tools and instruments** 1.1 Choose measuring tools to be used for specific tasks		**TLE_IAPB7/8MC-0c-1**
			LO 2. Carry out measurements and calculations 2.1 Use appropriate measuring devices for specific tasks	2 WEEKS	**TLE_IAPB7/8MC-0d-2**

	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings and plans in plumbing installation and maintenance.	The learner independently reads and interprets specifications of simple technical drawings and plans.	**LO 1. Analyze signs, plumbing symbols and data** 1.1 Read and interpret plumbing signs, symbols and data 1.2 Analyze plumbing components and materials based on electrical signs, symbols and data		**TLE_IAPB7/8ID-0e-1**
			LO 2. Interpret technical drawings and plans 1.1 Read blueprints of plumbing plans, diagrams and circuits 1.2 Identify necessary tools, materials and equipment according to blueprints of plumbing plans, diagrams and circuits		**TLE_IAPB7/8ID-0f-2**
	The learner demonstrates an understanding of the concepts and underlying principles in the maintenance of plumbing tools and equipment.	The learner independently performs proper maintenance of plumbing tools and equipment based on industry standards.	**LO 2. Perform basic preventive maintenance** 1.1 Maintenance of tools is done regularly	1 WEEK	**TLE_IAPB7/8MT-0g-2**
			LO 3. Store tools and equipment 1.1 Tools are stored safely in appropriate locations in accordance with		**TLE_IAPB7/8MT-0h-3**

			manufacturer specifications or standard operating procedure		
	The learner demonstrates an understanding of the concepts and underlying principles in occupational health and safety procedures	The learner independently identifies hazards correctly in accordance with occupational health and safety procedures.	**LO 1. Identify hazards and risks** 1.1 Observing safety work habits in the work place 1.2 Preventing hazards in the workplace	1 WEEK	**TLE_IAPB7/8OS-0i-1**
			LO 2. Evaluate hazards and risks **2.1** Identify work hazards in the workplace		**TLE_IAPB7/8OS-0i-2**

GRADE LEVEL: Grade 7/8
SUBJECT: AUTOMOTIVE I / MOTORCYCLE SMALL ENGINE
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learners demonstrate an understanding of concepts and underlying theories and principles in performing measurements and calculations	The learners shall be able to perform mensuration and calculation based on job requirements	**LO 1. Select Measuring Instrument** 1.1 Identify object or component to be measured 1.2 Obtain correct specifications from relevant source 1.3 Select appropriate measuring instrument as per job requirement	1 WEEK	
			LO 2. Carry out measurement and calculation	1 WEEK	

			2.1 Select measuring tools in line with job requirements 2.2 Obtain accurate measurements with job requirements 2.3 Perform calculations needed to complete work/task using fundamental operation of mathematics 2.4 Use calculations involving fractions, percentage, and mixed numbers to complete workplace tasks 2.5 Check correct and accurate numerical computation 2.6 Read instruments to the limit of accuracy of the tool		
			LO 3. Maintain measuring instrument 3.1 Keep measuring instruments free from corrosion 3.2 Do not drop measuring instrument to avoid damage Clean measuring instrument before and after using		**TLE_IAMSES9-12PMC-Ig-10**
	The learners demonstrate an understanding of concepts and underlying theories and principles in interpreting manuals of specifications in automotive servicing	The learners shall be able to read and interpret specification and manual	**LO 1. Identify and access manual/ specifications** 1.1 Identify and access appropriate manuals as per job requirement 1.2 Check version and date of manual to ensure correct specification and identify procedures	1 WEEK	**TLE_IAMSES9-12RIA-Ih-11**
			LO 2. Interpret manuals	1 WEEK	**TLE_IAMSES9-12RIA-Ih-12**

			2.1 Locate relevant sections, chapters of manuals/ specifications in relations to the work to be conducted 2.2 Interpret information and procedure in the manual in accordance to industry practices		
			LO 3. Apply information accessed in the manual 3.1 Interpret data and specification according to job requirement 3.2 Identify work steps correctly in accordance with manufacturer's specification 3.3 Apply manual data according to the given task 3.4 Interpret all correct sequence and adjustment in accordance with information contained on the manual or specification		**TLE_IAMSES9-12-RIA-Ih-13**
	The learners demonstrate an understanding of concepts and underlying principles in performing shop maintenance	The learners shall be able to perform shop maintenance in accordance with OHS (occupational health and safety) procedures	**LO 1. Inspect and clean tools, equipment and work area** 1.1 Inspect and clean tools, equipment, and work to ensure that they are free from dust, grease, and other substances 1.2 Observe cleaning solvent used as per workshop cleaning requirements 1.3 Check and clean work area 1.4 Keep dry wet surface or spot in the work area	1 WEEK	**TLE_IAMSES9-12PSM-Ij-18**
			LO 2. Store/arrange tools and shop equipment.	1 WEEK	**TLE_IAMSES9-12PSM-Ij-19**

			2.1 Arrange and store tools and equipment in their respective shelves/location 2.2 Post visible corresponding labels		
			LO 4. Report damaged tools/equipment 4.1 Maintain complete inventory of tools and equipment 4.2 Identify damaged tools/equipment with repair recommendation		**TLE_IAMSES9-12PSM-Ij-21**
	The learners demonstrate an understanding of concepts and underlying principles of interpreting/drawing technical drawings	The learners shall be able to interpret/execute technical drawing	**LO 1. Interpret technical drawing** 1.1 Recognize components and assemblies of objects 1.2 Recognize and interpret symbols 1.3 Identify appropriate dimensions 1.4 Follow instructions 1.5 Identify required materials and other consumables	1 WEEK	**TLE_IAAUTO9-12ITD-IVf-g-24**
			LO 3. Apply freehand sketching 3.1 Produce correct freehand sketches using the necessary tools and materials		**TLE_IAAUTO9-12ITD-IVh-j-26**
	The learners demonstrate an understanding of concepts and underlying principles of practicing health, safety, and environment procedures	The learner shall be able to perform job in practicing health, safety, and environment procedures	**LO 1. Apply basic safety procedures** 1.1 Maintain policies and procedures to achieve a safe working environment in line with OHS 1.2 Report all unsafe situations according to worksite policy 1.3 Report all machinery and equipment breakdown to supervisor and/or to person in charge	1 WEEK	**TLE_IAAUTO9-12PHSE-Ia-c-27**

			1.4 Identify fire and safety hazards and precautions 1.5 Identify dangerous goods and substances 1.6 Follow worksite policy regarding manual handling of hazardous substances 1.7 Participate in consultative arrangements established by company		

GRADE LEVEL: Grade 7/8
SUBJECT: Electrical Installation Maintenance
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of the concepts in the preparing electrical materials and tools using the different forms in electrical installation and maintenance.	The learner independently prepares appropriate electrical materials and tools using the different forms in electrical installation and maintenance based on industry standards.	**LO 1. Prepare electrical materials and tools for the task** 1.1 Prepare a list of electrical tools and materials for a specific job	**1 week**	**TLE_IAEI7/8UT-0a-1**
			LO 2. Request appropriate electrical supplies materials and tools applicable to a specific job 1.1 Use the appropriate form in requesting for electrical tools,		**TLE_IAEI7/8UT-0a-2**

			supplies and materials for a specific job		
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on given tasks.	**LO 1. Select electrical measuring tools and instruments** 1.1 Identify object or component to be measured 1.2 Choose test instruments to be used for specific tasks	2 weeks	**TLE_IAEI7/8MC-0c-1**
			LO 2. Carry out measurements and calculations 1.1 Use appropriate measuring devices for specific tasks 1.2 Compute for required data		**TLE_IAEI7/8MC-0d-2**
			LO 1. Analyze signs, electrical symbols and data 1.1 Read and interpret electrical signs, symbols and data 1.2 Analyze electrical components and materials based on electrical signs, symbols and data **LO 2. Interpret technical drawings and plans** 2.1 Read blueprints of electrical plans, diagrams and circuits 2.2 Identify necessary tools, materials and equipment according to blueprints of electrical plans, diagrams and circuits	1 week	**TLE_IAEI7/8ID-0e-1** **TLE_IAEI7/8ID-0e-2**
			LO 1. Check condition of tools and equipment 1.1 Label functional and non-functional tools and equipment	2 weeks	**TLE_IAEI7/8MT-0f-1**
			LO 2. Perform basic maintenance 1.1 Clean and lubricate tools		**TLE_IAEI7/8MT-0f-2**

			1.2 Observe periodic preventive and maintenance of electrical tools and equipment 1.2.1 Sharpening 1.2.2 Oiling 1.2.3 Insulating		
			LO1. Identify hazards and risks 1.1 List down hazards and risks in the workplace	1 week	**TLE_IAEI7/8OS-0h-1**
			LO2. Control hazards and risks 3.4. Determine effects of hazards and risks 3.5. Evaluate hazards and risks 3.6. Follow procedure for controlling hazards and risks in the workplace		**TLE_IAEI7/8OS-0i-2**

GRADE LEVEL: Grade 7/8
SUBJECT: Electronic Product Assembly
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learners demonstrate an understanding of the underlying principles in applying quality standards based on prescribed procedures and standards	The learners shall be able to apply quality standards based on prescribed procedures and standards	**LO 1. Assess quality of received materials or components** 1.1 Obtain work instructions in accordance with standard operating procedures 1.2 Carry out work in accordance with standard operating procedures 1.3 Check received materials or component parts against workplace standards and specifications 1.4 Isolate faults and faulty materials	**1 week**	**TLE_IAEPAS9-12AQS-Ia-1**

			1.5 Record and/or report faults and faulty materials to the supervisor concerned in accordance with workplace procedures 1.6 Replace faulty materials and components in accordance with workplace procedures		
	The learners demonstrate an understanding of the underlying principles of operation and maintenance of a computer based on the task assigned and required outcome	The learners shall be able to perform computer operations based on the task assigned and required outcome	**LO 1. Plan and prepare for task to be undertaken** 1.1 Determine requirements of task in accordance with job specifications 1.2 Select appropriate hardware and software in accordance with task assigned and required outcome	1 week	**TLE_IAEPAS9-12PCO-Ic-d-4**
			LO 2. Input data into the computer 2.1 Enter data into the computer using appropriate program/application 2.2 Check information in accordance with standard operating procedures 2.3 Store inputted data in storage media according to requirements	**1 week**	**TLE_IAEPAS9-12PCO-Id-e-5**
			LO 5. Maintain computer equipment and systems		**TLE_IAEPAS9-12PCO-Ig-8**

			5.1 Undergo systems cleaning, minor maintenance, and replacement of consumables 5.2 Implement procedures for ensuring security of data, including regular backups and virus checks 5.3 Perform basic file maintenance procedures		
	The learners demonstrate an understanding of the underlying principles in measurements and calculations in line with job requirements	The learners shall be able to perform mensuration and calculation in line with job requirements	**LO 1. Select measuring instrument** 1.1 Identify object or component to be measured 1.2 Obtain correct specifications from relevant source 1.3 Select measuring tools in line with job requirements	**1 week**	**TLE_IAEPAS9-12PMC-Ig-h-9**
			LO 2. Carry out measurement and calculation 2.1 Select appropriate measuring instrument 2.2 Obtain accurate measurements for job Perform calculation needed to complete work tasks		**TLE_IAEPAS9-12PMC-Ih-j-10**
			LO 3. Maintain measuring instruments 3.1 Handle measuring instruments without damage 3.2 Clean measuring instruments before and after using 3.3 Undertake proper storage of instruments		**TLE_IAEPAS9-12PMC-Ij-11**
	The learners demonstrate an understanding of the concepts in interpreting	The learners shall be able to prepare and interpret technical drawings according to job	**LO 1. Identify different kinds of technical drawings**	**1 week**	**TLE_IAEPAS9-12PITD-IIa-12**

	simple technical drawings and electronics diagram according to job requirements and company procedures	requirements and company procedures	1.1 Select appropriate technical drawing according to job requirements 1.2 Segregate technical drawings in accordance with the types and kinds of drawings		
			LO 2. Interpret technical drawing 2.1 Recognize components, assemblies, or objects 2.2 Correctly identify the dimensions of the key features of the objects depicted in the drawing 2.3 Interpret the symbols used in the drawing 2.4 Validate the drawing against job requirements or equipment		**TLE_IAEPAS9-12PITD-IIb-c-13**
	The learners demonstrate an understanding of the underlying principles in the use and maintenance of electronic hand tools based on standard company procedures	The learners shall be able to use and maintain hand tools based on standard company procedures	**LO 2. Prepare hand tools** 2.1 Check appropriate hand tools for proper operation and safety 2.2 Mark unsafe or faulty tools for repair in accordance with standard company procedure	**1 week**	**TLE_IAEPAS9-12UMHT-IIg-17**

			LO 3 Use appropriate hand tools and equipment 3.1 Use tools according to the tasks to be undertaken 3.2 Observe safety procedures in using tools at all times and use appropriate PPE 3.3 Report malfunctions, unplanned or unusual events to the supervisor		**TLE_IAEPAS9-12UMHT-IIh-i-18**
			LO 4. Maintain hand tools 4.1 Handle tools without damage according to procedures 4.2 Undergo routine maintenance of tools according to standard operational procedures, principles and techniques 4.3 Store tools safely in appropriate locations in accordance with manufacturer's specifications	**1 week**	**TLE_IAEPAS9-12UMHT-IIi-j-19**

GRADE LEVEL: Grade 7/8
SUBJECT: Domestic Refrigeration and Air- conditioning
NOMINAL HOURS: 40 HOURS
COMPONENT: INDUSTRIAL ARTS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates an understanding of the concepts in the preparation of RAC materials and tools using the different forms in RAC.	The learner independently prepares appropriate RAC materials and tools using the different forms in RAC based on industry standards.	**LO 1. Prepare RAC materials and tools for the task** 1.1 Prepare a list of electrical tools and materials for a specific job	1 week	**TLE_IARA7/8UT-0a-1**
			LO 2. Request appropriate RAC supplies, materials and tools applicable to a specific job 2.1 Use the appropriate form in requesting for electrical tools, supplies and materials for a specific job		**TLE_IARA7/8UT-0a-2**
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations.	The learner independently performs accurate measurements and calculation based on given tasks.	**LO 1. Select electrical measuring tools and instruments** 1.1 Identify object or component to be measured 1.2 Choose measuring tools to be used for specific tasks 1.3 Identify alternative measuring tools without sacrificing cost and quality of work	**1 week**	**TLE_IARA7/8MC-0c-1**

			LO 2. Carry out measurements and calculations 2.1. Use appropriate measuring devices for specific tasks 2.2. Compute for required data 2.3. Convert data to its equivalent measure		**TLE_IARA7/8MC0-d-2**
	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings and plans in RAC.	The learner independently reads and interprets specifications of simple technical drawings and plans.	**LO 1. Analyze signs, RAC symbols and data** 1.1 Read and interpret RAC signs, symbols and data 1.2 Analyze RAC components and materials based on electrical signs, symbols and data	**1 week**	**TLE_IARA7/8ID-0e-1**
			LO 2. Interpret technical drawings and plans 2.1. Read blueprints of RAC plans, diagrams and circuits 2.2. Identify necessary tools, materials and equipment according to blueprints of RAC plans, diagrams and circuits		**TLE_IARA7/8ID-0f-2**
	The learner demonstrates an understanding of the underlying principles in the maintenance of RAC tools and equipment.	The learner independently performs proper maintenance of RAC tools and equipment based on industry standards.	**LO 1. Check condition of tools and equipment** 1.1 Label functional and non-functional tools and equipment	1 week	**TLE_IARA7/8MT-0g-1**
			LO 2. Perform basic maintenance	1 week	**TLE_IARA7/8MT-0h-2**

			1.1 Perform cleaning and lubricating of tools 1.2 Observe periodic preventive and maintenance of RAC tools and equipment 1.2.1 Sharpening 1.2.2 Oiling 1.2.3 Insulating		
			LO 3. Store tools and equipment 3.1. Prepare inventory of tools and equipment 3.2. Store tools and equipment in their proper place		**TLE_IARA7/8MT-0h-3**
	The learner demonstrates an understanding of the concepts and underlying principles of occupational health and safety procedures.	The learner independently simulates occupational health and safety procedures.	**LO 1. Identify hazards and risks** 1.1 List down hazards and risks in the workplace	1 week	**TLE_IARA7/8OS-0i-1**
			LO 2. Control hazards and risks 2.1 Determine effects of hazards and risks 2.2 Evaluate hazards and risks 2.3 Follow procedure for controlling hazards and risks in the workplace	**1 week**	**TLE_IARA7/8OS-0i-2**
			LO 3. Practice OHSP		**TLE_IARA7/8OS-0j-3**

GRADE LEVEL: 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Computer Systems Servicing) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
LESSON 1: USING AND MAINTAINING HAND TOOLS (UHT)					
0	The learners demonstrate an understanding of the use of hand tools and equipment for computer systems servicing	The learners shall be able to use hand tools and equipment for computer systems servicing	**LO 1. Plan and prepare for tasks to be undertaken** 1.1 Identify tasks to be undertaken properly 1.2 Identify and select appropriate hand tools according to the task requirements	**1 Week**	**TLE_IACSS9-12UHT-IIIa-17**
			LO 2. Prepare hand tools 2.1 Check appropriate hand tools for proper operation and safety 2.2 Identify and mark unsafe or faulty tools for repair according to standard company procedure		**TLE_IACSS9-12UHT-IIIb-18**
			LO 3. Use appropriate hand tools and test equipment 3.1 Use tools according to tasks undertaken. 3.2 Observe all safety procedures in using tools at all times and use appropriate PPE 3.3 Report malfunctions, unplanned or unusual events to the supervisor		**TLE_IACSS9-12UHT-IIIc-19**
			LO 4. Maintain hand tools 4.1 Do not drop tools to avoid damage; carry out routine maintenance of tools according to standard operational procedures, principles, and techniques		**TLE_IACSS9-12UHT-IIId-20**

			4.2 Store tools safely in appropriate locations in accordance with manufacturer's specifications or standard operating procedures		
LESSON 2: PERFORMING COMPUTER OPERATIONS (PCO)					
0	The learners demonstrate and understanding of concepts and underlying principles in performing computer operations	The learners shall be able to perform computer operations based on a given tasks	**LO 1. Plan and prepare for task to be undertaken** 1.1 Determine requirements of task in accordance with the required output 1.2 Select appropriate hardware and software according to task assigned and required outcome 1.3 Plan a task to ensure that OSH guidelines and procedures are followed 1.4 Follow client-specific guidelines and procedures 1.5 Apply required data security guidelines in accordance with existing procedures	**2 weeks**	**TLE_IACSS9-12PCO-Ic-d-4**
			LO 2. Input data into computer 2.1 Enter the data into the computer using appropriate program/application in accordance with company procedures 2.2 Check the accuracy of information and save the information in accordance with standard operating procedures 2.3 Store inputted data is in storage media according to requirements 2.4 Perform work within ergonomic guidelines		**TLE_IACSS9-12PCO–Id-e-5**
			LO 3. Access information using computer 3.1 Select correct program/application based on job requirements 3.2 Access program/application containing the information required according to company procedures		**TLE_IACSS9-12PCO-Ie-f-6**

			3.3 Select, open, and close desktop for navigation purposes 3.4 Carry out keyboard techniques in line with OSH requirements		
0			**LO 4. Produce output/ data using computer system** 4.1 Process entered data using appropriate software commands 4.2 Print out data as required using computer hardware /peripheral devices in accordance with standard operating procedures 4.3 Transfer files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures		**TLE_IACSS9-12PCO-If-7**
			LO 5. Use basic functions of a www-browser to locate information 5.1 Establish information requirements for internet search 5.2 Launch browser 5.3 Load search engine 5.4 Enter appropriate search criteria/or URL of site 5.5 Follow relevant links to locate required information 5.6 Bookmark useful pages and print as required		**TLE_IACSS9-12PCO-Ig-h-8**
			LO 6. Maintain computer equipment and systems 6.1 Implement procedures for ensuring security of data, including regular backups and virus checks in accordance with standard operating procedures		**TLE_IACSS9-12PCO-Ii-j-9**

			6.2 Implement basic file maintenance procedures in line with the standards operating procedures		
LESSON 3: PERFORMING MENSURATION AND CALCULATION (PMC)					
0	The learners demonstrate an understanding of concepts and underlying principles in performing measurements and calculations	The learners shall be able to accurately measure and calculate based on a given tasks	**LO 1. Select measuring instruments** 1.1 Identify object/s or component to be measured 1.2 Obtain correct specifications from relevant source 1.3 Select measuring tools in line with job requirements	**1 Week**	**TLE_IACSS9-12PMC-IIa-b-10**
			LO 2. Carry out measurements and calculation 2.1 Select appropriate measuring instrument to achieve required outcome 2.2 Obtain accurate measurements for job 2.3 Perform calculation needed to complete task using the four mathematical fundamental operations addition (+), subtraction (-), multiplication (x), and division (÷) 2.4 Use calculation involving fractions, percentages and mixed numbers to complete workplace tasks 2.5 Self-check and correct numerical computation for accuracy 2.6 Read instruments to the limit of accuracy of the tool		**TLE_IACSS9-12PMC-IIb-d-11**
			LO 3. Maintain measuring instruments 3.1 Ensure proper handling of measuring instruments to avoid damage and clean it before and after using		**TLE_IACSS9-12PMC-IIe-f-12**

			3.2 Identify tasks to be undertaken for proper storage of instruments according to manufacturer's specifications and standard operating procedures		
LESSON 4: PREPARING AND INTERPRETING TECHNICAL DRAWING (PITD)					
	The learners demonstrate and understanding of concepts and underlying principles in preparing and interpreting technical drawings and work plans for computer systems servicing	The learners shall be able to prepare and interpret technical drawings and work plans accurately	**LO 1. Identify different kinds of technical drawings** 1.1 Select correct technical drawing in accordance with the job requirement 1.2 Segregate technical drawings in accordance with the types and kinds of drawings	**1 Week**	
0			**LO 2. Interpret technical drawing** 2.1 Recognize components, assemblies, or objects as required 2.2 Identify dimensions of the key features of the objects depicted in the drawing 2.3 Identify and interpret symbols used in the drawing 2.4 Check and validate drawing against job requirements or equipment in accordance with standard operating procedures		**TLE_IACSS9-12PITD-IIg-h-14**
			LO 3. Prepare/ make changes to electrical/ electronic schematics and drawings 3.1 Draw and identify correctly electrical/ electronic schematic		**TLE_IACSS9-12PITD-IIh-i-15**

			3.2 Identify correct drawing; select and use equipment in accordance with job requirements		
			LO 4. Store technical drawings and equipment/ instruments 4.1 Identify tasks to be undertaken for care and maintenance of drawings according to company procedures 4.2 Record technical drawings and prepare an inventory in accordance with company procedures 4.3 4.3 identify tasks to be undertaken for proper storage of instruments according to company procedures		**TLE_IACSS9-12PITD-IIj-16**
LESSON 5: TERMINATING AND CONNECTING ELECTRICAL WIRING AND ELECTRONICS CIRCUIT (TCEW)					
0	The learners demonstrate an understanding of concepts and underlying principles in terminating and connecting electrical wiring and electronics circuits	The learner shall be able to demonstrate proper termination and connection of electrical wiring and electronics circuits	**LO 1. Plan and prepare for termination/ connection of electrical wiring/ electronics circuits** 1.1 Check materials according to specifications and tasks 1.2 Select appropriate tools and equipment according to task requirements 1.3 Follow planned task to ensure OHS guidelines and procedure 1.4 Prepare electrical wiring/electronics circuits correctly for connecting/terminating in accordance with instruction and work site procedures	**1 Week**	**TLE_IACSS9-12TCEW-IIIe-f-21**
			LO 2: Terminate/connect electrical wiring/ electronic circuits		**TLE_IACSS9-12TCEW-IIIg-i-22**

			2.1 Observe safety procedures in using tools and use appropriate personal protective equipment at all times 2.2 Identify the tasks to be undertaken to work safely in accordance with the workplace and standard procedures 2.3 Use appropriate range of methods in termination/connection in accordance to specifications, manufacturer's requirements, and safety 2.4 Follow correct sequence of operation 2.5 Adjust used accessories 2.6 Confirm termination/connection in accordance with job specification		
			LO 3: Test termination/connections of electrical wiring/electronics circuits 3.1 Conduct complete testing of termination/connection of electrical wiring/electronics circuits in compliance with specifications and regulations using appropriate procedures and equipment 3.2 Check wirings and circuits using specified testing procedures 3.3 Respond to unplanned events or conditions in accordance with established procedures		**TLE_IACSS9-12TCEW-IIIi-j-23**
LESSON 6: TESTING ELECTRONIC COMPONENTS (TEC)					
	The learners demonstrate an understanding of concepts and underlying principles in testing electronic components	The learners shall be able to test electronic components	**LO 1: Determine criteria for testing electronics components** 1.1 Obtain and clarify work instructions based on job order or client requirements 1.2 Consult responsible person for effective and proper work coordination		**TLE_IACSS9-12TEC-IVa-c-24**

0			1.3 Obtain and interpret data sheets/application notes based on manufacturer's specifications 1.4 Define testing criteria to ensure that components meet technical and quality requirements 1.5 Document and communicate testing criteria to relevant personnel	**2 Weeks**	
			LO 2: Plan an approach for components testing 2.1 Identify various testing methods based on types of electronic components 2.2 Determine characteristics and appropriateness of testing methods to be used during development and on completion 2.3 Consider/select testing methods in relation to appropriate testing strategy 2.4 Develop plan for testing components at specified points during development and on completion 2.5 Prepare and check required test and measuring instruments and tools in accordance with established procedures 2.6 Establish records system to document testing results, including problems and faults		**TLE_IACSS9-12TEC-IVc-e-25**
			LO 3: Test components 3.1 Apply appropriate testing methods to electronic components in accordance to technical specifications 3.2 Detect and record problems and faults by testing 3.3 Document remedial steps		**TLE_IACSS9-12TECO-IVf-h-26**

			3.4 Resolve detected problems and faults during testing in accordance with agreed project or industry practice 3.5 Evaluate final products against the determined criteria 3.6 Submit to relevant personnel the documented and summarized evaluation report of the testing process		
			LO 4: Evaluate the testing process 4.1 Identify testing methods that were successful based on industry standards 4.2 Evaluate testing process and records system based on standard procedures 4.3 Document test results/findings for subsequent testing		**TLE_IACSS9-12TECO-IVh-j-27**

GRADE LEVEL: 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Technical Drafting) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
LESSON 1: USE OF TOOLS AND EQUIPMENT (UT)					
`0	The learners demonstrate an understanding of hand tools and equipment in Technical Drafting	The learners shall be able to use hand tools and equipment in Technical Drafting	**LO 1. Prepare hand tools and equipment in technical drafting** 1.1 List hand tools and equipment based on job requirement 1.2 Identify appropriate hand tools and equipment **1.3** Classify hand tools and equipment according to function and task requirement	**1 Week**	**TLE_ICTTD7/8UT-0a-1**
LESSON 2: MAINTAIN HAND TOOLS, DRAWING INSTRUMENTS, EQUIPMENT AND PARAPHERNALIA (MT)					

0	The learners demonstrate an understanding of concepts and principles in maintaining hand tools, drawing instruments, equipment, and paraphernalia	The learners shall be able to maintain tools, drawing instruments, equipment, and paraphernalia	**LO 1. Maintain hand tools, drawing instruments, equipment, and paraphernalia** 1.1 Perform safety procedures in maintaining hand tools, drawing instruments, equipment, and paraphernalia 1.2 Follow procedures in cleaning, tightening and simple repair of hand tools, drawing instruments, equipment, and paraphernalia 1.3 Identify common malfunction (unplanned or unusual events) when using tools, drawing instruments, equipment, and paraphernalia	**2 Weeks**	**TLE_ICTTD7/8MT-0b-1**
			LO 2. Inspect hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting 2.1 Follow the standard procedures in accomplishing forms 2.2 Check the list of hand tools, drawing instruments, equipment, and paraphernalia to be requested per job requirement 2.3 Evaluate the condition of all the requested hand tools, drawing instruments, equipment, and paraphernalia for proper operation and safety		**TLE_ICTTD7/8MT-0c-d-2**
			LO 3. Prepare an inspection report of the hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting		**TLE_ICTTD7/8MT-0e-3**

			1.1 Follow procedures in preparing an inspection report to the property custodian		
LESSON 3: PERFORM MENSURATION AND CALCULATION (MC)					
0	The learners demonstrate an understanding of concepts and principles in performing measurements and calculation	The learners shall be able to perform accurate measurements and calculation based on a given task.	**LO 1. Select measuring instruments** 1.1 Identify measuring tools based on the object to be measured or job requirements 1.2 Select appropriate measuring instruments according to job requirements 1.3 Interpret an object or component to be measured according to the appropriate regular geometric shapes 1.4 Use alternative measuring tools without sacrificing cost and quality of work	**1 Week**	**TLE_ICTTD7/8MC-0f-1**
			LO 2. Carry out mensuration and calculation 2.1 Perform calculation needed to complete task by applying trade mathematics/mensuration 2.2 Employ different techniques in checking for accuracy of the computation		**TLE_ICTTD7/8MC-0g-2**
LESSON 4: PREPARE AND INTERPRET TECHNICAL DRAWING (TD)					
0	The learners demonstrate an understanding of concepts and principles in interpreting technical drawings and work plans	The learners shall be able to read and interpret technical drawings and work plans accurately	**LO 1. Analyze signs, symbols, and data** 1.1 Identify signs and symbols used in technical drawing 1.2 Analyze data indicated in the technical drawing	**2 Weeks**	**TLE_ICTTD7/8TD-0h-1**

			LO 2. Interpret technical drawings and plans 2.1 Identify necessary materials according to the technical drawing 2.2 Recognize components, assemblies, or objects based on job requirements 2.3 Identify dimensions and specifications according to job requirements		**TLE_ICTTD7/8MC-0i-2**
LESSON 5: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURE (OS)					
0	The learners demonstrate an understanding of concepts and underlying principles of Occupational Health and Safety (OHS) in relation to health and risk hazards in the workplace	The learners shall be able to consistently observe precautionary measures and respond to risks and hazards in the workplace	**LO 1. Identify hazards and risks** 1.1 Follow OHS policies and procedures in identifying hazards and risks 1.2 Explain hazards and risks in the workplace 1.3 Identify hazards and risks indicators as prescribed by the manufacturer 1.4 Apply contingency measures in accordance with the OHS procedures	**1 Week**	**TLE_ICTTD7/8OS-0j-1**
			LO 2. Evaluate and control hazards and risks 2.1 Determine the effects of hazards in the workplace 2.2 Identify the methods in controlling hazards and risks 2.3 Follow OHS procedures for controlling hazards and risks		**TLE_ICTTD7/8OS-0j-2**
			LO 3. Maintain Occupational Health and Safety		**TLE_ICTTD7/8OS-0j-2**

			1.1 Observe established procedures in responding to emergency-related drill 1.2 Fill-up OHS personal records in accordance with SOP		

GRADE LEVEL: Grade 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Illustration) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
LESSON 1: USE OF HAND TOOLS (UT)					
` 0	The learners demonstrate an understanding of hand tools and equipment in Illustration	The learners shall be able to use hand tools and equipment in Illustration	**LO 1. Prepare hand tools and equipment in Illustration** 1.1 List hand tools and equipment based on job requirement 1.2 Identify appropriate hand tools and equipment 1.3 Classify hand tools and equipment according to function and task requirement	**1 Week**	**TLE_ICTIL7/8UT-0a-1**
LESSON 2: MAINTAIN HAND TOOLS, DRAWING INSTRUMENTS, EQUIPMENT AND PARAPHERNALIA (MT)					
0	The learners demonstrate an understanding of concepts and principles in maintaining hand tools, drawing instruments, equipment, and paraphernalia	The learners shall be able to maintain tools, drawing instruments, equipment, and paraphernalia	**LO 1. Inspect hand tools and equipment received in Illustration** 1.1 Check list of tools and equipment to be requested per job requirement 1.2 Inspect the condition of all the requested tools and equipment 1.3 Assess the hand tools and equipment for proper operation and safety	**2 Weeks**	**TLE_ICTIL7/8MT-0b-1**
			LO 2. Use and maintain hand tools, measuring instrument and equipment		**TLE_ICTIL7/8MT-0c-2**

			2.1 Perform safety procedures in using hand tools and equipment 2.2 Follow procedures in cleaning illustration tools 2.3 Identify malfunction, unplanned or unusual events and report to property custodian		
			LO 3. Prepare an inspection report of the hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting 1.2 Follow procedures in preparing an inspection report to the property custodian		
LESSON 3: PERFORM MENSURATION AND CALCULATION (MC)					
0	The learners demonstrate an understanding of concepts and principles in performing measurements and calculation	The learners shall be able to perform accurate measurements and calculation based on a given task.	**LO 1. Select measuring instruments** 1.1 Interpret object or component to be measured according to the appropriate regular geometric shape 1.2 Select measuring tools appropriate to the object to be measured based on job requirements 1.3 Obtain correct specification from relevant sources 1.4 Select appropriate measuring instruments according to job requirements 1.5 Use alternative measuring tools without sacrificing cost and quality of work	**1 Week**	**TLE_ICTIL7/8MC-0d-1**
			LO 2. Carry out mensuration and calculation		**TLE_ICTIL7/8MC-0e-2**

			2.3 Perform calculation needed to complete task by applying trade mathematics/mensuration 2.4 Employ different techniques in checking for accuracy of the computation		
LESSON 4: PREPARE AND INTERPRET TECHNICAL DRAWING (TD)					
0	The learners demonstrate an understanding of concepts and principles in interpreting technical drawings and work plans	The learners shall be able to read and interpret technical drawings and work plans accurately	**LO 1. Analyze signs, symbols, and data** 1.1 Prepare tools and instruments used in illustration 1.2 Interpret signs, symbols, and data according to job specifications 1.3 Perform simple trade mathematical conversions	**2 Weeks**	**TLE_ICTIL7/8TD-0f-1**
			LO 2. Interpret illustration drawings and plans 2.1 Identify illustration tools and materials to be used in preparing a simple illustration 2.2 Identify dimensions and specifications according to job requirements		**TLE_ICTIL7/8TD-0g-2**
LESSON 5: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURE (OS)					
0	The learners demonstrate an understanding of concepts and underlying principles of Occupational Health and Safety (OHS) in relation to health and risk hazards in the workplace	The learners shall be able to consistently observe precautionary measures and respond to risks and hazards in the workplace	**LO 1. Identify hazards and risks** 1.5 Follow OHS policies and procedures in identifying hazards and risks 1.6 Explain hazards and risks in the workplace 1.7 Identify hazards and risks indicators as prescribed by the manufacturer 1.8 Apply contingency measures in accordance with the OSH procedures	**1 Week**	**TLE_ICTIL7/8OS-0h-1**
			LO 2. Evaluate and control hazards and risks		**TLE_ICTIL7/8OS-0i-2**

			2.4 Determine the effects of hazards in the workplace 2.5 Identify the methods in controlling hazards and risks 2.6 Follow OHS procedures for controlling hazards and risks		
			LO 3. Maintain Occupational Health and Safety 1.3 Observe established procedures in responding to emergency-related drill 1.4 Fill-up OHS personal records in accordance with SOP		**TLE_ICTIL7/8OS-0j-3**

Entrepreneurship for Grade 7/8 Exploratory
The teaching of entrepreneurship shall be contextualized to the mini courses under each component

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
	The learner demonstrates understanding of the key concepts and underlying principles of identifying business opportunities and market in one's community or locality	The learner independently creates a business vicinity map showing target market in his/her community or locality	Discuss principles and strategies on identifying business opportunities Explore business/ career opportunities	1 Week	
	The learner demonstrates understanding of concepts, underlying principles of developing simple business plan	The learner independently prepares and present a simple business plan	Analyze the market needs Determine the possible products and services that will meet the need	2 Weeks	**TLE_ICTAN11/12PC-Ia-1**

			Select the best product or service that will meet the market need		

Note: Simulation of a Simple Home-Based Micro Business aligned to the mini course/s taken, may be employed as an alternative.

GRADE LEVEL: 9/10/11/12
SUBJECT: NEEDLECRAFT
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner applies the principles of art and handicraft to create a beautiful and marketable embroidered product.	The learner performs skillfully the use of design, materials, and techniques to create embroidered products.	**LO 1. Understand concepts related to needlecraft** 1.1 Identify major needlecraft techniques 1.2 State safety and precautionary measures	1 WEEK	**TLE_HEHC9-12PE-Ia-b-2**
			LO 1. Understand embroidery as a craft and its techniques **1.1** Define embroidery as a needlecraft technique 1.2 Identify the tools and materials used;	1 WEEK	**TLE_HEHC9-12PE-Ia-b-2**
			LO 2. Create embroidered products with package 2.1 Manipulate properly the tools and materials for embroidery 2.2 Combine stitching techniques in embroidery, Calado and smocking to create a well-made project. 2.3 Select appropriate and quality packaging material for embroidered articles	6 WEEKS	**TLE_HEHC9-12PE-Ic-j-2**

2ND QTR.	The learner applies the principles of art and handicraft to create a beautiful and marketable crocheted product.	The learner performs skillfully the use of design, materials, and techniques to create crocheted products.	**LO 1. Understand Crocheting as a Technique** 1.1 Define the technique of crocheting; 1.2 Identify the tools and materials used	1 WEEK	**TLE_HEHC9-12PC-IIa-b-1**
			LO 2. Make Crocheted products with project plan 2.1 Discuss crochet terms and abbreviations; 2.2 Perform basic stitches in crocheting showing proper use of materials	6 WEEKS	**TLE_HEHC9-12PC-IIc-h-2**
			2.3 Prepare project plan 2.4 Select appropriate packaging materials 2.5 Evaluate quality of finished product	1 WEEK	
3RD QUARTER	The learner applies the principles of art and handicraft to create a beautiful and marketable knitted product	The learner performs skillfully the use of design, materials, and techniques to create knitted products.	**LO 1. Understand knitting as a needlecraft** 1.1 Describe definition and characteristics of knitted products 1.2 Identify tools and materials for knitting	1 WEEK	**TLE_HEHC9-12PK-IIIa-b-4**
			LO 2. Produce knitted articles with packaging 2.1 Perform basic stitches in knitting 2.2 Demonstrate proper use of materials, tools and equipment in knitting	6 WEEKS	**TLE_HEHC9-12PK-IIIc-j-5**
			2.3 Prepare project plan for the expected knitted articles 2.4 Select appropriate quality packaging material for knitted articles	1 WEEK	
4TH QUARTER	The learner applies the principles of art and handicraft to create a	The learner performs skillfully the use of design, materials,	**LO 1. Understand Quilting as a Technique** 1.1 Discuss the overview of Quilting 1.2 Demonstrate proper use of tools and materials in Quilting	1 WEEK	**TLE_HEHC9-12PQ-IVa-b-6**

	beautiful and marketable quilted product	and techniques to create quilted products.			
			LO 2. Make Quilted products with package 2.1 Apply Quilt stitches on selected project 2.2 Prepare project plan for the expected quilted articles	6 WEEKS	**TLE_HEHC9-12PQ-IIc-j-7**
			2.3 Select appropriate quality packaging material for finished project 2.4 Evaluate the quality/characteristics of finished product (use rubrics)	1 WEEK	

GRADE LEVEL: 9/10/11/12
SUBJECT: MACRAME/BASKETRY
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates an understanding of the concepts and principles in macramé and basketry	The learner independently demonstrates core competencies in macramé and basketry	1. Explain core concepts and principles in macramé and basketry 2. Discuss the relevance of the course	1 WEEK	
			LO 1. Trace the origin of macramé and basketry 1.1 Discuss history and development of macramé and basketry		**TLE_HEHC9-12T M-Ia-1**
			LO 2. Enumerate different kinds of macramé and basketry products 2.1 Describe different products of macramé and basketry	1 WEEK	**TLE_HEHC9-12TM-Ib-c-2**

			LO 4. Use basic tools in macramé and basketry 4.1. Identify materials, tools and equipment for macramé and basketry 4.2. Demonstrate proper use of materials, tools and equipment in macramé and basketry	1 WEEK	**TLE_HEHC9-12TM-Ie-f-4**
			LO 5. Differentiate the kinds of macramé knots and basketry weaving techniques and patterns 5.1. Identify the different macramé knots and basketry weaving techniques and patterns 5.2. Describe the different kinds of macramé knots and basketry weaving patterns 5.3. Select appropriate macramé knots and basketry weaving techniques and patterns 5.4. Demonstrate the different kinds of macramé knots and basketry weaving patterns	2 WEEKS	**TLE_HEHC9-12TM-Ig-5**
			LO 6. Follow methods and procedures in making macramé and basketry products 6.1 Discuss different methods and procedures in making macramé and basketry products 6.2 Follow procedures and techniques in making macramé and basketry products 6.3	3 WEEKS	**TLE_HEHC9-12TM-Ih-6**
2ND QUARTER	The learner demonstrates an understanding of the concepts and principles in macramé and basketry	The learner independently demonstrates core competencies in macramé and basketry	**LO 1. Produce quality macramé and basketry products** ~~1.1~~ Make project proposal for making macramé and basketry products	6 WEEKS	**TLE_HEHC9-12PP-IIa-j-8**
			LO 2. Calculate the cost of production and selling price of macramé and basketry products	2 WEEKS	**TLE_HEHC9-12PP-IIa-j-9**

			2.1 Compute cost of raw materials 2.2 Compute for the selling price of the finished product		
3RD QUARTER	The learner demonstrates an understanding of the concepts and principles in macramé and basketry	The learner independently demonstrates core competencies in macramé and basketry	**LO 1. Plan a design for a macramé product** 1.1 Choose a design 1.2 Sketch the design	2 WEEKS	**TLE_HEHC9-12MP-IIIa-11**
			LO 2. Produce the following macramé projects 3.1 Bag 3.2 Basket 3.3 Apply creativity in each product	6 WEEKS	**TLE_HEHC9-12 MP –IIIc-e-13**
4TH QUARTER	The learner demonstrates an understanding of the concepts and principles in macramé and basketry	The learner independently demonstrates core competencies in macramé and basketry	**LO 1. Plan a design for a basketry product**	2 WEEKS	**TLE_HEHC9-12BP-IVa-b-16**
			LO 2. Get the measurement of the product to be made		**TLE_HEHC9-12BP –IVa-b-17**
			LO 3. Produce the following basketry projects 3.1 School bag 3.2 Market bag 3.3 Food tray 3.4 Apply creativity in each product	6 WEEKS	**TLE_HEHC9-12BP –Ivc-j-18**
			LO 4. Package the finished project 4.1. Select appropriate quality packaging material for finished project 4.2. Apply creativity in packaging 4.3. Arrange products for packaging	1 WEEK	**TLE_HEHC9-12BP –Ivc-j-19**

GRADE LEVEL: 9/10/11/12
SUBJECT: FASHION ACCESSORIES
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Fashion Accessories	The learner independently demonstrates common competencies in making Fashion Accessories	**LO 1: Trace the history & development of fashion accessory production**	2 WEEKS	**TLE_HEHC9-12FA-Ia-b-1**
			LO 2: Select materials tools and equipment in making fashion accessories 2.1 Identify materials tools and equipment in making fashion accessories.		**TLE_HEHC9-12FA-Id-3**
			LO 3: Use basic tools in fashion accessory 3.1 Discuss the functions and uses of each materials, tools and equipment 3.2 Demonstrate techniques and procedures in using the tools inmaking fashion accessory	5 WEEKS	**TLE_HEHC9-12FA-Id-4**
			LO 4: Identify Fashion Accessory cost component 4.1 Compute production cost 4.2 Purchase fashion accessory materials	1 WEEK	**TLE_HEHC9-12FM-Ie-j-5**
2ND QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Fashion Accessories	The learner independently demonstrates common competencies in making Fashion Accessories	**LO 1: Follow methods and procedures in making fashion accessory** 1.1 Discuss different methods, techniques and procedures in making Fashion Accessory projects/products	2 WEEKS	**TLE_HEHC9-12PA-IIa-e-6**

			1.2 Demonstrate methods / procedures in making Fashion Accessory projects / products	5 WEEKS	
			LO 2: Describe quality projects / products of Fashion Accessory 2.1 Discuss the different characteristics of a quality fashion accessory projects / products 2.2 Apply elements of arts and principles of design in fashion accessory projects / products 2.3 Select quality supply and materials for fashion accessory	1 WEEK	**TLE_HEHC9-12PA-IIf-h-7**
			LO 3: Prepare packaging of finished Fashion Accessory 3.1 Select appropriate quality packaging materials for fashion accessory 3.2 Apply creativity in packaging	1 WEEK	**TLE_HEHC9-12PA-IIi-j-8**
3RD QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Origami	The learner independently demonstrates common competencies in making Origami	**LO 1:Trace the history & development of origami, paper mache (vases) production** 1.1 Discuss history and development of Origami	1 WEEK	**TLE_HEHC9-12OP-IIIa-c10**
			LO 2: Plan a design and pattern for an origami paper craft (vases/frames) 2.1 Discuss the design to be made 2.2 Sketch the design	1 WEEK	**TLE_HEHC9-12OP-IIId-e-11**
			LO 3: Select materials for making origami 3.1 Identify materials suited for making a origami		**TLE_HEHC9-12OP-IIIf-12**
			LO 4: Follow methods and procedures in making origami 4.1 Demonstrate methods / procedures in making origami projects / products	5 WEEKS	**TLE_HEHC9-12OP-IIIg-13**

			LO 5: Produce the following products 5.1 vases 5.2 frames		**TLE_HEHC9-12OP-IIIh-j-14**
4TH QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Origami	The learner independently demonstrates common competencies in making Origami	**PERFORM ORIGAMI PRODUCTION – PAPER CRAFT (VASE/FRAMES)** **LO 6: Describe quality projects and products of origami** 6.1 Discuss the different characteristics of a quality origami projects / products 6.2 Apply elements of arts and principles of design in producing origami projects / products 6.3 Select quality supply and materials for origami	6 WEEKS	**TLE_HEHC9-12OP-IVa-e-15**
			LO 7: Package the finished origami paper craft (vases/frames) 7.1 Select appropriate quality packaging material for fashion accessory 7.2 Apply creativity in packaging	2 WEEKS	**TLE_HEHC9-12OP-IVf-j-16**

GRADE LEVEL: 9-10 or 11-12
SUBJECT: DRESSMAKING (1)
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates understanding on the principles of designing and sewing of sleeping garments	The learner plan, design and sew sleeping garments.	**PRODUCE SLEEPING GARMENTS** **LO 1. Draft and cut pattern for sleeping garments** 1.1. Plan garment design 1.2. Take client's body measurement 1.3. Draft basic/ block pattern 1.4. Cut final Pattern	4 WEEKS	**TLE_HEDM9-12SG-Ia-f-1**

			LO 2. Prepare and cut materials for sleeping garments 2.1 Prepare materials 2.2 Lay- out and pin patterns on fabrics 2.3 Cut fabrics	4 WEEKS	**TLE_HEDM9-12SG-Ig-i-2**
2ND QUARTER			**LO 3. Assemble sleeping garments parts** 3.1 Prepare cut parts 3.2 Sew and assemble sleeping garments parts	6 WEEKS	**TLE_HEDM9-12SG-IIa-g-3**
			LO 4. Apply finishing touches on sleeping garments 4.1 Apply finishing touches 4.2 Alter completed garment 4.3 Press finished garment 4.4 Pack finished garment	2 WEEKS	**TLE_HEDM9-12SG-IIh-j-4**
3RD QUARTER	The learner demonstrates understanding on the principles of designing and sewing children's wear	The learner plan, design and sew children's wear.	**PRODUCE CHILDREN'S WEAR** **LO 1. Draft and cut pattern for children's dress** 1.5. Plan garment design 1.6. Take client's body measurement 1.7. Draft basic/ block pattern 1.8. Cut final Pattern	4 WEEKS	**TLE_HEDM9-12CW-IIIa-h-5**
			LO 2. Prepare and cut materials for children's dress 2.4 Prepare materials 2.5 Lay- out and pin patterns on fabrics 2.6 Cut fabrics	4 WEEKS	**TLE_HEDM9-12CW-IIIi-j-6**
4TH QUARTER			**LO 3. Assemble garment parts for children's wear** 3.1 Prepare cut parts 3.2 Sew and assemble children's wear	6 WEEKS	**TLE_HEDM9-12CW-IVa-h-7**

			LO 4. Apply finishing touches on children's wear 4.1 Apply finishing touches 4.2 Alter completed garment 4.3 Press finished garment 4.4 Pack finished garment	2 WEEKS	**TLE_HEDM9-12CW-IVi-j-8**

GRADE LEVEL: 9-10 or 11-12
SUBJECT: DRESSMAKING (2)
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates understanding on the principles of designing and sewing of ladies skirts.	The learner plan, design and sew ladies skirts.	**LO 1. Draft and cut pattern for ladies skirts** 1.1. Plan garment design 1.2. Take client's body measurement 1.3. Draft basic/ block pattern 1.4. Cut pattern	3 WEEKS	**TLE_HEDM9-12SK-Ia-c-1**
			LO 2. Prepare and cut materials for ladies skirts 2.1 Prepare materials 2.2 Lay- out and mark pattern on material 2.3 Cut materials	3 WEEKS	**TLE_HEDM9-12SK-Id-2**
			LO 3. Assemble garment parts for ladies skirts 3.1 Prepare cut parts 3.2 Sew and assemble athletic ladies skirts	2 WEEKS	**TLE_HEDM9-12SK-Ie-i-3**
			LO 4. Apply finishing touches on ladies skirts 4.1 Apply finishing touches 4.2 Press finished garment 4.3 Pack finished garment	1 WEEK	**TLE_HEDM9-12SK-Ij-4**

2ND QUARTER	The learner demonstrates understanding on the principles of designing and sewing of ladies blouse.	The learner plan, design and sew ladies blouse.	**LO 1. Draft and cut pattern for ladies blouse** 1.5. Plan garment design 1.6. Take client's body measurement 1.7. Draft basic/ block pattern 1.8. Cut pattern	3 WEEKS	**TLE_HEDM9-12BL-IIa-d-5**
			LO 2. Prepare and cut materials for ladies blouse 2.4 Prepare materials 2.5 Lay- out and mark pattern on material 2.6 Cut materials	3 WEEKS	**TLE_HEDM9-12BL-IIe-6**
			LO 3. Assemble garment parts for ladies blouse 3.3 Prepare cut parts 3.4 Sew and assemble athletic ladies skirts	2 WEEKS	**TLE_HEDM9-12BL-IIf-i-7**
			LO 4. Apply finishing touches on ladies blouse 4.4 Apply finishing touches 4.5 Press finished garment 4.6 Pack finished garment	1 WEEK	**TLE_HEDM9-12BL-IIj-8**
3RD QUARTER	The learner demonstrates understanding on the principles of designing and sewing ladies trousers.	The learner plan, design and sew ladies trousers	**LO 1. Draft and cut pattern for ladies trouser** 1.9. Plan garment design 1.10. Take client's body measurement 1.11. Draft basic/ block pattern 1.12. Cut pattern	4 WEEKS	**TLE_HEDM9-12TR-IIIa-h-9**
			LO 2. Prepare and cut materials for ladies trouser 2.7 Prepare materials 2.8 Lay- out and mark pattern on material 2.9 Cut materials	4 WEEKS	**TLE_HEDM9-12TR-IIIi-j-10**

4TH QUARTER			**LO 3. Assemble garment parts for ladies trouser** 3.5 Prepare cut parts 3.6 Sew and assemble athletic ladies skirts	4 WEEKS	**TLE_HEDM9-12TR-Iva-h-11**
			LO 4. Apply finishing touches on ladies trouser 4.7 Apply finishing touches 4.8 Press finished garment 4.9 Pack finished garment	4 WEEKS	**TLE_HEDM9-12TR-IVi-j-12**

GRADE LEVEL: 9-10/11-12
SUBJECT: TAILORING
NOMINAL HOURS: 160 HOURS
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Codes
1ST QUARTER	The learners demonstrate an understanding of the principles of designing and sewing of athletic shorts.	The learners plans, designs and sews athletic shorts.	**LO 1. Draft and cut pattern for athletic shorts** 1.1. Plan garment design 1.2. Take client's body measurement 1.3. Draft basic/block pattern 1.4. Cut final pattern	2 WEEKS	**TLE_HETL9-12SO-Ia-c-1**
			LO 2. Prepare and cut materials for athletic shorts 2.1 Prepare materials 2.2 Lay out and pin pattern pieces on the fabric 2.3 Cut fabric	4 WEEKS	**TLE_HETL9-12SO-Id-e-2**
			LO 3. Assemble garment parts for athletic shorts 3.1 Sew and assemble athletic shorts parts		**TLE_HETL9-12SO-If-i-3**

			LO 4. Apply finishing touches on athletic shorts 4.1 Apply finishing touches 4.2 Press finished garment 4.3 Pack finished garment	2 WEEKS	**TLE_HETL9-12SO-Ij-4**
2ND QUARTER	The learners demonstrate an understanding of the principles of designing and sewing jogging pants.	The learners plans, designs and sews jogging pants.	**LO 1. Draft and cut pattern for jogging pants** 1.5. Plan garment design 1.6. Take client's body measurement 1.7. Draft basic/block pattern 1.8. Cut final pattern	2 WEEKS	**TLE_HETL9-12JP-IIa-c-5**
			LO 2. Prepare and cut materials for jogging pants 2.4 Prepare materials 2.5 Lay out and pin pattern pieces on the fabric 2.6 Cut fabric	2 WEEKS	**TLE_HETL9-12JP-IId-6**
			LO 3. Assemble garment parts for jogging pants 3.2 Sew and assemble athletic shorts parts	3 WEEKS	**TLE_HETL9-12JP-IIe-i-7**
			LO 4. Apply finishing touches on jogging pants 4.4 Apply finishing touches 4.5 Press finished garment 4.6 Pack finished garment	1 WEEK	**TLE_HETL9-12JP-IIj-8**
3RD QUARTER	The learners demonstrate an understanding of the principles of designing and sewing athletic shirts.	The learners plans, designs and sews athletic shirts.	**LO 1. Draft and cut pattern for athletic shirts** 1.9. Plan garment design 1.10. Take client's body measurement 1.11. Draft basic/block pattern 1.12. Cut final pattern	2 WEEKS	**TLE_HETL9-12SI-IIIa-c-9**
			LO 2. Prepare and cut materials for athletic shirts 2.7 Prepare materials	2 WEEKS	**TLE_HETL9-12SI-IIId-10**

			2.8 Lay out and pin pattern pieces on the fabric 2.9 Cut fabric		
			LO 3. Assemble garment parts for athletic shirts 3.3 Prepare cut parts 3.4 Sew and assemble athletic shorts parts 3.5 Alter completed garment	3 WEEKS	**TLE_HETL9-12SI-IIIe-i-11**
			LO 4. Apply finishing touches on athletic shirts 4.7 Apply finishing touches 4.8 Press finished garment 4.9 Pack finished garment	1 WEEK	**TLE_HETL9-12SI-IIIj-12**
4TH QUARTER	The learners demonstrate an understanding of the principles of designing and sewing athletic jackets.	The learners plans, designs and sews athletic jackets.	**LO 1. Draft and cut pattern for athletic jackets** 1.13. Plan garment design 1.14. Take client's body measurement 1.15. Draft basic/block pattern 1.16. Cut final pattern	2 WEEKS	**TLE_HETL9-12JA-IVa-b-13**
			LO 2. Prepare and cut materials for athletic jackets 2.10 Prepare materials 2.11 Lay out and pin pattern pieces on the fabric 2.12 Cut fabric	2 WEEKS	**TLE_HETL9-12JA-IVc-d-14**
			LO 3. Assemble garment parts for athletic jackets 3.6 Sew and assemble athletic shorts parts	3 WEEKS	**TLE_HETL9-12JA-IVe-i-15**
			LO 4. Apply finishing touches on athletic jackets 4.1 Apply finishing touches 4.2 Press finished garment 4.3 Pack finished garment	1 WEEK	**TLE_HETL9-12JA-IVj-16**

GRADE LEVEL: 9-10/11-12
SPECIALIZATION: HAIRDRESSING I
NOMINAL HOURS: 160 hours
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates an understanding of the core concepts and theories in hair care and scalp treatment.	The learner demonstrates common and core competencies in performing hair care and scalp treatment services.	**LO 1. Treatment of hair and scalp** 1.1. Appreciate the benefits of scalp and hair treatment 1.2. Analyze scalp and hair structure 1.3. Distinguish diseases and disorders of scalp and hair 1.4. Observe safety precautions and sanitation while at work 1.5. Explain the different types of shampoo and conditioner	1 WEEK	**TLE_HEHD9-12TS-Ia-1**
			LO 2. Prepare client 2.1 Assist client in accordance with salon procedures 2.2 Provide appropriate clothing according to the desired type of service, and size and built of the client 2.3 Advise client to remove all jewelry and accessories	1 WEEK	**TLE_HEHD9-12TS-Ib-2**
			LO 3. Apply shampoo and/or conditioner on the client 3.1 Shampoo and/or condition hair as required and following standard procedure 3.2 Ensure client's safety and comfort during the entire process	2 WEEKs	**TLE_HEHD9-12TS-Ib-3**
			LO 4. Blow-dry hair	2 WEEKS	**TLE_HEHD9-12TS-Ic-4**

			4.1 Towel dry and comb hair according to service requirements 4.2 Blow-dry hair according to service requirements and following standard procedure 4.3 Apply finishing product on blow-dried hair according to product specifications		
			LO 5. Perform post-service activities 3.1 Clean, sanitize, and store tools and equipment according to OHS requirements 3.2 Segregate and dispose waste materials according to OHS requirements	1 WEEK	**TLE_HEHD9-12TS-Id-5**
2ND QUARTER	The learner demonstrates an understanding of the core concepts and theories in hair care and scalp treatment.	The learner demonstrates common and core competencies in performing hair care and scalp treatment services.	**Scalp and hair treatment** **LO 6. Prepare client** 6.1 Determine client's health and restrictions through consultation 6.2 Analyze client's scalp and hair condition following salon safety policies and procedures 6.3 Prepare and use protective clothing according to OHS	2 WEEKS	**TLE_HEHD9-12TS-Ie-6**
			LO 7. Treat hair condition 7.1 Select and prepare supplies/materials and hair treatment product 7.2 Perform hair treatment following established or acceptable procedures 7.3 Check results based on client's desired outcome 7.4 Ensure client's safety and comfort during the entire process	6 WEEKS	**TLE_HEHD9-12TS-If-g-7**
3RD QUARTER	The learner demonstrates an understanding of the	The learner demonstrates common and core	**LO 1. Fundamentals in Hair Perming** ~~a.~~ Express ideas clearly on the benefits of hair perming	2 WEEKS	**TLE_HEHD9-12HP-IIa-b-1**

	core concepts and theories in hair perming	competencies in performing hair perming.	b. Use appropriate tools, materials in permanent waving c. Perform the steps in sectioning, blocking, and winding of hair d. Observe safety rules and reminders in hair perming e. Discuss the procedures in hair perming 2.2 Perform the procedures in permanent waving		
			LO 2. Prepare client ~~2.1~~ Advise client to remove all personal accessories 2.2 Determine if previous chemical treatment exists 2.3 Check scalp condition if free from scratches and open wounds 2.4 Advise client to defer hair perming if adverse scalp and health conditions exist 2.5 Confirm types of hair curls with client	1 WEEK	**TLE_HEHD9-12HP-IIc-2**
			LO 3. Perm hair 3.1 Prepare and use necessary tools, equipment, supplies/materials following salon policies and procedures and OHS requirements 3.2 Prepare perm solution according to client's hair type, texture/condition and product specifications 3.3 Perform hair perming in accordance with established or standard procedures and product specifications 3.4 Rinse hair thoroughly, towel-dry and apply conditioner 3.5 Ensure client's safety and comfort during the entire process	4 WEEKS	**TLE_HEHD9-12HP-IId-j-3**
			LO 4. Apply finishing touches 4.1 Check hair according to client's desired outcome 4.2 Taper/trim and style hair if necessary		**TLE_HEHD9-12HP-IId-j-4**

			4.3 Confirm client's satisfaction and make adjustments if requirement	1 WEEK	
			LO 5. Perform post-service activities 5.1 Advise client on hair care and maintenance 5.2 Clean and store tools, equipment, supplies, and materials after use in accordance with salon procedures 5.3 Properly dispose of waste items in accordance with OHS requirements 5.4 Clean and prepare workstation for the next client	1 WEEK	**TLE_HEHD9-12HP-IId-j-5**
4TH QUARTER	The learner demonstrates an understanding of the core concepts and theories in haircutting.	The learner demonstrates common competencies in haircutting.	**LO 1. Fundamentals in haircutting** 1.1 Express one's experience and exposure about the process of haircutting 1.2 Analyze the hair condition and the shape of face for appropriate hair cut 1.3 Practice fundamental disciplines in haircutting 1.4 Discuss the uses of tools and implements in haircutting ~~1.5~~ Show the importance of hair control in haircutting 1.6 Discuss basic cutting strokes	2 WEEKS	**TLE_HEHD9-12HC-III-IVa-j-1**
			LO 2. Prepare client 2.1 Extend appropriate courtesy to the client at all times 2.2 Assess shape of the client's face, head, length and width of hair according to his/her built and height 2.3 Analyze texture of hair according to style requirements and cutting technique to be used 2.4 Present hair catalog to the client for selection and agreement between client and hairdresser	1 WEEK	**TLE_HEHD9-12HC-III-IVa-j-2**

			2.5 Provide and use protective clothing according to health and sanitation regulations 2.6 Shampoo and/or condition hair following salon procedure		
			LO 3. Cut hair 3.1 Prepare and use appropriate materials, tools, and hair implements according to client's desired haircut and OHS requirement 3.2 Perform haircut according to haircut style and established or acceptable procedures 3.3 Ensure client's safety and comfort during the entire process	3 WEEKS	**TLE_HEHD9-12HC-III-IVa-j-3**
			LO 4. Check hair and apply appropriate finishing touches 4.1 Blow-dry and check hair for accuracy and finishing touches 4.2 Use finishing cutting tools according to haircut style 4.3 Apply hair finishing product as per client's requirements and style 4.4 Confirm client's acceptance and make adjustments if required	1 WEEK	**TLE_HEHD9-12HC-III-IVa-j-4**
			LO 5. Perform post service activities 5.1 Advise client on proper hair care and maintenance	1 WEEK	**TLE_HEHD9-12HC-IIIa-5**

			5.2 Clean, sterilize, and store tools, implements and equipment in accordance with salon policy 5.3 Properly dispose of waste items following OHS practice 5.4 Clean working area in preparation for the next client 5.5 Prepare scoring rubrics for haircut		

GRADE LEVEL: 9-10/11-12
SPECIALIZATION: HAIRDRESSING II
NOMINAL HOURS: 160
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1ST QUARTER	The learner demonstrates understanding of the core concepts and theories in performing hair coloring and hair bleaching	The learner demonstrates common competencies in hair coloring and hair bleaching activities	**LO 1. Fundamentals in hair coloring and hair bleaching** 1.1 Perform preliminary steps on hair coloring 1.2 Use tested products, implements and supplies 1.3 Classify various hair coloring 1.4 Describe various types of hair coloring application 1.5 Conduct scalp and hair analysis 1.6 Identify the effects of allergies and hair treatment to hair coloring activity 1.7 Perform skin test/patch test carefully 1.8 Discuss hair coloring applications 1.9 Explain dimensional highlighting	2 WEEKS	**TLE_HEHD9-12CB-Ia-b-1**
			LO 2. Prepare client 2.1 Consult and advise client on color options, and checked for possible skin allergies	1 WEEK	**TLE_HEHD9-12CB-Ic-f-2**

			2.2 Check and analyze condition of the hair and scalp Prepare and use protective clothing and materials according to OH&S requirements 2.3 Drape client following established procedures to avoid stains from hair coloring 2.4 Where necessary, shampoo client's hair to remove remaining conditioners and styling products, making sure the scalp is not scratched 2.5 Style where necessary, hair according to client's particular requirements 2.6 Ensure client's safety and comfort during the activity		
			LO 3. Apply hair color 1.1 Prepare and use tools, materials, implements following OH&S requirements 1.2 Select and mix color and developer according to client's hair condition and length and desired outcome 1.3 Apply color according to product specifications and established or acceptable procedures 1.4 Style where necessary, hair according to client's particular requirements	4 WEEKS	**TLE_HEHD9-12CB-Ic-f-3**
2ND QUARTER			**Hair Bleaching**		
	The learner demonstrates understanding of the core concepts and theories in performing hair coloring and hair bleaching	The learner demonstrates common competencies in hair coloring and hair bleaching activities	**LO 1. Prepare client** 1.1 Consult client on health condition and previous hair chemical treatment availed 1.2 Advise client on possible service options and outcome results 1.3 Check and analyze conditions of the hair and scalp 1.4 Advise client to remove all personal accessories	1 WEEK	**TLE_HEHD9-12CB-Ig-j-5**

			1.5 Provide client with protective clothing and gadgets following salon procedures		
			LO 2. Bleach hair 2.1 Prepare and use supplies, materials, tools, equipment, and implements according 2.2 to OH&S requirements 2.3 Mix bleaching product with right volume of developer according to manufacturers' instructions and client's hair texture 2.4 Perform hair bleaching according to established or acceptable procedures and product specifications 2.5 Ensure clients' safety and comfort during the process	5 WEEKS	**TLE_HEHD9-12CB-Ig-j-6**
			LO 3. Perform post-service activities 1.1 Advise client on hair care and maintenance 1.2 Sanitize and store tools and equipment and implements after use according to salon procedures 1.3 Dispose wastes of according to OH&S requirements 1.4 Clean and prepare workstation for next activity	1 WEEK	**TLE_HEHD9-12CB-Ig-j-7**
3RD QUARTER	The learner demonstrates understanding of the core concepts and theories in performing hair straightening	The learner demonstrates common competencies in performing hair straighten	**LO 1. Introduction to Hair Straightening** 1.1 Appreciate the benefits of chemical hair straightening 1.2 Explain hair chemistry and restructuring 1.3 Discuss the products used in chemical hair straightening 1.4 Discuss the importance of scalp and hair analysis. 1.5 Use appropriate implements and supplies in hair straightening	2 WEEKS	**TLE_HEHD9-12ST-IIa-j-1**

			1.6 Perform the steps in chemical hair straightening 1.7 Observe safety rules and reminders in hair straightening		
			LO 2. Prepare client 2.1 Advise client to remove all personal accessories 2.2 Use protective clothing and gadgets to ensure clients safety and comfort 2.3 Check and analyze client hair texture and condition, together with scalp 2.4 Confirm previous hair treatment with the client before doing the desired service 2.5 Drape and shampoo client without scratching the scalp	1 WEEK	**TLE_HEHD9-12ST-IIa-j-2**
			LO 3. Apply hair straightening product a. Prepare and use necessary tools and materials according to OH&S requirements b. Identify and/or mix different forms of products based on types of hair and desired hair straightening service in accordance with manufacturers' instruction c. Perform hair straightening in accordance with product specifications and established or acceptable procedures d. Ensure client's safety and comfort during the entire process	2 WEEKS	**TLE_HEHD9-12ST-IIa-j-3**
			LO 4. Iron Hair 4.1 Blow-dry hair according to salon procedures 4.2 Apply protective hair product through the hair before actual ironing	2 WEEKS	**TLE_HEHD9-12ST-IIa-j-4**

			4.3 Set iron plate in accordance with hair condition 4.4 Sub-section hair according to salon procedures 4.5 Iron hair in accordance with salon procedures		
			LO 5. Apply hair fixing solution 5.1 Apply fixing solution on the hair in accordance with manufacturer's instructions 5.2 Follow processing time according to manufacturer's instructions 5.3 Rinse hair thoroughly and applied with necessary treatment products according to manufacturers' instructions 5.4 Check result and style hair according to clients' desired outcome	1 WEEK	**TLE_HEHD9-12ST-IIa-j-5**
			LO 6. Perform post service activities 6.1 Advise client on hair care and maintenance 6.2 Clean, sterilize/sanitize tools, implements and equipment and store after use in accordance with salon procedures 6.3 Properly dispose waste items of in accordance with OH&S requirements 6.4 Clean working area in preparation for the next client	1 WEEK	**TLE_HEHD9-12ST-IIa-j-6**
4TH QUARTER	The learner demonstrates understanding of the core concepts and theories in performing styling	The learner demonstrates common competencies in performing styling	**LO 1. Introduction to hairstyling** 1.1 Express ideas about hairstyling 1.2 Appreciate the benefits of having hairstyling skills 1.3 Inculcate the responsibilities of a hairstylist 1.4 Analyze the fundamental principles of hairstyling 1.5 Inculcate the responsibilities of a hairstylist	2 WEEKS	**TLE_HEHD9-12HS-IIIa-j-1**

			1.6 Analyze the fundamental principles of hairstyling 1.7 Use appropriate equipment, implements and supplies 1.8 Observe safety precautions and sanitation while working		
			LO 2. Perform the various methods of hairstyling 2.1 Non-thermal styling 2.2 Thermal styling 2.3 Perform casual and formal creative hairstyles 2.4 Perform hairstyling using special effects in hairstyling 2.5 Provide hairstyling services - Casual hairstyle - Formal hairstyle - Creative hairstyle 2.6 Use a rubric in evaluating the services for hairstyling 2.7 Compute the cost of service	3 WEEKS	**TLE_HEHD9-12HS-IIIa-j-2**
			LO 1. Prepare clients 1.1 Advise client to remove all personal accessories 1.2 Consult client on specific make-up requirements 1.3 Analyze shapes of face and skin type / tones of client according to make-up requirements 1.4 Seat client in a comfortable position during the entire process 1.5 Provide client with protective clothing following salon procedures	1 WEEK	**TLE_HEHD9-12MU-IVa-j-1**
			LO 2. Apply Make-up 2.1 Sanitize hand before actual application of make-up	2 WEEKS	**TLE_HEHD9-12MU-IVa-j-2**

			2.2 Select and prepare make-up products and accessories, tools, supplies and materials according to client make – up requirement 2.3 Perform make-up application in accordance with established or acceptable procedures 2.4 Check make-up result before application of finishing touches 2.5 Ensure client's comfort and safety during the entire process		
			LO 3. Perform post-service activities 3.1 Advise client on appropriate product and procedure in applying retouch and removing make-up 3.2 Clean and store make-up products, tools, materials and implements after use in accordance with salon procedures 3.3 Properly dispose waste items of in accordance with OH&S requirements Clean and prepare workstation for next activity	1 WEEK	**TLE_HEHD9-12MU-IVa-j-3**

GRADE LEVEL: 9-10/11-12
SUBJECT: NAIL CARE
NOMINAL HOURS: 160 hours
COMPONENT: HOME ECONOMICS

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
1st QUARTER	The learner demonstrates understanding of concepts and principles in hand AND foot spa.	The learner independently performs hand spa.	**PERFORM HAND AND FOOT SPA** **LO1. Apply hand treatment** 1.1 Check and analyze condition of client's hand 1.2 Wash client's hand with lukewarm water and soap, and towel-dry before and after scrubbing	5 WEEKS	**TLE_HEBC9-12HS-Ia-g-1**

			1.3 Prepare and use necessary tools and supplies/materials according to OHSC requirements 1.4 Determine and test appropriate temperature for heat tolerance of client 1.5 Soak hands for 4 seconds for 3 consecutive times in wax and wrap with plastic gloves and mittens 1.6 Remove wax from hands according to manufacturer's instructions 1.7 Apply hand softening product and massage according to prescribed procedure 1.8 Advise client after service on maintenance program		
			LO2. Perform post hand activity 1.1 Dispose waste products including used wax according to OHSC and Department of Health requirements. 1.2 Sanitize and store tools and equipment. Clean and sanitize work station for the next treatment activity	2 WEEKS	**TLE_HEBC9-12HS-Ih-j-2**
2ND QUARTER	The learner demonstrates understanding of concepts and principles in hand AND foot spa.	The learner independently performs hand spa.	**PERFORM FOOT SPA** **LO1. Apply foot spa** 1.1 Check and analyze condition of foot nails 1.2 Ensure client's safety and comfort prior to foot spa activity 1.3 Wash feet with warm water and soap before and after scrubbing 1.4 Towel dry feet and apply with appropriate lotion 1.5 Prepare and use necessary tools and supplies/materials according to OHSC requirements	5 WEEKS	**TLE_HEBC9-12FS-IIa-g-3**

			1.6 Determine and test appropriate temperature for heat tolerance of client 1.7 Soak foot for 4 seconds for 3 consecutive times in wax and wrap with plastic gloves and mittens 1.8 Remove wax from foot according to manufacturer's instructions 1.9 Apply foot softening product and massage according to prescribed procedure 1.10 Advise client after service on maintenance program		
			LO2. Perform post foot spa activity 1.1 Dispose waste products including used wax according to OHSC and Department of Health requirements. 1.2 Sanitize and store tools and equipment. 1.3 Close and sanitize work station for the next treatment activity 1.4	2 WEEKS	**TLE_HEBC9-12FS-IIh-j-4**
3RD QUARTER	The learner demonstrates understanding of concepts, principle and techniques in manicure and pedicure services.	The learner independently performs manicure and pedicure services.	**LO1. Clean finger nails and toe nails** 1.1 Consult client on desired nail service activity and specific requirements and consultation record is agreed and signed 1.2 Checked and analyzed clients' hand nail structure and condition 1.3 Recognize nail disorder for prepare nail repair 1.4 Select and prepare appropriate sanitized tools and equipment, supplies and materials are according to salon procedures 1.5 Disinfect, sanitize, clean and dry hands and feet 1.6 Clean nails in accordance with the established or acceptable procedures	5 WEEKS	**TLE_HEBC9-12PMP-III/IVa-r-5**

			1.7 Trim and file nails based on client's desired shape. 1.8 Massage fingers following prescribed movements 1.9 Ensure client's safety and comfort is during the entire process. 1.10 Apply first-aid in case of accidental cuts and wounds		
			LO 2. Perform basic nail designs 1.1 Select color of the nail polish according to customer's requirements 1.2 Apply base coat with long strokes starting with the little finger 1.3 Select color of the nail polish as agreed according to customer's desire or requirements 1.4 Apply nail polish from the base to the edge of the nail using light sweeping stroked around the cuticle 1.5 Apply top or seal coat with long strokes in the same manner as the base coat 1.6 Check and analyze outcome according to the client's nail service requirements. 1.7 Remove excess polish around the cuticle and nail using appropriate tool	3 WEEKS	**TLE_HEBC9-12PMP-III/IVa-r-6**
4TH QUARTER			**CREATE FANCY NAIL DESIGNS** **LO 1. Perform different fancy designs on finger nails and toe nails** 1.1 Prepare nails for cleaning 1.2 Apply nail products according to manufacturer's recommendation 1.3 Apply fancy nail designs	6 WEEKS	**TLE_HEBC9-12PMP-III/IVa-r-6**

			1.4 Advise client on nail maintenance practices 1.5 Dispose waste properly according to waste environment and safety regulations		

Department of Education

SHS CORE SUBJECTS

GRADE LEVEL: Grade 11/12
SUBJECT: 21st Century Literature

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1 Q1	The learner will be able to understand and appreciate the elements and contexts of 21st century Philippine literature from the regions.	The learner will be able to demonstrate understanding and appreciation of 21st Century Philippine literature from the regions through: 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; and 2. an adaptation of a text into other creative forms using multimedia.	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: a. the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary b. representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town)	
			Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	EN12Lit-Id-25
			Discuss how different contexts enhance the text's meaning and enrich the reader's understanding	
			Produce a creative representation of a literary text by applying multi-media and ICT skills	
			Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation	EN12Lit-Ie-31.3
S1 Q2	The learner will be able to understand and appreciate literary texts in various genres across national	The learner will be able to demonstrate understanding and appreciation of 21st century literature of the world through:	Writing a close analysis and critical interpretation of literary texts, applying a reading approach, and doing an adaptation of these, require from the learner the ability to identify: representative texts and authors from Asia, North America, Europe, Latin America, and Africa	EN12Lit-IIa-22
			Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the globe	EN12Lit-IId-25
			Produce a creative representation of a literary text by applying	

	literature and cultures.	1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; 2. critical paper that analyzes literary texts in relation to the context of the reader and the writer or a critical paper that interprets literary texts using any of the critical approaches; and 3. an adaptation of a text into other creative forms using multimedia.	multimedia and ICT skills	
			Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation	EN12Lit-IIij-31.3

Grade Level: 11/12
Subject: CONTEMPORARY PHILIPPINE ARTS FROM THE REGIONS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
1 semester	demonstrates appreciation of contemporary art forms, found in the various regions by understanding the elements and principles	presents a form of integrated contemporary art based on the region of his / her choice. e.g. choreography, musical instrument, literary and music composition, visual design, and/or theatrical performance	**describes** various contemporary art forms and their practices from the various regions	Week 1	CAR11/12IAC-0a-1
			discusses various art forms found in the philippines	Week 2	CAR11/12IAC-0b-2
	demonstrates understanding of the significant roles of artists from the regions	creates avenues to advocate the arts from the different regions	researches on various contemporary art forms	Week 3-5	CAR11/12CAP-0c -e-4
			explains filipino artists' roles and identify their contribution to contemporary arts	Week 3-5	CAR11/12CAP-0c -e-5
			evaluates contemporary art forms based on the elements and principles	Week 3-5	CAR11/12CAP-0c -e-6
			compares forms of arts from the different regions	Week 3-5	CAR11/12CAP-0c -e-7
			relates the significance of arts forms from the regions	Week 3-5	CAR11/12CAP-0c -e-8
			promotes arts from the regions	Week 3-5	CAR11/12CAP-0c -e-9
	shows understanding of the materials and techniques	discriminates among various materials and techniques	researches on techniques and performance practices applied to contemporary arts	Week 3-5	CAR11/12TPP-0c -e-10
			discusses local materials used in creating art	Week 3-5	CAR11/12TPP-0c -e-11

			critiques available materials and appropriate techniques	Week 3-5	CAR11/12TPP-0c -e-12
			explicates the use of materials and the application of techniques	Week 3-5	CAR11/12TPP-0c -e-13
	Consolidates relevant concepts to plan for a production	Designs a production using available materials and appropriate techniques	conceptualizes contemporary art based on techniques and performance practices in their locality.	Week 6-8	CAR11/12AP-0f -h-14
			applies artistic skills and techniques in the process of creation	Week 6-8	CAR11/12AP-0f -h-15
			incorporates contemporary characteristics to one's creation with attention to detail	Week 6-8	CAR11/12AP-0f -h-16
			creates the intended final product using appropriate materials for the best possible output	Week 6-8	CAR11/12AP-0f -h-17

Grade Level : Grade 11/12
Subject :DISASTER READINESS AND RISK REDUCTION

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	
1st	1. Concept of disaster 2. Concept of disaster risk 3. Nature of disasters 4. Effects of disasters	The learners relate the concept of disaster with daily life.	Explain the meaning of disaster	Week 1	DRR11/12-Ia-b-1
			Differentiate the risk factors underlying disasters	Week 1	DRR11/12-Ia-b-2
			Describe the effects of disasters on one's life	Week 2	DRR11/12-Ia-b-3
			Analyze disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological).	Week 2	DRR11/12-Ia-b-6

	Various elements that may be exposed to hazards: 1. Physical 2. Social 3. Economic 4. Environmental Vulnerability of each exposed element.	The learners conduct hazard hunts of exposed elements and propose corresponding corrective actions for one's preparedness.	Explain the meaning of vulnerability	Week 3	DRR11/12-Ic-8
			Explain why certain sectors of society are more vulnerable to disaster than others	Week 3	DRR11/12-Ic-9
			Recognize vulnerabilities of different elements exposed to specific hazards	Week 4	DRR11/12-Id-12
			Differentiate among hazards, exposure, and vulnerabilities and explain the relationship of the three to disaster risk	Week 4	DRR11/12-Id-13
	1. Concept of hazard 2. Types of hazards 3. The impact of various hazards	The learners relate various types of hazard with a specific area for one's preparedness.	Define and cite examples of the types of hazards	Week 5	
			Explain the impact of various hazards on people and the environment	Week 5	DRR11/12-Ie-16
	Potential earthquake hazards: 1. Ground shaking 2. Ground rupture 3. Liquefaction 4. Earthquake-induced ground subsidence 5. Tsunami 6. Earthquake-induced landslide	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after an earthquake.	Identify various potential earthquake hazards	Week 6	DRR11/12-If-g-17
			Recognize the natural signs of an impending tsunami;	Week 6	DRR11/12-If-g-18
			Analyze the effects of the different earthquake hazards	Week 6	DRR11/12-If-g-19
			Interpret different earthquake hazard maps;	Week 7	DRR11/12-If-g-20
	Signs of impending volcanic eruptions Potential volcano-related hazards: 1. Lahar 2. Ash fall 3. Pyroclastic flow 4. Ballistic Projectile	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a volcanic eruption.	Explain various volcano-related hazards	Week 7	DRR11/12-Ih-i-22
			Recognize signs of an impending volcanic eruption	Week 8	DRR11/12-Ih-i-24
			Interpret different volcano hazard maps;	Week 8	DRR11/12-Ih-i-25

	5. Volcanic Glasses 6. Lava flow				
2nd	Related geological hazards 1. Rainfall-induced landslide 2. Sinkhole	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause geological hazards.	Discuss the different geological hazards	Week 1	DRR11/12-IIa-b-27
			Analyze the causes of geological hazards	Week 1	DRR11/12-IIa-b-28
			Recognize signs of impending geological hazards;	Week 1	DRR11/12-IIa-b-29
			Interpret geological maps	Week 2	DRR11/12-IIa-b-30
			Apply mitigation strategies to prevent loss of lives and properties	Week 2	DRR11/12-IIa-b-31
	Potential hydrometeorological hazards: 1. Typhoon 2. Thunderstorm 3. Flashflood 4. Flood 5. Stormsurge 6. El Nino 7. La Nina	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause hydrometeorological hazards.	Recognize signs of impending hydrometeorological hazards	Week 3	DRR11/12-IIc-d-33
			Interpret different hydrometeorological hazard maps	Week 3	DRR11/12-IIc-d-35
			Use available tools for monitoring hydrometeorological hazards	Week 3	DRR11/12-IIc-d-36
	Fire hazards and related concepts: 1. Fire triangle 2. Causes of fires 3. Phases of a fire emergency	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a fire incident.	Recognize elements of the fire triangle in different situations	Week 4	DRR11/12-IIe-f-37
			Analyze the different causes of fires	Week 4	DRR11/12-IIe-f-38
			Observe precautionary measures and proper procedures in addressing a fire incident	Week 4	DRR11/12-IIe-f-39
			Apply basic response procedures during a fire incident	Week 5	DRR11/12-IIe-f-40
			Follow fire emergency and evacuation plans;	Week 5	DRR11/12-IIe-f-41

	Disaster risk reduction: 1. Concept of DRR 2. Importance of DRR 3. Key Principles	The learners are able to develop a community emergency preparedness plan and community disaster preparedness plan to minimize vulnerability and disaster risk in the community and avoid or limit adverse impacts of hazards.	Discuss the key concepts, principles, and elements of DRR	Week 6	DRR11/12-IIg-h-42
			Recognize the importance of DRR on one's life	Week 6	DRR11/12-IIg-h-43
	Community-based disaster risk reduction and management for preparedness 1. Emergency Plan 2. Monitoring and Evaluation 3. Early Warning Systems 4. Survival Kits and materials	The learners practice and develop proficiency in executing emergency response protocols/ procedures through safety drills.	Discuss different community-based practices for managing disaster risk to specific hazards	Week 7	DRR11/12-IIg-h-44
			Develop a community preparedness plan;	Week 7	DRR11/12-IIg-h-45
			Prepare survival kits and materials for one's family and for public information and advocacy	Week 8	DRR11/12-IIg-h-46
	Policies of DRRM -The Philippine DRRM Law RA 10121 and its Implementing Rules and Regulations		Explain DRR-related laws and policies	Week 8	DRR11/12-IIi-j-47

Grade Level : Grade 11/12
Subject :EARTH AND LIFE SCIENCE

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	1. the formation of the universe and the solar system 2. the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth 3. the Earth's internal structure	Conduct a survey to assess the possible geologic/ hydrometeorological hazards that your community may experience.	Recognize the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	Week 1	S11/12ES-Ia-e- 3
			Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow.	Week 1	S11/12ES-Ia-e- 4
	1. the three main categories of rocks 2. the origin and environment of formation of common minerals and rocks 3. geologic processes that occur on the surface of the Earth such as weathering, erosion, mass wasting, and sedimentation (include the role of ocean basins in the formation of sedimentary rocks) 4. geologic processes that occur within the Earth		Identify common rock-forming minerals using their physical and chemical properties.	Week 1	S11/12ES-Ia-9
			Classify rocks into igneous, sedimentary, and metamorphic	Week 2	S11/12ES-Ib-10
			explain how the products of weathering are carried away by erosion and deposited elsewhere	Week 2	S11/12ES-Ib-12
			Describe where the Earth's internal heat comes from.	Week 3	S11/12ES-Ib-14
			describe how magma is formed (magmatism)	Week 3	S11/12ES-Ic-15
			Describe the physical and chemical changes in rocks due to changes in pressure and temperature (metamorphism)	Week 4	
			compare and contrast the formation of the different types of igneous rocks	Week 4	S11/12ES-Ic-18
			Explain how the movement of plates leads to the formation of folds and faults	Week 5	S11/12ES-Id-22

	5. the folding and faulting of rocks 6. plate tectonics 7. how the planet Earth evolved in the last 4.6 billion years (including the age of the Earth, major geologic time subdivisions, and marker fossils).		Describe how layers of rocks (stratified rocks) are formed	Week 5	S11/12ES-Ie-25
			Describe the different methods (relative and absolute dating) to determine the age of stratified rocks	Week 5	S11/12ES-Ie-26
			Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6	S11/12ES-Ie-27
			Describe how the Earth's history can be interpreted from the geologic time scale	Week 6	S11/12ES-Ie-29
	1. the different hazards caused by geological processes (earthquakes, volcanic eruptions, and landslides) 2. the different hazards caused by hydrometeorological phenomena (tropical cyclones, monsoons, floods, and tornadoes or ipo-ipo) 3. the different hazards caused by coastal processes (waves, tides, sea-level changes, crustal movement, and storm surges)		Describe the various hazards that may happen in the event of earthquakes, volcanic eruptions, and landslides	Week 6	S11/12ES-If-30
			Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides	Week 7	S11/12ES-If-31
			Identify human activities that speed up or trigger landslides	Week 7	S11/12ES-If-33
			Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods, or ipo-ipo	Week 8	S11/12ES-Ig-36
			Describe how coastal processes result in coastal erosion, submersion, and saltwater intrusion	Week 8	S11/12ES-Ih-38
			cite ways to prevent or mitigate the impact of land development, waste disposal, and construction of structures on control coastal processes	Week 8	S11/12ES-Ii-41
2nd	1. the historical development of the concept of life 2. the origin of the first life forms 3. unifying themes in the study of life	value life by taking good care of all beings, humans, plants, and animals	Explain the evolving concept of life based on emerging pieces of evidence	Week 1-2	S11/12LT-IIa-1
			Describe how unifying themes (e.g., structure and function, evolution, and ecosystems) in the study of life show the connections among living things and how they interact with each other and with their environment	Week 2	S11/12LT-IIa-3

	1. plant and animal reproduction 2. how genes work 3. how genetic engineering is used to produce novel products	conduct a survey of products containing substances that can trigger genetic disorders such as phenylketonuria	Describe the different ways of how representative animals reproduce	Week 3	S11/12LT-IIej- 15
			Describe the process of genetic engineering	Week 4	S11/12LT-IIej- 17
			Evaluate the benefits and risks of using GMOs	Week 4	S11/12LT-IIej- 19
	1. nutrition: getting food to cells 2. gas exchange with the environment 3. circulation: the internal transport system 4. the need for homeostasis 5. salt and water balance and waste removal 6. the immune system: defense from disease 7. how hormones govern body activities 8. the nervous system 9. the body in motion	make a presentation of some diseases that are associated with the various organ systems	Describe the general and unique characteristics of the different organ systems in representative animals	Week 5	S11/12LT-IIIaj- 21
			Analyze and appreciate the functional relationships of the different organ systems in ensuring animal survival	Week 5	S11/12LT-IIIaj- 22
	1. the evidence for evolution 2. the origin and extinction of species	Design a poster tracing the evolutionary changes in a crop plant (e.g., rice or corn) that occurred through domestication	Explain how populations of organisms have changed and continue to change over time showing patterns of descent with modification from common ancestors to produce the organismal diversity observed today	Week 6	S11/12LT-IVfg- 26
			Describe how the present system of classification of organisms is based on evolutionary relationships	Week 6	S11/12LT-IVfg- 27
	1. the principles of the ecosystem	prepare an action plan containing mitigation measures to address	Categorize the different biotic potential and environmental resistance (e.g., diseases,	Week 7	S11/12LT-IVhj- 29

	2. biotic potential and environmental resistance 3. terrestrial and aquatic ecosystems 4. how human activities affect the natural ecosystem	current environmental concerns and challenges in the community	availability of food, and predators) that affect population explosion		

Grade Level : Grade 11/12
Subject : EARTH SCIENCE

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	1. the formation of the universe and the solar system 2. the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth	make a concept map and use it to explain how the geosphere, hydrosphere, atmosphere, and biosphere are interconnected	Describe the characteristics of Earth that are necessary to support life	Week 1	S11ES-Ia-b-3
			Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow	Week 1	S11ES-Ib-4
	1. the three main categories of rocks 2. the origin and environment of formation of common minerals and rocks 3. the various sources of energy (fossil fuels,	1. make a plan that the community may use to conserve and protect its resources for future generations 2. prepare a plan that the community may implement to minimize	Identify common rock-forming minerals using their physical and chemical properties	Week 1	S11ES-Ib-5
			Classify rocks into igneous, sedimentary, and metamorphic	Week 2	S11ES-Ic-6
			Identify the minerals important to society	Week 2	S11ES-Ic-7
			Describe how ore minerals are found, mined, and processed for human use	Week 3	S11ES-Ic-d-8
			Describe how fossil fuels are formed	Week 3	S11ES-Id-10

	geothermal, hydroelectric) 4. the amount of usable water resources on Earth 5. the distribution of arable land on Earth 6. waste generation and management	waste when people utilize materials and resources	Explain how heat from inside the Earth (geothermal) and from flowing water (hydroelectric) is tapped as a source of energy for human use	Week 4	S11ES-Ie-11
			Identify the various water resources on Earth	Week 4	S11ES-If-g-15
			Explain how different activities affect the quality and availability of water for human use	Week 5	S11ES-Ig-16
			Identify human activities, such as farming, construction of structures, and waste disposal, that affect the quality and quantity of soil	Week 5	S11ES-Ih-17
			Give ways of conserving and protecting the soil for future generations	Week 6	S11ES-Ih-i-18
			Describe how people generate different types of waste (solid, liquid, and gaseous) as they make use of various materials and resources in everyday life	Week 6	S11ES-Ii-19
			Explain how different types of waste affect people's health and the environment	Week 7	S11ES-Ii-j-20
2nd	1.geologic processes that occur on the surface of the Earth such as weathering, erosion, mass wasting, and sedimentation 2. geologic processes that occur within the Earth 3. folding and faulting of rocks 4. the internal structure of the Earth 5. continental drift 6. seafloor spreading	1. make a simple map showing places where erosion and landslides may pose risks in the community 2. using maps, diagrams, or models, predict what could happen in the future as the tectonic plates continue to move	Describe how rocks undergo weathering	Week 1	S11ES-IIa-22
			Explain why the Earth's interior is hot	Week 1	S11ES-IIb-c-23
			Describe what happens after magma is formed	Week 2	S11ES-IIc-25
			describe the changes in mineral components and texture of rocks due to changes in pressure and temperature (metamorphism)	Week 2	S11ES-IIc-d-26
			Describe how rocks behave under different types of stress such as compression, pulling apart, and shearing	Week 3	S11ES-IId-27
			explain how seafloor spreads	Week 3	S11ES-IIf-32
			Describe the structure and evolution of ocean basins	Week 4	S11ES-IIf-33
			explain how the movement of plates leads to the formation of folds, faults, trenches, volcanoes, rift valleys, and mountain ranges	Week 4	S11ES-IIg-h-34

	1. relative and absolute dating 2. the major subdivisions of geologic time (including index fossils) 3. how the planet Earth evolved in the last 4.6 billion years	describe the possible events that occurred in a certain area based on the rock layers found therein	Describe how layers of rocks (stratified rocks) are formed	Week 5	S11ES-IIh-35
			Describe the different methods (relative and absolute dating) of determining the age of stratified rocks	Week 5	S11ES-IIh-i-36
			Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6	S11ES-IIi-37
			Describe how index fossils (also known as guide fossils) are used to define and identify subdivisions of the geologic time scale	Week 6	S11ES-Ii-j-38
			Describe the history of the Earth through geologic time	Week 7	S11ES-IIj-39

Grade Level: **Grade 11**
Subject: **General Mathematics**

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	key concepts of functions.	accurately construct mathematical models to represent real-life situations using functions.	represents real-life situations using functions, including piece-wise functions.	Week 1	M11GM-Ia-1
			evaluates a function.		M11GM-Ia-2
			performs addition, subtraction, multiplication, division, and composition of functions		M11GM-Ia-3
			solves problems involving functions.		M11GM-Ia-4
	key concepts of rational functions.	accurately formulate and solve real-life problems involving rational functions.	represents real-life situations using rational functions.	Week 2	M11GM-Ib-1
			distinguishes rational function, rational equation, and rational inequality.		M11GM-Ib-2
			solves rational equations and inequalities.		M11GM-Ib-3
			represents a rational function through its: (a) table of values, (b) graph, and (c) equation.		M11GM-Ib-4

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			finds the domain and range of a rational function.		M11GM-Ib-5
			determines the: (a) intercepts; (b) zeroes; and (c) asymptotes of rational functions	Week 3	M11GM-Ic-1
			solves problems involving rational functions, equations, and inequalities.		M11GM-Ic-3
	key concepts of inverse functions, exponential functions, and logarithmic functions.	apply the concepts of inverse functions, exponential functions, and logarithmic functions to formulate and solve real-life problems with precision and accuracy.	represents real-life situations using one-to one functions.	Week 4	M11GM-Id-1
			determines the inverse of a one-to-one function.		M11GM-Id-2
			represents an inverse function through its: (a) table of values, and (b) graph.		M11GM-Id-3
			finds the domain and range of an inverse function.		M11GM-Id-4
			solves problems involving inverse functions.	Week 5	M11GM-Ie-2
			represents real-life situations using exponential functions.		M11GM-Ie-3
			distinguishes between exponential function, exponential equation, and exponential inequality.		M11GM-Ie-4
			solves exponential equations and inequalities.	Week 6	M11GM-Ie-f-1
			represents an exponential function through its: (a) table of values, (b) graph, and (c) equation.		M11GM-If-2
			finds the domain and range of an exponential function.		M11GM-If-3
			determines the intercepts, zeroes, and asymptotes of an exponential function.		M11GM-If-4
			solves problems involving exponential functions, equations, and inequalities.	Week 7	M11GM-Ig-2
			represents real-life situations using logarithmic functions.	Week 8	M11GM-Ih-1
			distinguishes logarithmic function, logarithmic equation, and logarithmic inequality.		M11GM-Ih-2
			solves logarithmic equations and inequalities.		M11GM-Ih-i-1

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			represents a logarithmic function through its: (a) table of values, (b) graph, and (c) equation.	Week 9	M11GM-Ii-2
			finds the domain and range of a logarithmic function.		M11GM-Ii-3
			determines the intercepts, zeroes, and asymptotes of logarithmic functions.		M11GM-Ii-4
			solves problems involving logarithmic functions, equations, and inequalities.	Week 10	M11GM-Ij-2
Q2	key concepts of simple and compound interests, and simple and general annuities.	investigate, analyze and solve problems involving simple and compound interests and simple and general annuities using appropriate business and financial instruments.	illustrates simple and compound interests.	Week 1 to 2	M11GM-IIa-1
			distinguishes between simple and compound interests.		M11GM-IIa-2
			computes interest, maturity value, future value, and present value in simple interest and compound interest environment.		M11GM-IIa-b-1
			solves problems involving simple and compound interests.		M11GM-IIb-2
			illustrates simple and general annuities.	Week 3 to 4	M11GM-IIc-1
			distinguishes between simple and general annuities.		M11GM-IIc-2
			finds the future value and present value of both simple annuities and general annuities.		M11GM-IIc-d-1
			calculates the fair market value of a cash flow stream that includes an annuity.		M11GM-IId-2
			calculates the present value and period of deferral of a deferred annuity.		M11GM-IId-3
	basic concepts of stocks and bonds.	use appropriate financial instruments involving stocks and bonds in formulating conclusions and making decisions.	illustrate stocks and bonds.	Week 5	M11GM-IIe-1
			distinguishes between stocks and bonds.		M11GM-IIe-2
			describes the different markets for stocks and bonds.		M11GM-IIe-3
			analyzes the different market indices for stocks and bonds.		M11GM-IIe-4
		decide wisely on the appropriateness of	illustrates business and consumer loans.	Week 6	M11GM-IIf-1
			distinguishes between business and consumer loans.		M11GM-IIf-2

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	basic concepts of business and consumer loans.	business or consumer loan and its proper utilization.	solves problems involving business and consumer loans (amortization, mortgage).		M11GM-IIf-3
	key concepts of propositional logic; syllogisms and fallacies.	judiciously apply logic in real-life arguments.	illustrates and symbolizes propositions.	Week 7	
			distinguishes between simple and compound propositions.		M11GM-IIg-3
			performs the different types of operations on propositions.		M11GM-IIg-4
			determines the truth values of propositions.	Week 8	M11GM-IIh-1
			illustrates the different forms of conditional propositions.		M11GM-IIh-2
			illustrates different types of tautologies and fallacies.	Week 9	M11GM-IIi-1
	key methods of proof and disproof.	appropriately apply a method of proof and disproof in real-life situations.	determines the validity of categorical syllogisms.		M11GM-IIi-2
			establishes the validity and falsity of real-life arguments using logical propositions, syllogisms, and fallacies.		M11GM-IIi-3

Grade Level: **Grade 11/12**
Subject: **Introduction to the Philosophy of the Human Person/Pambungad sa Pilosopiya ng Tao**

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner understands the meaning and process of doing philosophy	The learner reflects on a concrete experience in a philosophical way	1.1 Distinguish a holistic perspective from a partial point of view Nakikilala ang pagkakaiba ng pangkabuuang pananaw mula sa pananaw ng mga bahagi lamang	Week 1	**PPT11/12-Ia-1.1**
			1.2 Realize the value of doing philosophy in obtaining a broad perspective on life		**PPT11/12-Ib-1.2**

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Nahihinuha na: Mahalaga ang pamimilosopiya upang magkaroon ng malawakang pananaw sa buhay.		
			1.3 Do a philosophical reflection on a concrete situation from a holistic perspective Nakapagmumuni-muni sa isang suliranin sa isang pilosopikong paraan at nakagagawa ng pamimiloosopiya sa buhay		**PPT11/12-Ib-1.3**
1st Quarter	The learner demonstrates various ways of doing philosophy	The learner evaluate opinions	2.1 Distinguish opinion from truth Nakikilala ang pagkakaiba ng katotohanan sa opinyon	Week 2	**PPT11/12-Ic-2.1**
			2.2 Realize that the methods of philosophy lead to wisdom and truth Nahihinuha na patungo sa katotohanan ang mga pamamaraan ng pamimilosopiya		**PPT11/12-Id-2.2**
			2.3 Evaluate truth from opinions in different situations using the methods of philosophizing Natataya ang katotohanan at opinyon sa iba't ibang sitwasyon gamit ang pamamaraan ng pamimilosopiya		**PPT11/12-Id-2.3**
1st Quarter	The learner understands the human person as an embodied spirit	The learner distinguishes his/her own limitations and the possibilities for his/her transcendence	3.1 Recognize how the human body imposes limits and possibilities for transcendence Nakikilala na: Binibigyan ako ng hangganan at posibilidad ng aking katawan	Week 3	**PPT11/12-If-3.1**
			3.2 Evaluate own limitations and the possibilities for their transcendence Natataya ang mga pagkakatakda (hangganan) at pagsasaibayo (posibilidad) ng sarili		**PPT11/12-Ig-3.2**
1st Quarter	The learner understands the interplay between humans and their environments	The learner is able to demonstrate the virtues of prudence and frugality towards his/her environment	4.1 Notice things that are not in their proper place and organize them in an aesthetic way Napapansin ang mga bagay na wala sa wastong lugar at naisasaayos ito nang ayon sa kagandahan	Week 4	**PPT11/12-Ii-4.1**
			4.2 Show that care for the environment contributes to health, well-being and sustainable development		**PPT11/12-Ii-4.2**

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Napatutunayan na ang pagkalinga sa kapaligiran ay nakatutulong sa pagkamit ng kalusugan, kagalingan, at likas-kayang kaunlaran		
			4.3 Demonstrate the virtues of prudence and frugality towards environments Naipamamalas ang pagiging masinop sa pakikibagay sa kanyang mga kapwa nilalang at sa kapaligiran		**PPT11/12-Ij-4.3**
2nd Quarter	The learner understands the human person's freedom	The learner shows situations that demonstrate freedom of choice and the consequences of choices	5.2 Evaluate and exercise prudence in choices Natatasa kung siya ay maingat sa pagpapasya o hindi	Week 1	**PPT11/12-IIa-5.2**
			5.3 Realize that: a. Choices have consequences. b. Some things are given up while others are obtained in making choices Nakikilala na: a. May kahihinatnan ang bawat pagpili. b. May binibitawan at may makukuha sa bawat pagpili.		**PPT11/12-IIb-5.3**
			5.4 Show situations that demonstrate freedom of choice and the consequences of their choices Nakapaglalahad ng mga sitwasyon kung saan naipakikita ang pagpili at kahihinatnan ng mga ito bawat pagpili.		**PPT11/12-IIc-5.4**
2	The learner understands intersubjective human relations	The learner performs activities that demonstrate an appreciation for the talents of persons with disabilities and	6.1 Realize that intersubjectivity requires accepting differences and not imposing on others Nakikilala na ang pakikipagkapwa-tao ay ang pagtanggap sa pagkakaiba ng kapwa at hindi pagpataw ng sarili	Week 2	**PPT11/12-IIc-6.1**
			6.2 Explain that authentic dialogue means accepting others even if they are different from themselves		**PPT11/12-IId-6.1**

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		those from the underprivileged sectors of society	Nakapagpapaliwanag na ang tunay na diyalogo ay ang pagtanggap sa kapwa bilang kapwa kahit na siya ay iba sa akin		
			6.3 Performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society Nakapagsasagawa ng isang gawain na nagpapamalas ng mga talento ng mga may kapansanan at kapus-palad		**PPT11/12-IId-6.3**
2nd Quarter	The learner understands the interplay between the individuality of human beings and their social contexts	The learner evaluates the formation of human relationships and how individuals are shaped by their social contexts	7.1 Recognize how individuals form societies and how individuals are transformed by societies Nakikilala kung paano nahuhubog ng tao ang lipunan at kung paano nahuhubog ng lipunan ang tao	Week 3	**PPT11/12-IIf-7.1**
			7.2 Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual) Nakapaghahambing ng iba't ibang uri ng lipunan (hal. agraryo, industriyal at birtwal)		**PPT11/12-IIg-7.2**
			7.3 Explain how human relations are transformed by social systems Nakapagpapaliwanang na nagbabago ang mga ugnayan ng tao dahil sa sistema ng lipunan na kinabibilangan niya		**PPT11/12-IIg-7.3**
2nd Quarter	The learner understands human beings as oriented towards their impending death	The learner writes a philosophical reflection on the meaning of his/her own life	8.1 Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life Nakapagtatala ng mga bagay na tunay na gusto niyang gawin (Ano ang gusto niyang maging?)	Week 4	**PPT11/12-IIh-8.1**
			Reflect on the meaning of his/her own life		**PPT11/12-IIi-8.2**

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			8.2 Nakapagsusulat ng pagninilay tungkol sa kahulugan ng kanyang buhay sa konteksto ng tao bilang tumutungo sa kamatayan (Saan hahantong ang lahat ng ito?)		

Grade Level: **Grade 11**
Subject: **Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nauunawaan ang mga konsepto, elementong kultural, kasaysayan, at gamit ng wika sa lipunang Pilipino	Nakagagawa ng isang sanaysay batay sa isang panayam tungkol sa aspektong kultural o lingguwistiko ng napiling komunidad	Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika	Week 1	F11PT – Ia – 85
			Naiuugnay ang mga konseptong pangwika sa mga napakinggan/napanood na sitwasyong pang komunikasyon sa radyo, talumpati, mga panayam at telebisyon (Halimbawa: Tonight with Arnold Clavio, State of the Nation, Mareng Winnie,Word of the Lourd (http://lourddeveyra.blogspot.com)	Week 2	F11PN – Ia – 86
			Naiuugnay ang mga konseptong pangwika sa sariling kaalaman, pananaw, at mga karanasan	Week 2	F11PD – Ib – 86
			Nagagamit ang kaalaman sa modernong teknolohiya (facebook, google, at iba pa) sa pag-unawa sa mga konseptong pangwika	Week 3	F11EP – Ic – 30
			Nabibigyang kahulugan ang mga komunikatibong gamit ng wika sa lipunan	Week 3	F11PT – Ic – 86
			Natutukoy ang iba't ibang gamit ng wika sa lipunan sa pamamagitan ng napanood na palabas sa telebisyon at pelikula (Halimbawa: Be Careful with My Heart, Got to Believe, Ekstra, On The Job, Word of the Lourd(http://lourddeveyra.blogspot.com))	Week 4	F11PD – Id – 87
			Naipaliliwanag ang gamit ng wika sa lipunan sa	Week 4	F11PS – Id – 87

			pamamagitan ng mga pagbibigay halimbawa		
			Nakapagsasaliksik ng mga halimbawang sitwasyon na nagpapakita ng gamit ng wika sa lipunan	Week 5	F11EP – Ie – 31
			Natutukoy ang mga pinagdaanang pangyayari / kaganapan tungo sa pagkabuo at pag-unlad ng Wikang Pambansa	Week 6	F11PS – Ig – 88
			Nasusuri ang mga pananaw ng iba't ibang awtor sa isinulat na kasaysayan ng wika	Week 6	F11PB – If – 95
			Nakapagbibigay ng opinyon o pananaw kaugnay sa mga napakinggang pagtalakay sa wikang pambansa	Week 7	F11PN – If – 87
			Nakasusulat ng sanaysay na tumatalunton sa isang partikular na yugto ng kasaysayan ng Wikang Pambansa	Week 8	F11PU – Ig – 86
			Natitiyak ang mga sanhi at bunga ng mga pangyayaring may kaugnayan sa pag-unlad ng Wikang Pambansa	Week 8	F11WG – Ih – 86
2nd Quarter	Nauunawaan nang may masusing pagsasaalang-alang ang mga lingguwistiko at kultural na katangian at pagkakaiba-iba sa lipunang Pilipino at mga sitwasyon ng paggamit ng wika dito	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Natutukoy ang iba't ibang paggamit ng wika sa mga napakinggang pahayag mula sa mga panayam at balita sa radyo at telebisyon	Week 1	F11PN – IIa – 88
			Natutukoy ang iba't ibang paggamit ng wika sa nabasang pahayag mula sa mga blog, social media posts at iba pa	Week 1	F11PB – IIa – 96
			Nasusuri at naisasaalang-alang ang mga lingguwistiko at kultural na pagkakaiba-iba sa lipunang Pilipino sa mga pelikula at dulang napanood	Week 2	F11PD – IIb – 88
			Naipapaliwanag nang pasalita ang iba't ibang dahilan, anyo, at pamaraan ng paggamit ng wika sa iba't ibang sitwasyon	Week 2	F11PS – IIb – 89
			Nakasusulat ng mga tekstong nagpapakita ng mga kalagayang pangwika sa kulturang Pilipino	Week 3	F11PU – IIc – 87
			Natutukoy ang iba't ibang register at barayti ng wika na ginagamit sa iba't ibang sitwasyon (Halimbawa: Medisina, Abogasya, Media, Social Media, Enhinyerya, Negosyo, at iba pa) sa pamamagitan ng pagtatala ng mga terminong ginamit sa mga	Week 3	F11WG – IIc – 87

			larangang ito		
			Nakagagawa ng pag-aaral gamit ang social media sa pagsusuri at pagsulat ng mga tekstong nagpapakita ng iba't ibang sitwasyon ng paggamit sa wika	Week 4	F11EP – IId – 33
			Natutukoy ang mga angkop na salita, pangungusap ayon sa konteksto ng paksang napakinggan sa mga balita sa radyo at telebisyon	Week 4	F11PN – IId – 89
			Nabibigyang kahulugan ang mga salitang ginamit sa talakayan	Week 5	F11PT – IIe – 87
			Napipili ang angkop na mga salita at paraan ng paggamit nito sa mga usapan o talakayan batay sa kausap, pinag-uusapan, lugar, panahon, layunin, at grupong kinabibilangan	Week 5	F11PS –IIe – 90
			Nahihinuha ang layunin ng isang kausap batay sa paggamit ng mga salita at paraan ng pagsasalita	Week 6	F11WG- IIf – 88
			Nakabubuo ng mga kritikal na sanaysay ukol sa iba't ibang paraan ng paggamit ng wika ng iba't ibang grupong sosyal at kultural sa Pilipinas	Week 6	F11EP – IIf – 34
			Nasusuri ang ilang pananaliksik na pumapaksa sa wika at kulturang Pilipino	Week 7-8	F11PB – IIg – 97
			Naiisa-isa ang mga hakbang sa pagbuo ng isang makabuluhang pananaliksik	Week 7-8	F11PU – IIg – 88
			Nagagamit ang angkop na mga salita at pangungusap upang mapag-ugnay-ugnay ang mga ideya sa isang sulatin	Week 7-8	F11WG – IIh – 89
			Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Week 7-8	F11EP – IIij – 35

Grade Level: Grade 11/12
Subject :Media and Information Literacy

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S2 Q3	The learner demonstrates	The learner organizes a creative	Describe how communication is influenced by media and information	MIL11/12IMIL-IIIa-1

	understanding of media and information literacy (MIL) and MIL related concepts.	and interactive symposium for the community focusing on being a media and information literate individual.	Identify the similarities and differences between and among media literacy, information literacy, and technology literacy	MIL11/12IMIL-IIIa-2
			Discuss responsible use of media and information	
			Explain how the evolution of media from traditional to new media shaped the values and norms of people and society	
			Compare and contrast how one particular issue or news is presented through the different types of media (print, broadcast, online)	
			Contrast indigenous media to the more common sources of information such as library, internet, etc.	
			Present an issue in varied ways to disseminate information using the codes, convention, and language of media	
			Cite practical situation when to apply knowledge in intellectual property, copy right, and fair use guidelines	
			Create a campaign add to combat digital divide, addiction, and bullying	
S2 Q4	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.	The learner produces a living museum or electronic portfolio or any other creative forms of multimedia showcasing their / his/her understanding, insights, and perceptions of the different resources of media and information.	Cite an example of an issue showing the power of media and information to affect change	
			Describe the impact of massive open on-line	
			Discuss the implication of media and information to an individual and the society	
			Describe the different dimensions of: • text information and media • visual information and media • audio information and media • motion information and media • manipulative information and media • multimedia information and media	
			Analyze how the different dimensions are formally and informally produced, organized, and disseminated	
			Evaluate a creative multimedia form (living museum, electronic portfolio, others)	
			Produce a creative text-based, visual-based, audio-based, motion-based, and manipulative-based presentation using design principle and elements	

Grade Level: Grade 11/12
Subject: Oral Communication

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1 Q1	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.	Explains the functions, nature and process of communication	EN11/12OC-Ia-2
			Differentiates the various models of communication	EN11/12OC-Ia-3
			Uses various strategies in order to avoid communication breakdown	EN11/12OC-Ia-6
	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.	Examines sample oral communication activities	
	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.	Identifies the various types of speech context.	EN11/12OC-Ifj-15
			Distinguishes types of speeches and speech style	EN11/12OC-Ifj-17
			Responds appropriately and effectively to a speech act	EN11/12OC-Ifj-20
S1 Q2	The learner recognizes that communicative competence	The learner demonstrates effective use of communicative	Employs various communicative strategies in different situations	
			Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following:	EN11/12OC-IIab-22;

	requires understanding of speech context, speech style, speech act and communicative strategy.	strategy in a variety of speech situations.	• Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery	EN11/12OC-IIab-22.1-22.6
	The learner realizes the rigors of crafting one's speech.	The learner proficiently delivers various speeches using the principles of effective speech delivery.	Uses principles of effective speech writing focusing on: • Audience profile • Logical organization • Duration • Word choice • Grammatical correctness and • Articulation • Modulation • Stage Presence • Facial Expressions, Gestures and Movements • Rapport with the audience	EN11/12OC-IIcj-24; EN11/12OC-IIcj-25; EN11/12OC-IIcj-25.1-25.5; EN11/12OC-IIcj-26; EN11/12OC-IIcj-26.1-26.5

Grade Level: **Grade 11**
Subject: **Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd Quarter	Nasusuri ang iba't ibang uri ng binasang teksto ayon sa kaugnayan nito sa sarili,	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Natutukoy ang paksang tinalakay sa iba't ibang tekstong binasa	Week 1	F11PB – IIIa – 98
			Natutukoy ang kahulugan at katangian ng mahahalagang salitang ginamit ng iba't ibang uri ng tekstong binasa	Week 1	F11PT – IIIa – 88
			Naibabahagi ang katangian at	Week 2	F11PS – IIIb – 91

	pamilya, komunidad, bansa at daigdig		kalikasan ng iba't ibang tekstong binasa		
			Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto	Week 2	F11PU – IIIb – 89
			Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto	Week 3	F11WG – IIIc – 90
			Nakakukuha ng angkop na datos upang mapaunlad ang sariling tekstong isinulat	Week 4	F11EP – IIId – 36
			Naiuugnay ang mga kaisipang nakapaloob sa binasang teksto sa sarili, pamilya, komunidad, bansa, at daigdig	Week 4	F11PB – IIId – 99
			Naipaliliwanag ang mga kaisipang nakapaloob sa tekstong binasa	Week 5	F11PS – IIIf – 92
			Nagagamit ang mabisang paraan ng pagpapahayag: a. Kalinawan b. Kaugnayan c. Bisa Sa reaksyong papel na isinulat	Week 6-7	F11PU – IIIfg – 90
			Nakasusulat ng mga reaksyong papel batay sa binasang teksto ayon sa katangian at kabuluhan nito sa:a. pamilya, b. komunidad c. bansa d. daigdig	Week 8	F11EP – IIIj - 37
4th Quarter	Nakasusunod sa pamantayan ng pagsulat ng masinop na pananaliksik	Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika sa pananaliksik	Week 1-2	F11PB – IVab – 100
			Nabibigyang kahulugan ang mga konseptong kaugnay ng pananaliksik (Halimbawa: balangkas konseptwal, balangkas teoretikal, datos empirikal,	Week 3-4	F11PT – IVcd – 89

			atbp.)		
			Naiisa-isa ang mga paraan at tamang proseso ng pagsulat ng isang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika ng pananaliksik	Week 5-6	F11PU – IVef – 91
			Nagagamit ang mga katwirang lohikal at ugnayan ng mga ideya sa pagsulat ng isang pananaliksik	Week 7-8	F11WG –IVgh - 92
			Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	Week 7-8	F11EP – IVij - 38

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Grade Level: Grade 11/12

Subject: Personal Development

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of…	*The learners shall be able to...*	explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	Week 1	**EsP-PD11/12KO-Ia-1.1**
	himself/herself during middle and late adolescence	conduct self-exploration and simple disclosure	share his/her unique characteristics, habits, and experiences		**EsP-PD11/12KO-Ia-1.2**
	the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development	illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development	evaluate his/her own thoughts, feelings, and behaviors	Week 2	**EsP-PD11/12DWP-Ib-2.2**
			show the connections between thoughts, feelings, and behaviors in actual life situations		**EsP-PD11/12DWP-Ic-2.3**

First	the skills and tasks and challenges appropriate for middle and late adolescence, and preparatory to early adulthood	make a list of ways to become responsible adolescents prepared for adult life and manage the demands of teen years	Discuss developmental tasks and challenges being experienced during adolescence	Week 3	**EsP-PD11/12DS-Ic-3.1**
			Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)		**EsP-PD11/12DS-Id-3.2**
			Identify ways that help one become capable and responsible adolescent prepared for adult life	Week 4	**EsP-PD11/12DS-Id-3.3**
	the concepts about mental health and well-being particularly stress and coping strategies in middle and late adolescence	identify his/her own vulnerabilities and plan on how to stay mentally healthy while coping with stress	Discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence		**EsP-PD11/12CA-Id-4.1**
			Identify causes and effects of stress in one's life	Week 5	**EsP-PD11/12CS-If-5.2**
			Demonstrate personal ways to cope with stress and maintain mental health		**EsP-PD11/12CS-Ig-5.3**
	brain parts, its processes and functions	Identify ways to improve brain functions which will be manifested in thoughts, behavior and feelings	*Discuss that understanding the different parts of the brain, processes and functions may help in improving thoughts, behavior and feelings.	Week 6	**EsP-PD11/12PM-Ig-6.1**
			*Explore ways on how to improve brain functions for personal development		**EsP-PD11/12PM-Ig-h-6.2**
			*Develop a personal plan to enhance brain functions	Week 7	**EsP-PD11/12PM-Ih-6.3**

First	the different types of emotions and how they are expressed	identify ways to communicate and manage emotions in a healthy manner	discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions		**EsP-PD11/12EI-Ii-j-8.1**
			explore one's positive and negative emotions and how one expresses or hides them	Week 8	**EsP-PD11/12EI-Ij-8.2**
			demonstrate and create ways to manage various emotions		**EsP-PD11/12EI-Ij-8.3**
Second	the dynamics of attraction, love, and commitment	appraise one's present relationships and make plans for building responsible future relationships	discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions	Week 1	**EsP-PD11/12PR-IIa-9.1**
			express his/her ways of showing attraction, love, and commitment		**EsP-PD11/12PR-IIa-9.2**
			identify ways to become responsible in a relationship	Week 2	**EsP-PD11/12PR-IIb-9.3**
	the concepts about social influence, group leadership and followership	identify the different roles of leaders and followers in society	distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership		**EsP-PD11/12SR-IIb-10.1**
			compare one's perception of himself/herself and how others see him/her	Week 3	**EsP-PD11/12SR-IIc-10.2**
			conduct a mini-survey on Filipino relationships (family, school, and community)		**EsP-PD11/12SR-IIc-10.3**

	the impact of one's family on his/her personal development during middle and late adolescence	identify the firm and gentle sides of family care that affect a person's development during middle and late adolescence	appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better	Week 4	**EsP-PD11/12FSL-IId-11.1**
			make a genogram and trace certain physical, personality, or behavioral attributes through generations		**EsP-PD11/12FSL-IId-e-11.2**
			prepare a plan on how to make the family members firmer and gentler with each other	Week 5	**EsP-PD11/12FSL-IIe-11.3**
	the concepts of career development, life goals, and personal factors influencing career choices and external factors	set a personal career goal based on the results of self-assessment of various personal and external factors	Explain that understanding different factors, career development concepts and personal life goals influence career planning and decision-making.	Week 6	**EsP-PD11/12PC-IIf-12.1**
			Identify career options based on different factors, career development concepts and personal life goals		**EsP-PD11/12PC-IIf-12.2**
			Prepare a career plan based on the identified career options to attain personal life's goals	Week 7	**EsP-PD11/12PC-IIg-12.3**
	his/her personal development as an important component of setting career and life goals	analyze and synthesize his/her personal development as an important component of setting career and life goals	explain the factors in personal development that may guide him/her in making important career decisions as adolescents		**EsP-PD11/12IOPD-IIi-14.1**
			share insights that make him/her realize the importance of personal development in making a career decision as adolescent	Week 8	**EsP-PD11/12IOPD-IIi-h-14.2**

Second			construct a creative visualization of his/her personal development through of the various stages he/she went through, stressors, influences, and decision-making points, and a personal profile analysis		**EsP-PD11/12IOPD-IIj-14.3**

**Revised learning competencies to update content*

Grade Level: Grade 11
Subject: Physical Education & Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates understanding of fitness and exercise in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity	The learner leads fitness events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 7	PEH11FH-Ig-i-6
			2. Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).	Weeks 8 to 10	PEH11FH-Ii-j-7
			3. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	Weeks 1 to 10	PEH11FH-Ia-t-8
			4. Analyzes physiological indicators such as heart rate, rate of	Weeks 1 to 10	PEH11FH-Ik-t-9

			perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.		
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH11FH-Ik-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH11FH-Ia-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10	PEH11FH-Ik-o-13
			8. Recognizes the value of optimizing one's health through participation in physical activity assessments	Weeks 1 to 10	PEH11FH-Id-t-14
			9. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH11FH-Io-t-17
Second Quarter	The learner demonstrates understanding of sports in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads sports events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Describes the role of physical activity assessments in managing one's stress	Week 1	PEH11FH-IIf-5
			2. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	Weeks 2 to 10	PEH11FH-IIg-i-6
			3. Sets FITT goals based on training	Weeks 4 to 5	PEH11FH-IIi-j-7

			principles to achieve and/or maintain HRF.		
			4. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	Weeks 2 to 10	PEH11FH-IIa-t-8
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 2 to 10	PEH11FH-IIk-t-10
			6. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 2 to 10	PEH11FH-IIk-o-13
			7. Organizes sports event for a target health issue or concern	Weeks 2 to 10	PEH11FH-IIo-t-17

Grade Level: Grade 12
Subject: Physical Education & Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Third Quarter	The learner demonstrates understanding of dance in optimizing one's health; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads dance events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 10	PEH12FH-Ig-i-6
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5	PEH12FH-Ii-j-7

			3. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	Weeks 1 to 10	PEH12FH-Ia-t-8
			4. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort	Weeks 1 to 10	PEH12FH-Ik-t-9
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH12FH-Ik-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH12FH-Ia-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10 /	PEH12FH-Ik-o-13
			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH12FH-Io-t-17
Fourth Quarter	The learner demonstrates understanding of recreation in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads recreational events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 10	PEH12FH-IIg-i-6
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5	PEH12FH-IIi-j-7

			3. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	Weeks 1 to 10	PEH12FH-IIa-t-8
			4. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort	Weeks 1 to 10	PEH12FH-IIk-t-9
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH12FH-IIk-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH12FH-IIa-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10	PEH12FH-IIk-o-13
			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH12FH-IIo-t-17

Grade Level : Grade 11/12
Subjects : PHYSICAL SCIENCE

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**Code**
1st	1. the formation of the elements during the Big	make a creative representation of the historical development of	Give evidence for and describe the formation of heavier elements during star formation and evolution	Week 1	

	Bang and during stellar evolution 2. the distribution of the chemical elements and the isotopes in the universe	the atom or the chemical element in a timeline	Explain how the concept of atomic number led to the synthesis of new elements in the laboratory	Week 1	S11/12PS-IIIb-11
	1. how the uses of different materials are related to their properties and structures 2. the relationship between the function and structure of biological macromolecules		Determine if a molecule is polar or non-polar given its structure	Week 2	S11/12PS-IIIc-15
			Relate the polarity of a molecule to its properties	Week 2	S11/12PS-IIIc-16
			Describe the general types of intermolecular forces	Week 3	S11/12PS-IIIc-d-17
			Explain the effect of intermolecular forces on the properties of substances	Week 3	S11/12PS-IIId-e-19
			Explain how the structures of biological macromolecules such as carbohydrates, lipids, nucleic acid, and proteins determine their properties and functions	Week 4	S11/12PS-IIIe-22
	1. the following aspects of chemical changes: a. how fast a reaction takes place b. how much reactants are needed and how much products are formed in a reaction c. how much energy is involved in a reaction 2. how energy is harnessed	make either a poster, a flyer, or a brochure on a product(such as fuels, household, or personal care products) indicating its uses, properties, mode of action, and precautions	Use simple collision theory to explain the effects of concentration, temperature, and particle size on the rate of reaction	Week 5	S11/12PS-IIIf-23
			Define catalyst and describe how it affects reaction rate	Week 5	S11/12PS-IIIf-24
			Determine the limiting reactant in a reaction and calculate the amount of product formed	Week 6	S11/12PS-IIIh-27
			Describe how energy is harnessed from different sources: A. Fossil fuels B. Biogas C. Geothermal D. Hydrothermal E. Batteries F. Solar cells	Week 7	S11/12PS-IIIi-29

			G. Biomass		
	The properties and mode of action of the following consumer products: a. cleaning materials b. cosmetics		From product labels, identify the active ingredient(s) of cleaning products used at home	Week 8	S11/12PS-IIIi-j-31
			Give the use of the other ingredients in cleaning agents	Week 8	S11/12PS-IIIi-j-32
2nd	1. Greek views of matter, motion, and the universe 2. competing models of the universe by Eudoxus, Aristotle, Aristarchus, Ptolemy, 3. Copernicus, Brahe, and Kepler 4. evidence that the Earth is not the center of the universe		Explain how the Greeks knew that the Earth is spherical	Week 1	S11/12PS-IVa-38
			Cite examples of astronomical phenomena known to astronomers before the advent of telescopes	Week 1	S11/12PS-IVa-4
			Explain how Brahe's innovations and extensive collection of data in observational astronomy paved the way for Kepler's discovery of his laws of planetary motion	Week 1	S11/12PS-IVb-44
	1. Aristotelian vs. Galilean views of motion 2. how Galileo used his discoveries in mechanics (and astronomy) to address scientific objections to the Copernican model		Compare and contrast the Aristotelian and Galilean conceptions of vertical motion, horizontal motion, and projectile motion.	Week 2	S11/12PS-IVc-46
			explain how Galileo inferred that objects in vacuum fall with uniform acceleration, and that force is not necessary to sustain horizontal motion	Week 2	S11/12PS-IVc-47

	3. mass, momentum, and energy conservation		Explain the subtle distinction between Newton's 1st Law of Motion (or Law of Inertia) and Galileo's assertion that force is not necessary to sustain horizontal motion	Week 2	S11/12PS-IVd-51
	Light as a wave and a particle	Design and create a useful product for practical purposes that uses mirrors and lenses	Describe how the propagation of light, reflection, and refraction are explained by the wave model and the particle model of light	Week 3	S11/12PS-IVf-59
			Explain how the photon concept and the fact that the energy of a photon is directly proportional to its frequency can be used to explain why red light is used in photographic dark rooms, why we get easily sunburned in ultraviolet light but not in visible light, and how we see colors	Week 3	S11/12PS-IVf-61
			Cite experimental evidence showing that electrons can behave like waves	Week 4	S11/12PS-IVg-64
			Differentiate dispersion, scattering, interference, and diffraction	Week 4	S11/12PS-IVh-65
			Explain various light phenomena such as: A. Your reflection on the concave and convex sides of a spoon looks different B. Mirages C. Light from a red laser passes more easily though red cellophane than green cellophane D. Clothing of certain colors appear different in artificial light and in sunlight E. Haloes, sundogs, primary rainbows, secondary rainbows, and supernumerary bows F. Why clouds are usually white and rainclouds dark G. Why the sky is blue and sunsets are reddish	Week 5	S11/12PS-IVh-66

			Describe how Hertz produced radio pulses	Week 5	S11/12PS-IVi-68
	1. Relativity and the Big Bang 2. Planets in and beyond the Solar System	Create a video presentation that details the impact of the Theory of Relativity to human	Explain how special relativity resolved the conflict between Newtonian mechanics and Maxwell's electromagnetic theory	Week 6	S11/12PS-IVi-j-69
			Explain the consequences of the postulates of Special Relativity (e.g., relativity of simultaneity, time dilation, length contraction, mass-energy equivalence, and cosmic speed limit)	Week 6-7	S11/12PS-IVi-j-70
			Explain the consequences of the postulates of General Relativity (e.g., correct predictions of shifts in the orbit of Mercury, gravitational bending of light, and black holes)	Week 7	S11/12PS-IVi-j-71
			Explain how the speeds and distances of far-off objects are estimated (e.g., doppler effect and cosmic distance ladder)	Week 8	S11/12PS-IVj-72
			Explain how we know that we live in an expanding universe, which used to be hot and is approximately 14billion years old	Week 8	S11/12PS-IVj-73

GRADE LEVEL: Grade 11/12
SUBJECT: Reading and Writing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Coding
S2 Q3	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.	The learner critiques a chosen sample of each pattern of development focusing on information selection,	Compare and contrast patterns of written texts across disciplines	
			Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)	
			Identify claims explicitly or implicitly made in a written text a. Claim of fact b. Claim of policy c. Claim of value	EN11/12RWS-IIIij-6; EN11/12RWS-IIIij-6.1; EN11/12RWS-IIIij-6.2; EN11/12RWS-IIIij-6.3

S2 Q4		organization, and development.	Identify the context in which a text was developed a. Hypertext b. Intertext	EN11/12RWS-IVac-7; EN11/12RWS-IVac-7.1; EN11/12RWS-IVac-7.2
	The learner understands the relationship of a written text and the context in which it was developed.	The learner writes a 1000-word critique of a selected text on the basis of its claim/s, context, and properties as a written material.	Explain critical reading as a form of reasoning	EN11/12RWS-IVac-8
			Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read	EN11/12RWS-IVac-9; EN11/12RWS-IVac-9.1; EN11/12RWS-IVac-9.2
			Determine textual evidence to validate assertions and counterclaims made about a text read	EN11/12RWS-IVac-10
	The learner understands the requirements of composing academic writing and professional correspondence.	The learner produces each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing.	Identify the unique features of and requirements in composing texts that are useful across disciplines: a. Book Review or Article Critique b. Literature Review c. Research Report d. Project Proposal e. Position Paper	EN11/12RWS-IVdg-12; EN11/12RWS-IVdg-12.1; EN11/12RWS-IVdg-12.2; EN11/12RWS-IVdg-12.3; EN11/12RWS-IVdg-12.4
			Identify the unique features of and requirements in composing professional correspondence: a. Resume b. Application for College Admission c. Application for Employment d. Various forms of Office Correspondence	EN11/12RWS-IVhj-13; EN11/12RWS-IVhj-13.1; EN11/12RWS-IVhj-13.2; EN11/12RWS-IVhj-13.3; EN11/12RWS-IVhj-13.4

Grade Level: **Grade 11/12**
Subject: **Statistics and Probability**

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q3	The learner demonstrates understanding of key concepts of random variables and probability distributions.	The learner is able to apply an appropriate random variable for a given real-life problem (such as in decision making and games of chance).	illustrates a random variable (discrete and continuous).	Week 1	M11/12SP-IIIa-1
			distinguishes between a discrete and a continuous random variable.		M11/12SP-IIIa-2
			finds the possible values of a random variable.		M11/12SP-IIIa-3
			illustrates a probability distribution for a discrete random variable and its properties.		M11/12SP-IIIa-4
			computes probabilities corresponding to a given random variable.	Week 2	M11/12SP-IIIa-6
			illustrates the mean and variance of a discrete random variable.		M11/12SP-IIIb-1
			calculates the mean and the variance of a discrete random variable.		M11/12SP-IIIb-2
			interprets the mean and the variance of a discrete random variable.	Week 3	M11/12SP-IIIb-3
			solves problems involving mean and variance of probability distributions.		M11/12SP-IIIb-4
	The learner demonstrates understanding of key concepts of normal probability distribution.	The learner is able to accurately formulate and solve real-life problems in different disciplines involving normal distribution.	illustrates a normal random variable and its characteristics.		M11/12SP-IIIc-1
			identifies regions under the normal curve corresponding to different standard normal values.	Week 4	M11/12SP-IIIc-3
			converts a normal random variable to a standard normal variable and vice versa.		M11/12SP-IIIc-4
			computes probabilities and percentiles using the standard normal table.		M11/12SP-IIIc-d-1
	The learner demonstrates	The learner is able to apply suitable sampling	illustrates random sampling.	Week 5	M11/12SP-IIId-2
			distinguishes between parameter and statistic.		M11/12SP-IIId-3

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	understanding of key concepts of sampling and sampling distributions of the sample mean.	and sampling distributions of the sample mean to solve real-life problems in different disciplines.	identifies sampling distributions of statistics (sample mean).		M11/12SP-IIId-4
			finds the mean and variance of the sampling distribution of the sample mean.	Week 6	M11/12SP-IIId-5
			defines the sampling distribution of the sample mean for normal population when the variance is: (a) known; (b) unknown		M11/12SP-IIIe-1
			illustrates the Central Limit Theorem.	Week 7 to 8	M11/12SP-IIIe-2
			defines the sampling distribution of the sample mean using the Central Limit Theorem.		M11/12SP-III-3
			solves problems involving sampling distributions of the sample mean.		M11SP-IIIe-f-1
	The learner demonstrates understanding of key concepts of estimation of population mean and population proportion.	The learner is able to estimate the population mean and population proportion to make sound inferences in real-life problems in different disciplines.	illustrates the t-distribution.	Week 9	M11/12SP-IIIg-2
			identifies percentiles using the t-table.		M11/12SP-IIIg-5
			identifies the length of a confidence interval.	Week 10	M11/12SP-IIIj-1
			computes for the length of the confidence interval.		M11/12SP-IIIj-2
			computes for an appropriate sample size using the length of the interval.		M11/12SP-IIIj-3
			solves problems involving sample size determination.		M11/12SP-IIIj-4
Q4	The learner demonstrates understanding of key concepts of tests of hypotheses on the population mean and population proportion.	The learner is able to perform appropriate tests of hypotheses involving the population mean and population proportion to make inferences in real-life problems in different disciplines.	illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.	Week 1	M11/12SP-IVa-1
			identifies the parameter to be tested given a real-life problem.		M11/12SP-IVa-3
			formulates the appropriate null and alternative hypotheses on a population mean.	Week 2	M11/12SP-IVb-1
			identifies the appropriate form of the test-statistic when: (a) the population variance is assumed to be known; (b) the population variance is assumed to		M11/12SP-IVb-2

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			be unknown; and (c) the Central Limit Theorem is to be used.		
			identifies the appropriate rejection region for a given level of significance when: (a) the population variance is assumed to be known; (b) the population variance is assumed to be unknown; and (c) the Central Limit Theorem is to be used.	Week 3	M11/12SP-IVc-1
			computes for the test-statistic value (population mean).	Week 4	M11/12SP-IVd-1
			draws conclusion about the population mean based on the test-statistic value and the rejection region.		M11/12SP-IVd-2
			solves problems involving test of hypothesis on the population mean.	Week 5	M11/12SP-IVe-1
			formulates the appropriate null and alternative hypotheses on a population proportion.		M11/12SP-IVe-2
			identifies the appropriate form of the test-statistic when the Central Limit Theorem is to be used.		M11/12SP-IVe-3
			identifies the appropriate rejection region for a given level of significance when the Central Limit Theorem is to be used.	Week 6	M11/12SP-IVe-4
			computes for the test-statistic value (population proportion).		M11/12SP-IVf-1
			draws conclusion about the population proportion based on the test-statistic value and the rejection region.		M11/12SP-IVf-2
			solves problems involving test of hypothesis on the population proportion.	Week 7	M11/12SP-IVf-g-1
	The learner demonstrates	The learner is able to perform correlation and	illustrates the nature of bivariate data.		M11/12SP-IVg-2
			constructs a scatter plot.		M11/12SP-IVg-3

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	understanding of key concepts of correlation and regression analyses.	regression analyses on real-life problems in different disciplines.	describes shape (form), trend (direction), and variation (strength) based on a scatter plot.		M11/12SP-IVg-4
			calculates the Pearson's sample correlation coefficient.	Week 8	M11/12SP-IVh-2
			solves problems involving correlation analysis.		M11/12SP-IVh-3
			identifies the independent and dependent variables.	Week 9	M11/12SP-IVi-1
			calculates the slope and y-intercept of the regression line.		M11/12SP-IVi-3
			interprets the calculated slope and y-intercept of the regression line.		M11/12SP-IVi-4
			predicts the value of the dependent variable given the value of the independent variable.	Week 10	M11/12SP-IVj-1
			solves problems involving regression analysis.		M11/12SP-IVj-2

Grade Level: Grade 11/12
Subject: Understanding Culture, Society and Politics

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners demonstrate an understanding of: 1. human cultural variation, social differences, social change, and political identities	The learners 1. acknowledge human cultural variation, social differences, social change, and political identities	*Discuss the nature, goals and perspectives in/of anthropology, sociology and political science	Week 1	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	2. the significance of studying culture, society, and politics 3. the rationale for studying anthropology, political science, and sociology 1. culture and society as anthropological and sociological concepts 2. perspectives in/approaches to the study of culture and society (i.e., comparative, historical, structuralfunctional, interpretive, critical) 1. the human origins and the capacity for culture 2. the role of culture in human adaptation 3. processes of cultural and	2. adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection 3. appreciates the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 1. appreciate the nature of culture and society from the perspectives of anthropology and sociology 2. demonstrate a holistic understanding of culture and society 3. values cultural heritage and express pride of place without being ethnocentric Analyze key features of interrelationships of biological, cultural and sociopolitical processes in human evolution			
			*Analyze the concept, aspects and changes in/of culture and society	Week 2	
			*Explain the importance of cultural relativism in attaining cultural understanding	Week 3	
			*Analyze the significance of cultural, social, political and economic symbols and practices	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	sociopolitical evolution 1. how individuals learn culture and become competent members of society how individuals learn culture and become competent members of society 2. how individuals should behave as part of a political community	that can still be used and developed 1. identify norms and values to be observed in interacting with others in society, and the consequences of ignoring these rules 2. assess the rules of social interaction to maintain stability of everyday life and the role of innovation in response to problems and challenges	* Explain the context, content, processes, and consequences of socialization	Week 5	
			*Analyze the forms and functions of social organizations	Week 6	
Second Quarter	1. cultural, social, and political institutions as sets of norms and patterns of behavior that relate to major social interests 2. social stratification as the ranking of individuals according	1. analyze aspects of social organization 2. identify one's role in social groups and institutions 3. recognize other forms of economic transaction such as sharing, gift exchange, and	*Explain the forms and functions of state and non-state institutions	Week 7	
			*Examine the functions and importance of education in the society	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	to wealth, power, and prestige 3. social and political inequalities as features of societies and the global community the agents/ institutions, processes, and outcomes of cultural, political, and social change	redistribution in his/her own society 1. evaluates factors causing social, political, and cultural change 2. advocate how human societies should adapt to such changes	*Examine the concept, characteristics and forms of stratification systems using sociological perspectives	Week 9	
			*Explain government programs and initiatives in addressing social inequalities e.g. local, national, global	Week 10	
			*Suggest ways to address social inequalities (local, national and global)	Week 11	
			* Examine human responses to emerging challenges in contemporary societies	Week 12	

Department of Education

APPLIED SUBJECTS

Grade Level : Grade 11/12
Subject : Empowerment Technologies

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K to12 CG Code
QUARTER 1	The learners demonstrate an understanding of: ICT in the context of global communication for specific professional track	The learners shall be able to: at the end of the 2-week period independently compose an insightful reflection paper on the nature of ICT in the context of their lives, society, and professional tracks (Arts, Tech Voc, Sports, Academic)	compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges	Weeks 1-4	CS_ICT11/12-ICTPT-Ia-b-1
			apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks		CS_ICT11/12-ICTPT-Ia-b-2
			use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational		CS_ICT11/12-ICTPT-Ia-b-3
	The learners demonstrate an understanding of: the use of advanced tools and techniques	The learners shall be able to: at the end of the 2-week period independently apply advanced productivity tools to create or develop ICT content for use in specific professional tracks These may be in the form of, but not limited to:	uses common productivity tools effectively by maximizing advanced application techniques		CS_ICT11/12-ICTPT-Ic-d-4
			creates an original or derivative ICT content to effectively communicate or present data or information		CS_ICT11/12-ICTPT-Ic-d-5

	found in common productivity and software applications in developing ICT content for specific professional tracks	1. Calculating spread sheet of athletic statistics (Sports) 2. Layout of catalogue of creative works (Arts) 3. Materials/ ingredients projections for batches of baked goods (Tech- Voc) 4. Letterhead/ business card design (Business/ Academic)	related to specific professional tracks		
	how to manipulate text, graphics, and images to create ICT content intended for an online environment	at the end of the 2-week period independently apply the techniques of image manipulation and graphic design to create original or derivative ICT content from existing images, text and graphic elements for use in specific professional tracks. These may be in the form of, but not limited to: 1. Team/ athlete/ league recruitment posters (Sports) 2. Logo or crest for a community, school organization or barkada (Arts) 3. Labeling and manual of operation for tools and equipment (Tech-Voc) 4. Presentation of cafeteria patronage data (Business/ Academic)	evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design		CS_ICT11/12-ICTPT-Ie-f-6
			use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose		CS_ICT11/12-ICTPT-Ie-f-7
			create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks		CS_ICT11/12-ICTPT-Ie-f-8

	the principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks	at the end of the 2-week period independently apply the principles and techniques of design using online creation tools, platforms, and applications to create original or derivative ICT content for use in specific professional tracks These may be in the form of, but not limited to: 1. Survey instruments using Google forms (Business/ Academic) 2. Athletic match-ups and league standings using Mindmeister (Sports) 3. Catalogues/Swatches/ options for products and services using Prezi (Tech Voc) 4. Online photo album of artistic works or photographs using Picasa (Arts) 5. Online music production using Sibelius (Music)	evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks	Weeks 5-6	CS_ICT11/12-ICTPT-Ig-h-9
			apply web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks		CS_ICT11/12-ICTPT-Ig-h-10
			create an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track		CS_ICT11/12-ICTPT-Ig-h-11
	the key learnings from the previous weeks, which they will synthesize into	at the end of the 2-week period and quarter collaboratively develop an online portal or website to showcase and share existing and previously developed content	evaluate the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or	**Weeks 7-8**	CS_ICT11/12-ICTPT-Ii-j-12

	an integrated ICT content through collaboration with classmate and teacher as both peer and partner	These may be in the form of, but not limited to: 1. Online newsletter 2. Blog 3. Issuu online "magazine"	intended audience/ viewer of an ICT project		
			share and showcase existing or previously developed material in the form of a collaboratively designed newsletter or blog site intended for a specific audience or viewer		CS_ICT11/12-ICTPT-Ii-j-13
QUARTER 2	The learners demonstrate an understanding of: how rich media content and interactivity affects and changes the user experience in the delivery and consumption of ICT content	The learners: at the end of the week independently assess one's experience along a range of online rich content on the basis of the usability of the interface	explore the principles of interactivity and rich content in the context of Web 2.0 and the participation of the user in the online experience	Week 1	CS_ICT11/12-ICTPT-IIk-14
	ICT as a tool, medium, and force in bringing about action and mobilize change in a population, society, or culture.	at the end of the week independently articulate how ICT tools and platforms have changed the way people communicate, and how social change has been brought about by the use of ICTs	share anecdotes of how he/she has used ICTs to be part of a social movement, change, or cause to illustrate aspects of digital citizenship		CS_ICT11/12-ICTPT-IIl-15

	how to work with peers and external publics/ partners for the development of an ICT project that advocates or mobilizes for a specific Social Change or cause	at the end of the 4-week period collaboratively participate actively in the creation and development of an ICT Project for Social Change relating to an issue in specific professional tracks Topics may cover, but are not limited to: 1. Promotion of wellness in the home (Sports) 2. Street food safety and cleanliness drive (Tech Voc) 3. Cultural heritage promotion through new designs "Pinoy pride" (Arts) 4. Savings and financial literacy drives and advocacies (Business/ Academic)	identify a local or regional cause or issue for Social Change related to specific professional tracks that can be addressed or tackled using an ICT Project for Social Change		CS_ICT11/12-ICTPT-IIm-p16
			analyze how target or intended users and audiences are expected to respond to the proposed ICT Project for Social Change on the basis of content, value, and user experience	Weeks 2-4	CS_ICT11/12-ICTPT-IIm-p17
			integrate rich multimedia content in design and development to best enhance the user experience and deliver content of an ICT Project for Social Change		CS_ICT11/12-ICTPT-IIm-p18
			develop a working prototype of an ICT Project for Social Change		CS_ICT11/12-ICTPT-IIm-p19
	how to manage an online ICT Project for Social Change	at the end of the 2-week period independently and collaboratively co-manage an online ICT Project for Social Change through available tools, resources, and platforms	demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact		CS_ICT11/12-ICTPT-IIq-r20
			generate a technical report interpreting data analytics, e.g. Google, Facebook, or similar traffic data on the	Weeks 5-6	CS_ICT11/12-ICTPT-IIq-r21

			general aspects of search visibility, reach, and virality		
	how to maintain and sustain the operation of an ICT Project for Social Change	at the end of the week independently evaluate the performance of an advocacy via an ICT Project for Social Change through available monitoring tools and evaluating techniques such as user interviews, feedback forms, and Analytics data	generate a report on the performance of their ICT Project for Social Change on the basis of data gathered from available monitoring tools and evaluating techniques	Week 7	CS_ICT11/12-ICTPT-IIs-22
	how to reflect on the nature of ICT and the manner by which the learning process has changed his/her world view	at the end of the week independently reflect on the ICT learning process and how his/her world view has evolved over the past semester Outputs during this week may be in the form of, but not limited to: 1. Video blog 2. Presentation or image gallery 3. Website 4. Illustrated document 5. Podcast or webcast	create a reflexive piece or output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester	Week 8	CS_ICT11/12-ICTPT-IIt-23

GRADE LEVEL: Grade 11/12
SUBJECT: English for Academic and Professional Purposes

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learner acquires knowledge of appropriate reading strategies	The learner produces a detailed abstract of information	Differentiates language used in academic texts from various disciplines	
			Uses knowledge of text structure to glean the information he/she needs	CS_EN11/12A-EAPP-Ia-c-4

	for a better understanding of academic texts	gathered from the various academic texts read	Uses various techniques in summarizing a variety of academic texts	CS_EN11/12A-EAPP-Ia-c-4
			States the thesis statement of an academic text	CS_EN11/12A-EAPP-Ia-c-6
			Outlines reading texts in various disciplines	CS_EN11/12A-EAPP-Ia-c-8
	The learner understands the principles and uses of a reaction paper/ review/ critique	The learner produces an objective assessment of an event, a person, a place or a thing. writes a comprehensive review /reaction paper • Performance Arts, Play, Dance, Sports, etc. • Film • Participation in a religious or community festival • Art Exhibit critiques designs such as industrial design objects or craft objects, furniture, fashion designs based on a set criteria critiques graphic design	Uses appropriate critical writing a critique such as formalism, feminism, etc.	
			Writes an objective/balanced review or critique of a work of art, an event or a program	CS_EN11/12A-EAPP-Id-f-18

		communication materials such as posters, billboards, commercials, digital and		
	The learner understands the principles and uses of a concept paper	The learner produces a well-balanced concept paper in a specific discipline	Determines the ways a writer can elucidate on a concept by definition, explication and clarification	CS_EN11/12A-EAPP-Ig-j-20
			Compare and contrast various kinds of concept papers: a. Art b. Business c. Law d. Philosophy e. Politics f. Religion g. Science h. Sports i. TechVoc - Home Economics - Agri-Fishery - IA - ICT	
			Presents a novel concept or project with accompanying visuals/ graphic aids	
S1/2 Q2/4	The learner understands the principles and uses of a position paper	The learner presents a convincing position paper based on properly cited factual evidence; produces an insightful statement of principles and reasons for establishing a student	Analyzes the arguments used by the writer/s in manifestoes	CS_EN11/12A-EAPP-IIa-d-3
			Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences	CS_EN11/12A-EAPP-IIa-d-4
			Writes various kinds of position papers	CS_EN11/12A-EAPP-IIa-d-5

		organization, coming up with a group exhibit of creative works, etc.		
	The learner understands the principles and uses of surveys, experiments and scientific observations	The learner produces a well-written report for various disciplines	Determines the objectives and structures of various kinds of reports	CS_EN11/12A-EAPP-IIe-j-6
			Designs, tests and revises survey questionnaires*	CS_EN11/12A-EAPP-IIe-j-7
			Conducts surveys, experiments or observations*	CS_EN11/12A-EAPP-IIe-j-8
			Gathers information from surveys, experiments, or observations*	
			Summarizes findings and executes the report through narrative and visual/graphic forms	CS_EN11/12A-EAPP-IIe-j-11
			Writes various reports	CS_EN11/12A-EAPP-IIa-d-5

Grade Level: Grade 11/12
Subject : Entrepreneurship

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
Quarter 1	The learner demonstrates understanding of key concepts, underlying principles, and core competencies in Entrepreneurship.	The learner independently creates/provides a quality and marketable product and/or service in Entrepreneurship as prescribed in the TESDA Training Regulation.	Discuss the relevance of the course Explore job opportunities for Entrepreneurship as a career	Week 1-2	
	The learner demonstrates understanding of concepts, underlying	The learner independently or with his/her classmates presents	Recognize a potential market • Analyze the market need	Week 3-6	**TLE_ICTAN11/12PC-Ia-1**

	principles, and processes of developing a business plan.	an acceptable detailed business plan.	• Determine the possible product/s or service/s that will meet the need;` • Screen the proposed solution/s based on viability, profitability, and customer requirements; and Select the best product or service that will meet the market need.		
	The learner demonstrates understanding of environment and market in one's locality/town.	The learner independently creates a business vicinity map reflective of potential market in one's locality/town.	Recognize the importance of marketing mix in the development of marketing strategy Describe the Marketing Mix (7Ps) in relation to the business opportunity vis-à- vis: Product; Place; Price; Promotion; People; Packaging; and Positioning Develop a brand name	Week 7-9	**TLE_ICTAN11/12EM-Ia-1**
Quarter 2			Demonstrate understanding of the 4 Ms of operations Describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity:	Week 1-4	**TLE_ICTAN11/12EM-Ia-2**

			• Develop a product description • Create a prototype of the product • Test the product prototype • Validate the service description of the product with potential customers to determine its market acceptability; • Select/pinpoint potential suppliers of raw materials and other inputs necessary for the production of the product or service; • Discuss the value/supply chain in relation to the business enterprise; and • Recruit qualified people for one's business enterprise. • Develop the business model • Forecast the revenues of the business Forecast the costs to be incurred		

			Compute for profits		
	The learner demonstrates understanding of concepts, underlying principles, and processes of starting and operating a simple business.	The learner independently or with his/her classmates starts and operates a business according to the business plan and presents a terminal report of its operation.	Manifest understanding of starting and operating a simple business • Implement the business plan • Identify the reasons for keeping business records • Perform key bookkeeping tasks • Identify where there is a profit or loss for a business; and • Generate an overall report on the activity	Week 5 – 9	**CS_EP11/12B-ENTREP-IVa-i-1** **CS_EP11/12B-ENTREP-IVa-i-2** **CS_EP11/12B-ENTREP-IVa-i-3** **CS_EP11/12B-ENTREP-IV-j-4**

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Akademik)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Nauunawaan ang kalikasan, layunin at paraan ng pagsulat ng iba't ibang anyo ng sulating ginagamit sa pag-	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang akademikong pagsulat	Week 1-3	CS_FA11/12PB-0a-c-101
			Nakikilala ang iba't ibang akademikong sulatin ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo	Week 1-3	CS_FA11/12PN-0a-c-90

	aaral sa iba't ibang larangan		Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko	Week 1-3	CS_FA11/12EP-0a-c-39
	Natitiyak ang angkop na proseso ng pagsulat ng piling sulating akademiko Nagagamit ang angkop na format at teknik ng pagsulat ng akademikong sulatin	Nakasusulat ng 3-5 na sulatin mula sa nakalistang anyo na nakabatay sa pananaliksik Nakagagawa ng palitang pagkikritik (dalawahan o pangkatan) ng mga sulatin	Nakakasusulat nang maayos na akadamikong sulatin	Week 4-6	CS_FA11/12PU-0d-f-92
			Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin	Week 4-6	CS_FA11/12PU-0d-f-93
			Nakasusulat ng talumpati batay sa napakinggang halimbawa	Week 7-8	CS_FA11/12PN-0g-i-91
			Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan	Week 9-10	CS_FA11/12PN-0j-l-92
			Natutukoy ang katangian ng isang sulating akademiko	Week 11-13	CS_FA11/12PB-0m-o-102
			Nabibigyang-kahulugan ang mga terminong akademiko na may kaugnayan sa piniling sulatin	Week 11-13	CS_FA11/12PT-0m-o-90
			Natitiyak ang mga elemento ng pinanood na programang pampaglalakbay	Week 11-13	CS_FA11/12PD-0m-o-89
			Nakasusulat ng organisado, malikhain, at kapani-paniwalang sulatin	Week 14-16	CS_FA11/12PU-0p-r-94
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16	CS_FA11/12WG-0p-r-93
			Nakabubuo ng sulating may batayang pananaliksik ayon sa pangangailangan	Week 14-16	CS_FA11/12PU-0p-r-95
			Naisasaalang-alang ang etika sa binubuong akademikong sulatin	Week 14-16	CS_FA11/12EP-0p-r-40

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Isports)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Natutukoy ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin Napag-iiba-iba ang mga katangian ng iba't ibang anyo ng sulatin	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang sulating pang-isport	Week 1-3	CS_FI11/12PB-0a-c107
			Nakikilala ang iba't ibang sulating pang-isports ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit		CS_FI11/12PT-0a-c-95
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports	Week 4-6	CS_FI11/12EP-0d-f-43
	Nauunawaan ang mga kaalaman at kasanayan sa pagsulat ng sulating pang-isports	Nakasusulat ng 4-6 piling sulating pang-isports Naisasagawa ang mga kaalaman at kasanayan sa pagsulat ng piniling sulating pang-isports	Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin	Week 7-9	CS_FI11/12PT-0g-i-96
			Naitatala ang mga panuto (rules) sa programang pang-isports		CS_FI11/12PD-0g-i-90
			Naipaliliwanag ang kahalagahan, kalikasan, at proseso ng piniling anyo ng sulating pang-isports	Week 10-12	CS_FI11/12PS-0j-l-94
			Nakasusulat ng sulating batay sa maingat, wasto at angkop na paggamit ng wika	Week 13-16	CS_FI11/12WG-0m-o-96
			Nakapagsasaliksik ng datos kaugnay ng isusulat na piniling anyo ng sulating pang-isports		CS_FI11/12EP-0m-o-44
			Naisasaalang-alang ang etika sa binubuong sulating pang-isports		CS_FI11/12PU-0m-o-101

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Sining at Disenyo)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Natutukoy ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin Napag-iiba-iba ang mga katangian ng iba't ibang anyo ng sulatin	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang mga anyo ng sulatin sa sining at disenyo	Week 1-4	CS_FSD11/12PB-0a-c-103
			Nakikilala ang iba't ibang anyo ng sining at disenyo ayon sa : (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit		CS_FSD11/12PT-0a-c-91
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sining at disenyo		CS_FSD11/12EP-0a-c-41
	Nakapagpapaliwanag sa pasulat na anyo ng mga karanasan batay sa pinanood, isinagawa, binasa, at nirebyu Natitiyak ang angkop na proseso ng pagsulat ng piling sulatin sa sining at disenyo Nagagamit ang angkop na format at teknik ng pagsulat ng sulatin sa sining at disenyo	Nakasusulat ng isa sa bawat nakalistang anyo ng sining o disenyo Naitatanghal ang output ng piniling anyo ng sining at disenyo Nakapagkikritik nang pasulat sa piniling anyo ng sining at disenyo	Naipapaliwanag ang kahulugan ng pinakinggang halimbawa ng fliptop, novelty songs, pick-up lines, atbp.	Week 5-6	CS_FSD11/12PN-0d-f-93
			Nasusuri ang katangian ng mabisa at mahusay na sulatin batay sa binasang mga halimbawang gaya ng iskrip, textula, blog, at islogan	Week 7-8	CS_FSD11/12PB-0g-i-104
			Nabibigyang-kahulugan ang mga terminong teknikal na may kaugnayan sa piniling sulat	Week 9-10	CS_FSD11/12PT-0j-k-92
			Natutukoy ang mahahalagang elemento ng mahusay na sulating pansining na pinanood na teleserye, dula, shadow play, puppet show, atbp	Week 11-13	CS_FSD11/12PD-0l-n-89
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16	CS_FSD11/12WG-0o-q-94

			Naisasaalang-alang ang etika sa binubuong sulatin sa sining at disenyo		CS_FSD11/12PU-0o-q-97

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Teknikal-Bokasyunal)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Nauunawaan ang kalikasan, layunin at paraan ng pagsulat ng iba't ibang anyo ng sulating ginagamit sa pag-aaral sa iba't ibang larangan (Tech-Voc)	Nakabubuo ng manwal ng isang piniling sulating teknikal-bokasyunal	Nabibigyang-kahulugan ang teknikal at bokasyunal na sulatin	Week 1-3	CS_FTV11/12PB-0a-c-105
			Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit		CS_FTV11/12PT-0a-c-93
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating teknikal-bokasyunal	Week 4-6	CS_FTV11/12EP-0d-f-42
	Naisasagawa ang kaalaman at kasanayan sa wasto at angkop na pagsulat ng piling anyo ng sulatin	Nakasusulat ng 4-6 piling sulating teknikal-bokasyunal Nakapagsasagawa ng demo sa piniling anyo bilang pagsasakatuparan ng nabuong sulatin	Naiisa-isa ang mga hakbang sa pagsasagawa ng mga binasang halimbawang sulating teknikal-bokasyunal	Week 7-9	CS_FFTV11/12PB-0g-i-106
			Nailalista ang mga katawagang teknikal kaugnay ng piniling anyo		CS_FTV11/12PT-0g-i-94
			Naipapaliwanag sa paraang sistematiko at malinaw ang piniling anyo sa pamamagitan ng paggamit ng angkop na mga termino	Week 10-12	CS_FTV11/12PS-0j-l-93

			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 13-16	CS_FTV11/12WG-0m-o-95
			Naisasaalang-alang ang etika sa binubuong tenikal-bokasyunal na sulatin		CS_FTV11/12PU-0m-o-99

GRADE Level : Grade 12
Subject : Inquiries, Investigations and Immersion

Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration	CG Code
1st Quarter	I. Brainstorming for Research Topics	Class Research Agenda	prepares a plan and a focus on issues and ideas in their respective field	Week 1	
1st Quarter	II. Identifying the Problem and Asking the Question	1. Background of the problem 2. Conceptual Framework 3. Research Hypothesis (for quantitative research) 4. Statement of the problem 5. Definition of terms 6. Importance of the study Scope and limitations of the study	formulates clearly the statement of research problem	Week 2	
1st Quarter	III. Reading on Related Studies	List of Related Literature Reviewed	selects, cites and synthesizes related literature uses sources according to ethical standards (atleast 4-6 local and international sources)	Week 3-5	

Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration	CG Code
1st Quarter	IV. Understanding Ways to Collect Data	1. Research design 2. Population 3. Sampling method 4. Data collection procedure	describes adequately research design (either quantitative or qualitative), data gathering instrument, sample, data collection and analysis procedures, prepares data gathering instrument	Week 6-8	
2nd Quarter	V. Finding the Answers to the Research Questions	1. Interpretation of Data 2. Data analysis method Conceptualized Framework for qualitative research	gathers and analyzes data with intellectual honesty using suitable techniques	Week 1-2	
2nd Quarter	VI. Reporting Findings, Drawing Conclusions and Making Recommendations	1. Summary of Findings 2. Conclusions 3. Recommendations 4. List of References Written Research Report	forms logical conclusions makes recommendations based on conclusions writes clear report	Week 3	
2nd Quarter	VII. Sharing your Research	1. Draft Written Research Report for Oral Presentation Final Written Research Report for Submission.	presents written research report revises written research report based on suggestions and recommendations of panelists submits final written research report	Week 4-5	

Grade Level: **Grade 11**
Subject: **Practical Research 1**

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. the importance of research in daily life 2. the characteristics, processes, and ethics of research 3. quantitative and qualitative research 4. the kinds of research across fields	use appropriate kinds of research in making decisions.	shares research experiences and knowledge	Week 1 to 2	CS_RS11-IIIa-1
			explains the importance of research in daily life		CS_RS11-IIIa-2
			describes characteristics, processes, and ethics of research		CS_RS11-IIIa-3
			differentiates quantitative from qualitative research		CS_RS11-IIIa-4
			provide examples of research in areas of interest		CS_RS11-IIIa-5
	1. the value of qualitative research; its kinds, characteristics, uses, strengths, and weaknesses 2. the importance of qualitative research across fields of inquiry	decide on suitable qualitative research in different areas of interest.	describes characteristics, strengths, weaknesses, and kinds of qualitative research		CS_RS11-IIIb-1
			Illustrates the importance of qualitative research across fields		CS_RS11-IIIb-2
	1. the range of research topics in the area of inquiry	formulate clearly statement of research problem	designs a research project related to daily life	Week 3 to 4	CS_RS11-IIIc-e-1
			writes a research title		CS_RS11-IIIc-e-2

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed		provides the justifications/reasons for conducting the research		CS_RS11-IIIc-e-3
			states research question		CS_RS11-IIIc-e-4
			indicates scope and delimitation of research		CS_RS11-IIIc-e-5
			cites benefits and beneficiaries of research		CS_RS11-IIIc-e-6
			presents written statement of the problem		CS_RS11-IIIc-e-7
	1. the criteria in selecting, citing, and synthesizing related literature 2. ethical standards in writing related literature	1. select, cite, and synthesize properly related literature 2. use sources according to ethical standards 3. present written review of related literature	selects relevant literature	Week 5 to 6	CS_RS11-IIIf-j-1
			cites related literature using standard style		CS_RS11-IIIf-j-2
			synthesizes information from relevant literature		CS_RS11-IIIf-j-3
			writes coherent review of literature		CS_RS11-IIIf-j-4
			follows ethical standards in writing related literature	Week 7 to 8	CS_RS11-IIIf-j-5
			presents written review of literature		CS_RS11-IIIf-j-6
Q2	1. qualitative research designs 2. the description of sample 3. data collection and analysis procedures such as	1. describe qualitative research designs, sample, and data collection and analysis procedures	chooses appropriate qualitative research design	Week 1 to 2	CS_RS11-IVa-c-1
			describes sampling procedure and sample		CS_RS11-IVa-c-2
			plans data collection, data gathering instrument, and analysis procedures	Week 3 to 4	CS_RS11-IVa-c-3
			presents written research methodology		CS_RS11-IVa-c-4

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	survey, interview, and observation 4. the application of creative design principles for execution				
	observation and interview procedures and skills	gather relevant information with intellectual honesty	collects data through observation and interviews	Week 5 to 6	CS_RS11-IVd-f-1
	drawing out patterns and themes from data	analyze and draw out patterns and themes with intellectual honesty	infers and explain patterns and themes from data		CS_RS11-IVd-f-2
			relates the findings with pertinent literature		CS_RS11-IVd-f-3
	1. guidelines in making conclusions and recommendations 2. techniques in listing references	1. form logical conclusions 2. make recommendations based on conclusions	draws conclusions from patterns and themes	Week 7 to 8	CS_RS11-IVg-j-1
			formulates recommendations based on conclusions		CS_RS11-IVg-j-2
			lists references		CS_RS11-IVg-j-3

Grade Level : Grade 12
Subject :PRACTICAL RESEARCH 2

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	Code
3rd	1. the characteristics, strengths, weaknesses, and kinds of quantitative research 2. the importance of quantitative research across fields 3. the nature of variables	decide on suitable quantitative research in different areas of interest	Describes characteristics, strengths, weaknesses, and kinds of quantitative research	Week 1-3	**CS_RS12-Ia-c-1**
			Illustrates the importance of quantitative research across fields	Week 1-3	**CS_RS12-Ia-c-2**
			Differentiates kinds of variables and their uses	Week 1-3	**CS_RS12-Ia-c-3**
	1. the range of research topics in the area of inquiry 2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed	formulate clearly the statement of research problem	Designs a research used in daily life	Week 4-5	**CS_RS12-Id-e-1**
			Writes a research title	Week 4-5	**CS_RS12-Id-e-2**
			Describes background of research	Week 4-5	**CS_RS12-Id-e-3**
			States research questions	Week4-7	**CS_RS12-Id-e-4**
			Indicates scope and delimitation of study	Week 4-5	**CS_RS12-Id-e-5**
			Presents written statement of the problem	Week 4-5	**CS_RS12-Id-e-7**
	1. the formulation of conceptual framework 2. the research hypotheses (if appropriate) 3. the definition of terms as used in the study	1. formulate clearly conceptual framework, research hypotheses (if appropriate), and define terms used in study 3. present objectively written review of related literature and conceptual framework	Illustrates and explain the conceptual framework	Week 6-7	**CS_RS12-If-j-6**
			Defines terms used in study	Week 6-7	**CS_RS12-If-j-7**
			Lists research hypothesis (if appropriate)	Week 6-7	**CS_RS12-If-j-8**
			Presents written review of related literature and conceptual framework	Week 6-7	**CS_RS12-If-j-9**

4th	1. quantitative research design 2. description of sample 3. instrument development 4. description of intervention (if applicable) 5. data collection and analysis procedures such as survey, interview and observation 6. guidelines in writing research methodology	describe adequately quantitative research designs, sample, instrument used, intervention (if applicable), data collection, and analysis procedures	Chooses appropriate quantitative research design	Week 1-3	**CS_RS12-IIa-c-1**
			Describes sampling procedure and sample	Week 1-3	**CS_RS12-IIa-c-2**
			Constructs an instrument and establishes its validity and reliability	Week 1-3	**CS_RS12-IIa-c-3**
			Describes intervention (if applicable)	Week 1-3	**CS_RS12-IIa-c-4**
			Plans data collection procedure	Week 1-3	**CS_RS12-IIa-c-5**
			Plans data analysis using statistics and hypothesis testing (if appropriate)	Week 1-3	**CS_RS12-IIa-c-6**
			Presents written research methodology	Week 1-3	**CS_RS12-IIa-c-7**
	1. data collection procedures and skills using varied instruments 2. data processing, organizing, and analysis	gather and analyze data with intellectual honesty, using suitable techniques 1. form logical conclusions 2. make recommendations based on conclusions	Collects data using appropriate instruments	Week 4-7	**CS_RS12-IId-g-1**
			Presents and interprets data in tabular or graphical forms	Week 4-7	**CS_RS12-IId-g-2**
			Uses statistical techniques to analyze data – study of differences and relationships limited for bivariate analysis	Week 4-7	**CS_RS12-IId-g-3**
	1. guidelines in making conclusions and recommendations		Draws conclusions from research findings	Week 8-9	**CS_RS12-IIh-j-1**
			Formulates recommendations	Week 8-9	**CS_RS12-IIh-j-2**

Department of Education

SPECIALIZED SUBJECTS

Department of Education

ACADEMIC TRACK (ABM)

Grade Level: Grade 12
Subject: Applied Economics

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates an understanding of…	The learners shall be able to …	*Differentiate economics as social science and applied science in terms of nature and scope	Week 1	
	economics as an applied science and its utility in addressing the economic problems of the country	analyze and propose solution/s to the economic problems using the principles of applied economics	*Examine the utility and application of applied economics to solve economic issues and problems	Week 2	
			*Analyze market demand, market suppy and market equilibrium	Week 3	
			*Determine the impications of market pricing on economic decision-making	Week 4	
			*Differentiate various market structures in terms of: a. number of sellers b. types of products c. entry/exit to market d. pricing power e. others	Week 5	
	the law of supply and demand, and factors affecting the economic situation	conduct a survey of current economic situations within the vicinity	*Analyze the effects of contemporary economic issues affecting the Filipino entrepreneur	Week 6	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	industry analysis, its principles, tools, and techniques leading to the identification of business opportunities	apply tools and techniques for business opportunities like the SWOT/TOWS analysis conduct a survey of macro and micro environments affecting business in a locality	*Analyze different principles, tools, and techniques in creating a business	Week 7	
			*Apply business principles, tools, and techniques in participating in various types of industries in the locality	Weeks 8-9	
	various socioeconomic impacts of business on the following sectors: consumer, supplier and investors, government, households, and international trade	conduct a socioeconomic impact study on consumers (new product and services); suppliers; investors (capital, income) government (tax revenues, poverty alleviation, basic services); households (standard of living, employment) and international trade (exports and imports of goods and services) leading to options in venturing into a business	*Explain the effects of the various socio-economic factors affecting business and industry	Week 10	
			* Evaluate the viability and impacts of business on the community	Weeks 11-12	

Grade Level: Grade 12
Subject : Business Ethics and Social Responsibility

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
3rd Quarter	*The learners demonstrate an understanding of:*	*The learners shall be able to:*	*The learners:* 1.1 differentiate the forms of business organizations in	Week 1	ABM_ESR12-IIIa-d-1.1; ABM_ESR12-IIIa-d-1.2; ABM_ESR12-IIIa-d-1.3

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	1. the nature and forms of business organizations 2. the purposes of establishing business enterprises 3. the core principles underlying fairness, accountability, and transparency in business operation and stewardship (respect for others' property) 4. common practices in business organizations (decorum, protocol, policies, marketing, bookkeeping, reportorial requirements and documentation, etc.)	1. identify forms of business organizations and their characteristics 2. explain the purpose of business organizations and their role in socioeconomic development 3. explain the core principles of fairness, accountability and transparency in the socioeconomic development of a country 4. craft simple "Codes of Ethics" or "Codes of Right Conduct"	terms of their purpose and role in socio-economic development		
			1.2 illustrate how fairness, accountability, transparency and stewardship is observed in business and non-profit organizations	Week 2	ABM_ESR12-IIIa-d-1.4; ABM_ESR12-IIIa-d-1.5
			1.3 formulate a "code of ethics" that reflect core principles derived from analyses	Week 3	ABM_ESR12-IIIa-d-1.6
	1. classical philosophies specifically, virtue ethics (Socrates, Plato, Aristotle, Confucius, etc.)	1. identify the classical philosophies and their implication for business principles and practices	2.1 illustrate how these philosophies are reflected into business practices	Week 4	ABM_ESR12-IIIe-h-2.1
			2.2 explain how the belief systems influence business practices	Week 5	ABM_ESR12-IIIe-h-2.2

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	2. the impact of belief systems (Buddhism, Islam, Christianity, etc.) 3. the Filipino Value System (Utang na Loob, Filial Piety, Padrino Suki, Bahala na - Mañana, Amor Propio, Filipino Family Values)	2. describe various belief systems, and their similarities and differences in relation to the business setting 3. describe how the Filipino value system affects the attitudes of business constituents	2.3 infer how Filipino value system influence business practices	Week 6	ABM_ESR12-IIIe-h-2.3
			2.4 generate ways to improve business practices guided by the philosophies, belief system or Filipino values	Week 7	ABM_ESR12-IIIe-h-2.4
4th Quarter	1. the responsibilities and accountabilities of entrepreneurs toward the employees, government, creditors, suppliers, consumers, general public, and other stakeholders; major ethical issues in entrepreneurship (basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, nonrespect of agreements,	1. identify responsibilities to the business organization he/she belongs to 2. explain the different models and frameworks of social responsibility	3.1 discuss the responsibilities and accountabilities of entrepreneurs to: a. employees b. government c. creditors d. suppliers e. consumers f. general public g. other stakeholders	Week 1	ABM_ESR12-IVi-l-3.1
			3.2 formulate a morally defensible position on ethical issues in entrepreneurship like basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, nonrespect of agreements,	Week 2	ABM_ESR12-IVi-l-3.2 ; ABM_ESR12-IVi-l-3.3

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	environmental degradation, etc.) 2. models and frameworks of social responsibility in the practice of sound business		environmental degradation, etc.		
			3.3 Describe the different models and frameworks of social responsibility	Week 3	ABM_ESR12-IVi-l-3.4
			3.4 Formulate a framework of social responsibility that reflects the practice of sound business	Week 4	ABM_ESR12-IVi-l-3.5
	the importance of doing business beyond profit motivation. *Introduction to the notion of SOCIAL ENTERPRISE (meeting a given social objective or resolving a real social problem while making ends meet) for poverty alleviation*	1. identify reasons for establishing business enterprises beyond profit 2. prepare and implement a personal action plan to assist an existing small business enterprise to practice ethics and social responsibility in their business operation	4.1 explain the importance of establishing and sustaining business enterprises as a source of job opportunities and financial freedom	Week 5	ABM_ESR12-IVm-p-4.1
			4.2 prepare and implement a proposed personal action plan to assist an existing small business enterprise to practice ethics and social responsibility in their business operation	Week 6	ABM_ESR12-IVm-p-4.2 ; ABM_ESR12-IVm-p-4.3

Grade Level: **Grade 12**
Subject: **Business Finance**

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q3	the definition of finance, the activities of the financial manager, and financial institutions and markets	1. define Finance 2. describe who are responsible for financial management within an organization 3. describe the primary activities of the financial manager 4. describe how the financial manager helps in achieving the goal of the organization 5. describe the role of financial institutions and markets	explain the major role of financial management and the different individuals involved	Week 1 to 2	ABM_BF12-IIIa-1
			distinguish a financial institution from financial instrument and financial market		ABM_BF12-IIIa-2
			explain the flow of funds within an organization – through and from the enterprise—and the role of the financial manager		ABM_BF12-IIIa-5
	the financial planning process, including budget preparation, cash management, and working capital management	1. illustrate the financial planning process 2. prepare budgets such as projected collection, sales budget, production budget, income projected statement of comprehensive income, projected of financial position, and projected cash flow statement 3. describe concepts and tools in working capital management	identify the steps in the financial planning process	Week 3 to 4	ABM_BF12-IIIc-d-10
			illustrate the formula and format for the preparation of budgets and projected financial statement		ABM_BF12-IIIc-d-11
			explain tools in managing cash, receivables, and inventory		ABM_BF12-IIIc-d-12
	the sources and uses of short-term and long-term funds , and the requirements ,	1. distinguish debt and equity financing	compare and contrast the loan requirements of the different banks and nonbank institutions	Week 5	ABM_BF12-IIIe-f-14

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	procedure , obligation to creditor, and reportorial necessities	2. identify the bank and nonbank institutions in the vicinity that are possible sources of funds, and enumerate their requirements and process for loan application	and cite these institutions in the locality		
	basic concepts of risk and return, and the time value of money	1. distinguish simple and compound interest 2. solve exercises and problems in computing for time value of money with the aid of present and future value tables 3. prepare loan amortization tables 4. compute for the net present value of a project with a conventional cash-flow pattern 5. describe the risk-return trade-off	calculate future value and present value of money	Week 6 to 8	ABM_BF12-IIIg-h-18
			compute loan amortization using mathematical concepts and the present value tables		ABM_BF12-IIIg-h-20
			apply mathematical concepts and tools in computing for finance and investment problems		ABM_BF12-IIIg-h-21
			explain the risk-return trade-off		ABM_BF12-IIIg-h-22
Q4	the definition, purpose, kinds, advantages, and disadvantages and the risks of investment	1. identify the types of investments particularly bank deposits , insurance, real estate , hard assets, mutual funds, and stocks and bonds 2. indicate the advantages and disadvantages of each type of investment 3. explain the risks inherent in each type of investment	compare and contrast the different types of investments	Week 1 to 2	ABM_BF12-IVm-n-23
			measure and list ways to minimize or reduce investment risks in simple case problems		ABM_BF12-IVm-n-25
	the philosophy and practices in personal finance	1. identify money management philosophy 2. apply basic personal finance principles and practices in	enumerate money management philosophies	Week 3 to 4	ABM_BF12-IVo-p-26
			illustrate the money management cycle and gives		ABM_BF12-IVo-p-27

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		earning, spending, saving, and investing money	examples of sound practices in earning, spending, saving, and investing money		

Grade Level: **Grade 11**
Subject: **Business Mathematics**

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. fractions 2. decimals and percentage	1. Solve problems involving fractions, decimals and percent related to business	Express: a. fractions to decimal and percent forms b. decimals to fractions and percent forms c. percent to fractions and decimal forms	Week 1 to 2	
			Give real-life situations to illustrate fractions, decimals, and percent		ABM_BM11FO-Ic-4
			Solve problems involving fractions, decimals, and percent		ABM_BM11FO-Id-5
	key concepts of ratio and proportion	1. formulate and solve problems involving ratio and proportion 2. use the concept of proportion in making life decisions	Identify the different kinds of proportions and write examples of real-life situations for each	Week 3	
			Solve problems involving direct, inverse and partitive proportion	Week 4	ABM_BM11RP-If-4
	key concepts in buying and selling	Analyze and solve problems on important factors in managing a	Differentiate Mark-on, Mark down and Mark-up	Week 5	ABM_BM11BS-Ig-1

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		business: buying products and selling products	obtain Mark-on, Mark-down, and Mark-up given price of a product		
			Differentiate mark-up from margins	Week 6	ABM_BM11BS-Ih-3
			Describe how gross margins is used in sales		ABM_BM11BS-Ih-4
			Compute single trade discounts and discount series		
			Differentiate profit from loss	Week 7	ABM_BM11BS-Ii-6
			Illustrate how profit is obtained and how to avoid loss in a given transaction		ABM_BM11BS-Ii-7
			Determine the break-even point	Week 8	
			Solve problems involving buying and selling products		ABM_BM11BS-Ij-9
			Compute interest specifically as applied to mortgage, amortization, and on services/utilities and on deposits and loans	Week 9	
Q2			Illustrate the different types of commissions	Week 1	ABM_BM11BS-IIa-11
			Compute commissions on cash basis and commission on instalment basis		ABM_BM11BS-IIa-12
			Compute down payment, gross balance and current increased balance		
			Solve problems involving interests and commissions	Week 2	ABM_BM11BS-IIb-14

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	the fundamental operations of mathematics as applied in salaries and wages	apply appropriate mathematical operation in computing salaries and wages	Define salary, wage, income, benefits	Week 3	ABM_BM11SW-IIc-1
			Compute gross and net earnings		ABM_BM11SW-IId-2
			Define each of the benefits given to wage earners	Week 4	ABM_BM11SW-IIe-5
			Distinguish taxable from nontaxable benefits		ABM_BM11SW-IIe-6
			Enumerate the standard deductions with the corresponding computation		ABM_BM11SW- IIe-7
			Identify the variables needed in the computation of the overtime	Week 5	ABM_BM11SW- IIe -8
			Compute overtime pay		ABM_BM11SW- IIe -9
			Use E- spread sheet in the computation of salary and overtime pay	Week 6	ABM_BM11SW- IIf -10
			Present graphical representation of the details or particulars of the salary.		ABM_BM11SW- IIf -13
	business data present them in graphs, charts, and tables	solve problems in real-life business situations, present data in graphical form, and analyze them	Compare the forms (textual, tabular and graphical) of business data.	Week 7	ABM_BM11PAD-IIg-2
			Analyze and interprets the data presented in the table using measures of central tendency and variability and tests of significant differences		ABM_BM11PAD-IIh-5
			Describe the different kinds of graphs and its essential parts for data presentation.	Week 8	

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
			Give a set of business data; identify the graphs to be used		ABM_BM11PAD-IIi-8
			Draw the graph/table to present the data		ABM_BM11PAD-IIi-9
			Analyze and interpret the data presented in a graph/table	Week 9	ABM_BM11PAD-IIi-10
			Use software (i.e., MS Excel, SPSS) programs to compute and present graphical representation of business data		ABM_BM11PAD-IIj-11

Grade Level: **Grade 11**
Subject: **Fundamentals of Accountancy, Business and Management 1**

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q3	the definition, nature, function, and history of accounting	cite specific examples in which accounting is used in making business decisions	define accounting	Week 1	ABM_FABM11-IIIa-1
			describe the nature of accounting		ABM_FABM11-IIIa-2
			narrate the history/origin of accounting		ABM_FABM11-IIIa-4
	the external and internal users of financial information	1. solve exercises and problems on the identification of users of information, type of decisions to be made, and type of information needed by the users 2. cite users of financial information and identify whether they are external or internal users	define external users and gives examples		ABM_FABM11-IIIa-7
			define internal users and give examples		ABM_FABM11-IIIa-8

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	accounting concepts and principles	identify generally accepted accounting principles	explain the varied accounting concepts and principles	Week 2 to 3	ABM_FABM11-IIIb-c-15
			solve exercises on accounting principles as applied in various cases		ABM_FABM11-IIIb-c-16
	the accounting equation	solve problems applying the accounting equation	illustrate the accounting equation		ABM_FABM11-IIIb-c-17
			perform operations involving simple cases with the use of accounting equation		ABM_FABM11-IIIb-c-18
	the five major accounts, namely, 1. assets 4. income 2. liabilities 5. expenses 3. capital	define, identify, and classify accounts according to the five major types	discuss the five major accounts	Week 4	ABM_FABM11-IIId-e-19
			prepare a Chart of Accounts		ABM_FABM11-IIId-e-21
	the two major types of books of accounts, namely, journal and ledger	differentiate a journal from a ledger and identify the types of journals and ledgers	illustrate the format of a general and special journals	Week 5	ABM_FABM11-IIIf-23
			illustrate the format of a general and subsidiary ledger		ABM_FABM11-IIIf-24
	the business transactions and their analysis to include definition and nature of business transactions, types of source or business documents, and the rules of debits and credits	identify business and nonbusiness transactions, enumerate the types of business documents, recite the rules of debit and credit, and apply these to simple cases	analyze common business transactions using the rules of debit and credit	Week 6	ABM_FABM11-IIIg-j-27
			solve simple problems and exercises in the analyses of business transaction		ABM_FABM11-IIIg-j-28
	the accounting cycle of a service business	identify business and nonbusiness transactions, enumerate the types of business documents, recite the rules of	describes the nature of transactions in a service business	Week 7 to 9	ABM_FABM11-IVa-d-29

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
		debit and credit, and apply these in simple cases	records transactions of a service business in the general journal		ABM_FABM11-IVa-d -30
			posts transactions in the ledger		ABM_FABM11-IVa-d -31
			prepares a trial balance		ABM_FABM11-IVa-d -32
Q4			prepares adjusting entries	Week 1 to 2	ABM_FABM11-IVa-d -33
			complete the accounting cycle		ABM_FABM11-IVa-d -34
	the accounting cycle of a merchandising business to include the following: 1. Journalizing of transactions using the general and special journals, namely: sales journal, purchase journal, cash receipts journal and cash payments journal 2. Posting to the ledger, namely: general and subsidiary ledgers 3. Preparation of trial balance 4. Adjusting entries to include pre payments, accrual and deferral 5. Worksheet preparation, and 6. Completing the accounting cycle of a merchandising business	prepare journal entries, post to the ledger, prepare the trial balance, worksheet, adjusting entries and complete the accounting cycle of a merchandising business.	describes the nature of transactions in a merchandising business	Week 3 to 9	ABM_FABM11-IVe-j -35
			records transactions of a merchandising business in the general and special journals		ABM_FABM11-IVe-j-36
			posts transactions in the general and subsidiary ledgers		ABM_FABM11-IVe-j -37
			prepares a trial balance		ABM_FABM11-IVe-j -38
			prepares adjusting entries		ABM_FABM11-IVe-j -39
			completes the accounting cycle of a merchandising business		ABM_FABM11-IVe-j -40
			prepares the Statement of Cost of Goods Sold and Gross Profit		ABM_FABM11-IVe-j -41

Grade Level: **Grade 12**
Subject: **Fundamentals of Accountancy, Business and Management 2**

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	account titles under the assets, liabilities, and capital accounts of the Statement of Financial Position, namely, cash, receivables, inventories, prepaid expenses, property, plant and equipment, payables, accrued expenses, unearned income, long-term liabilities and capital that will equip him/her in the preparation of the SFP using the report form and account form	solve exercises and problems that require preparation of an SFP for a single proprietorship with proper classification of accounts as current and noncurrent using the report form and the account form	identify the elements of the SFP and describe each of them	Week 1	ABM_FABM12-Ia-b-1
			prepare an SFP using the report form and the account form with proper classification of items as current and noncurrent		ABM_FABM12-Ia-b-4
	the service income and operating expenses of a service business as well as sales, contra sales, purchases, contra purchase accounts, cost of goods sold and general administrative and selling expenses of a merchandising business that will equip him/her in the preparation of the SCI for both service and merchandising businesses	solve exercises and problems that require preparation of SCI for a service business and a merchandising business	identify the elements of the SCI and describe each of these items for a service business and a merchandising business	Week 2 to 3	ABM_FABM12-Ic-d-5
			prepare an SCI for a service business using the single-step approach		ABM_FABM12-Ic-d-6
			prepare an SCI for a merchandising business using the multistep approach		ABM_FABM12-Ic-d-7

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	the forms of business organization, namely, single proprietorship, partnership, and corporation, and the structure of a SCE of a single proprietorship that will equip him/her in the preparation of the said financial report	solve exercises and problems that require preparation of an SCE for a single proprietorship	prepare an SCE for a single proprietorship	Week 4	BM_FABM12-Ie-9
	the components and the structure of a CFS that will equip him/her in the preparation of the said financial report	solve exercises and problems that require preparation of a CFS	discuss the components and structures of a CFS	Week 5	ABM_FABM12-If-10
			prepare a CFS		ABM_FABM12-If-11
	the methods or tools of analysis of financial statements to include horizontal analysis, vertical analysis, and financial ratios to test the level of liquidity, solvency, profitability, and stability of the business	solve exercises and problems that require computation and interpretation using horizontal analysis, vertical analysis, and various financial ratios Using the downloaded sample financial statements, he/she performs horizontal and vertical analysis, computes various financial ratios and interprets the level of liquidity, solvency, stability, and profitability of the business	define the measurement levels, namely, liquidity, solvency, stability, and profitability	Week 6 to 7	ABM_FABM12-Ig-h-12
			perform vertical and horizontal analyses of financial statements of a single proprietorship		ABM_FABM12-Ig-h-13
			compute and interpret financial ratios such as current ratio, working capital, gross profit ratio, net profit ratio, receivable turnover, inventory turnover, debt-to-equity ratio, and the like		ABM_FABM12-Ig-h-14
	the types of bank accounts, basic transactions, and	share samples of bank account forms and documents in class and discuss their uses and importance	identify the types of bank accounts normally maintained by a business	Week 8 to 9	ABM_FABM12-IIc-5
			prepare bank deposit and withdrawal slips		ABM_FABM12-IIc-7

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learners are able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	documents related to bank deposits and withdrawals		identify and prepare checks		ABM_FABM12-IIc-8
			identify and understand the contents of a bank statement		ABM_FABM12-IIc-9
Q2	a bank reconciliation statement, its nature and structure, and reconciling items and methods of preparation	solve exercises and problems involving the following: 1. Identification of the proper treatment of reconciling items in the bank reconciliation statement 2. preparation of a bank reconciliation statement	describe the nature of a bank reconciliation statement	Week 1 to 2	ABM_FABM12-IId-10
			analyze the effects of the identified reconciling items		ABM_FABM12-IId-12
			prepare a bank reconciliation statement		ABM_FABM12-IId-13
	the sound principles of taxation, its purpose, and preparation of forms and payment of taxes	accomplish the BIR (Bureau of Internal Revenue) forms	define income and business taxation and its principles and processes	Week 3 to 5	ABM_FABM12-IIh-j-15
			explain the procedure in the computation of gross taxable income and tax due		ABM_FABM12-IIh-j-17
			explain the principles and purposes of taxation		ABM_FABM12-IIh-j-19

Grade Level: Grade11
Subject: Organization and Management

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners have an understanding of…	The learners shall be able to…	*Explain the meaning, functions, types and theories of management	Week 1	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	basic concepts and theories of management	apply management theories & concepts in solving business cases	Explain the functions, roles and skills of a manager	Week 2	ABM_AOM11-Ia-b-3
			*Analyze various forces/elements influencing local and international business environment using PEST and SWOT strategies	Week 3	
	the role of business in the environment, and how the environment affects the firm	analyze the various environmental forces affecting the firm and summarize these using Political Economic Social and Technological Analysis PEST) and Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis frameworks	*Analyze the forms and economic roles of business organizations	Week 4	
			*Differentiate the phases of economic development and its impact to business environment	Week 4	
	the importance of planning concepts in business success	formulate effective plans for a specific business endeavor	*Discuss the nature and levels of planning and types of plans	Week 5	
			*Apply appropriate planning techniques and tools in business decision-making	Week 6	
			*Analyze the nature of organizations and types of organization structures	Week 7	
Second Quarter	the significance of organization structures	design an appropriate organization structure for a specific business	*Apply organization theories for effective business management	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	for effective business management				
			* Discuss the concept and nature of staffing	Week 9	
	the process of recruiting, selecting, and training employees	conduct and prepare job analysis	*Analyze the process of recruiting, selecting and training employess	Week 10	
			*Examine the functions and importance of compensation, wages and performance evaluation, appraisal, reward system, employee relations and movement	Weeks 11-12	
	how motivation, leadership, and communication work in an organization	demonstrate knowledge in motivation, leadership, and communication by solving business cases	*Analyze motivation,leadership, and communication work in an organization	Week 13	
	different controlling methods and techniques	apply appropriate control measures for a specific business situation	*Apply the concept and nature of different control methods and techniques in accounting and marketing	Week 14	
	the different functional areas of management	select one's area of interest for future career path	Explain the nature and role in the firm of the following functional areas of management: a. Human Resource Management b. Marketing Management c. Operations Management d. Financial Management e. Material and Procurement Management f. Office Management	Week 15	ABM_AOM11-IIi-39

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			g. Information & Communication Technology Management		
	the basic concepts of small-family business	initiate an appropriate small-family business	*Explain the steps and importance of starting a family business	Week 16	

Grade Level : Grade 11
Subject : Principles of Marketing

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
Quarter 1	The learners demonstrate an understanding of… the marketing principles, goals, and traditional and contemporary approaches to marketing	The learners shall be able to… plot marketing goals and approaches for product or service	define and understand marketing • Principles • Goals • Approaches	Week 1 - 2	ABM_PM11-Ia-b-1
	the value of customer relations and customer service	develop a program for customer service	define “relationship marketing” explain the value of customers	Week 3-5	ABM_PM11-Ic-d-5 ABM_PM11-Ic-d-6
	the importance of information, the market characteristics affecting consumer behavior, and the	conduct marketing research, interpret market buying behavior on product or service, and identify the product or service target market	distinguish between strategic and marketing planning in terms of objectives and processes	Week 6-9	ABM_PM11-Ie-i-9

	bases of market segmentation		analyze the elements of macro- and micro-environment and their influence to marketing planning define marketing research, its importance to a business enterprise and identify the steps in marketing research differentiate the buying behavior and decision making of individual/ household customer versus the business (organizational) customer identify and segment market for a product or service select the appropriate target market segment and its positioning		ABM_PM11-Ie-i-10 ABM_PM11-Ie-i-11 ABM_PM11-Ie-i-13 ABM_PM11-Ie-i-14 ABM_PM11-Ie-i-15

Quarter 2	the essence of the new product development, pricing, placing (distribution), and promoting a product or service	design a new product or service, decide types of pricing approach, and choose distribution methods and promotion tools that respond to market trends	define a product and differentiates the product, services, and experiences identify and describe the factors to consider when setting prices and new product pricing and its general pricing approaches discuss the structure of distribution channels, its functions, and the nature of supply chain management define and identify relevant promotional tools, namely, advertising, sales promotion, personal selling, public relations, and direct marketing to create awareness and persuade the target market to buy the product or patronize the service	Week 1-3	ABM_PM11-IIa-e-16 ABM_PM11-IIa-e-17 ABM_PM11-IIa-e-18 ABM_PM11-IIa-e-19
	the necessity of a marketing plan in business	create a new product or service design and pricing, and promotion and distribution strategies	explain the relationship between market analysis, planning, implementation, and control analyze the company's situation, markets, and environment (the marketing audit and SWOT analysis)	Week 4-6	ABM_PM11-IIf-20

	and proper interpretation of marketing strategies through workshop and presentation	orally defend the mini-marketing plan to a group of marketing professionals	integrate the marketing concepts and techniques learned by preparing a marketing plan present a mini-marketing plan, orally and in writing	Week 7-9	ABM_PM11-IIg-j-24 ABM_PM11-IIg-j-25

Department of Education

ACADEMIC TRACK (HUMMS)

Grade Level : Grade 12
Subject : Community Engagement, Solidarity, and Citizenship (CSC)

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1	*The learners demonstrate an understanding of…* the integration of social science perspective and community action initiatives	*The learners shall be able to…* synthesize the integrative experience of implementing community-action initiatives applying social sciences' ideas and methods	1. explain the importance of studying community dynamics and community action in relation to applied social sciences and the learners' future career options	Week 1	HUMSS_CSC12-IIIa-c-1
			2. define using various perspectives, e.g., social sciences, institutions, civil society, and local/grassroots level	Week 2	HUMSS_CSC12-IIa-c-2
			3. analyze functions of communities in terms of structures, dynamics, and processes	Week 3	HUMSS_CSC12-IIIa-c-5
			4. differentiate typologies of communities	Week 4	HUMSS_CSC12-IIIa-c-6
			5. recognize the value of undertaking community action modalities	Week 5	HUMSS_CSC12-IIId-g-7
			6. acknowledge interrelationship of self and community in undertaking community action		HUMSS_CSC12-II-d-g-8
			7. explain forms of community engagement that contribute to	Week 6	HUMSS_CSC12-IId-g-9

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			community development through solidarity	Week 7	
			8. recognize the importance of solidarity in promoting national and global community development (e.g. poverty alleviation)		HUMSS_CSC12-IId-g-10
2			9. explain the core values of community action initiatives a. human rights b. social equity c. gender equality d. participatory development	Week 1	HUMSS_CSC12-IIIh-j-12; HUMSS_CSC12-IIIh-j-13 and HUMSS_CSC12-IIIh-j-14
			10. analyze strategies of empowerment and advocacy of a community action initiative	Week 2	HUMSS_CSC12-IIIh-j-15
			11. explain the importance of commitment and action in participatory development for community well-being		HUMSS_CSC12-IIIh-j-16
			12. assess selected community-action initiatives based on its core values and principles	Week 3	HUMSS_CSC12-IId-g-11
			13. explain the methodologies and approaches in community action	Week 4	HUMSS_CSC12-IVa-d-17

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			14. apply systematic methods of community action in understanding community		HUMSS_CSC12-IVa-d-18
			15. formulate a community action	Week 5	HUMSS_CSC12-IVa-d-19
			16. plan using participatory approaches	Week 6	HUMSS_CSC12-IVa-d-19
			17. implement community-action plan	Week 7	HUMSS_CSC12-IV-e-h-20
			18. synthesize the insights gained in conducting the community action plan that applied the methods of social sciences	Week 8	HUMSS_CSC12-IVe-h-21; HUMSS_CSC12-Ive-h-22

GRADE LEVEL: Grade 11/12
SUBJECT: Creative Nonfiction

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learner understands the literary conventions that govern the different genres. (e.g., narrative convention of fiction, etc.)	The learner clearly and coherently uses a chosen element conventionally identified with a genre for a written output.	Analyze the theme and techniques used in a particular text	
			Create samples of the different literary elements based on one's experience (e.g. *metaphor* to describe an emotion)	HUMSS_CNF11/12-Ib-d-4
	The learner understands the delineation	The learner clearly and coherently uses multiple elements	Analyze factual/nonfictional elements (Plot, Characters, Characterization, Point of View, Angle, Setting and Atmosphere, Symbols and Symbolisms, Irony, Figures of	

	between creative and the nonfictional elements of creative nonfictional text.	conventionally identified with a genre for a written output.	speech, Dialogue, Scene, Other elements and Devices) in the texts	
			Write a draft of a short piece (Fiction, Poetry, Drama, etc.) using any of the literary conventions of genre following these pointers: 1. Choosing a topic 2. Formulating a thesis statement 3. Organizing and developing ideas 4. Using any literary conventions of a genre 5. Ensuring that theme and technique are effectively developed	HUMSS_CNF11/12-Ib-d-5
			Evaluate other's draft based on: 1. clarity of idea 2. appropriate choice of literary element 3. appropriate use of the element 4. effective combination of the idea and the chosen literary element	
			Revise the draft of a short piece using any of the literary conventions of a genre (e.g. *plot* for narrative piece)	HUMSS_CNF11/12-Ib-d-7
S1/2 Q2/4	The learner understands the distinction between and among creative nonfiction types and forms.	The learner competently delivers an artistic presentation summarizing and analyzing the form, theme and techniques of a chosen creative nonfictional text.	Present a commentary/critique on a chosen creative nonfictional text representing a particular type or form (Biography/Autobiography, Literary Journalism/Reportage, Personal Narratives, Travelogue, Reflection Essay, True Narratives, Blogs, Testimonies, Other Forms)	
	The learner understands that mastery of the basic forms, types, techniques and devices of creative	The learner writes a clear and coherent critique and an interesting and engaging creative nonfiction.	Write a mini critique of a peer's work based on coherence and organization of paragraphs, development of literary elements use of factual information, and other qualities concerning form and content	HUMSS_CNF11/12-IId-e-18
			Write a draft of creative nonfiction piece based on memorable real-life experience	HUMSS_CNF11/12-IIg-j-20

	nonfiction enables him/her to effectively critique and write creative nonfiction.		Revise the draft based on desirable qualities of well-written creative nonfiction	

GRADE LEVEL: Grade 11/12
SUBJECT: Creative Writing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learners have an understanding of imagery, diction, figures of speech, and variations on language.	The learners shall be able to produce short paragraphs or vignettes using imagery, diction, figures of speech, and specific experiences.	Use imagery, diction, figures of speech, and specific experiences to evoke meaningful responses from readers	HUMSS_CW/MP11/12-Ia-b-4
	The learners have an understanding of poetry as a genre and how to analyze its elements and techniques.	The learners shall be able to produce a short, well-crafted poem	Identify the various elements, techniques, and literary devices in specific forms of poetry	HUMSS_CW/MP11/12c-f-6
			Write a short poem applying the various elements and literary devices exploring innovative techniques	HUMSS_CW/MP11/12c-f-10
	The learners have an understanding of fiction as a genre and are able to analyze its elements and techniques.	The learners shall be able to produce at least one striking scene for a short story.	Identify the various elements, techniques, and literary devices in various modes of fiction	HUMSS_CW/MPIg-i-11
			Write journal entries and other short compositions exploring key elements of fiction	HUMSS_CW/MPIg-i-13
S1/2 Q2/4	The learners have an understanding	The learners shall be able to compose	Identify the various elements, techniques, and literary devices in drama	HUMSS_CW/MPIj-IIc-15

	of drama as a genre and are able to analyze its elements and techniques.	at least one scene for a one-act play that can be staged.	Understand intertextuality as a technique of drama	HUMSS_CW/MPIj-IIc-16
			Conceptualize a character/setting/plot for a one-act play	HUMSS_CW/MPIj-IIc-17
			Explore different staging modalities vis-à-vis envisioning the script	HUMSS_CW/MPIjc-18
			Write at least one scene for one-act play applying the various elements, techniques, and literary devices	HUMSS_CW/MPIj-IIc-20
	The learners have an understanding of the different orientations of creative writing.	The learners shall be able to produce a craft essay on the personal creative process deploying a consciously selected orientation of creative writing	Write a craft essay demonstrating awareness of and sensitivity to the different literary and/or socio-political contexts of creative writing	HUMSS_CW/MPIIc-f-23
		The learners may choose from any of the following: 1. Design a group blog for poetry and fiction 2. Produce a suite of poems, a full/completed short story, or a script for a one-act play, with the option of staging 3. Create hypertext literature	Create an online portfolio the outputs produced: poetry, fiction, script, etc. applying ICT skills/any appropriate multimedia forms	

Grade Level: Grade 12
Subject: Culminating Activity

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	*The learners demonstrate an understanding of…* key concepts, principles, and processes of humanities and social sciences	*The learners shall be able to…* **produce a creative portfolio** that will integrate their learning in specialized learning areas under humanities or social sciences	1. Formulate a plan that will demonstrate the key concepts, principles, and processes of humanities and social sciences	Weeks 1	HUMSS_CA12-Ia-d-1 HUMSS_CA12-Ia-d-2
			2. write a concept anchored on the prepared plan	Week 2-3	HUMSS_CA12-Ia-d-3
			3. generate comments, feedbacks and observations on the feasibility, appropriateness and relevance of concept	Week 4	HUMSS_CA12-Ia-d-4
			4. synthesize insights from the observations, comments, and recommendations of peers and/or teachers	Week 5	HUMSS_CA12-Ia-d-5
2			5. examine the preparedness and completeness of the output based on the key concepts, principles and processes of humanities and social sciences	Week 1-2	HUMSS_CA12-Ie-IIf-6
			6. showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an exhibition	Week 3-4	HUMSS_CA12-IIg-7

Grade Level: Grade 12
Subject Title: Disciplines and Ideas in the Applied Social Sciences

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1	*The learners demonstrate an understanding of…* social sciences and applied social sciences	*The learners should be able to…* explain clearly public perceptions about the work of social sciences and applied social science practitioners	*The learners ...* clarify the relationships and differences between social sciences and applied social sciences	Week 1	**HUMSS_DIASS 12-Ia-1**
	disciplines of counseling	demonstrate a high level of understanding of the basic concepts of counseling through a group presentation of a situation in which practitioners of counseling work together to assist individuals, groups, or communities involved in difficult situations (e.g., postdisaster, court hearing about separation of celebrity couple, cyber bullying)	identify the goals and scope of counseling		**HUMSS_DIASS 12-Ia-2**
			explain the principles of counseling		**HUMSS_DIASS 12-Ib-5**
	professionals and practitioners in counseling	undertake participant observation (e.g., a day in a life of a counselor) to adequately document and critique their roles, functions, and competencies	4. discuss roles and functions of counselors	Week 2	**HUMSS_DIASS 12-Ic-6**
			5. identify specific work areas in which counselors work		**HUMSS_DIASS 12-Ic-7**
			6. value rights, responsibilities, and	Week 3	**HUMSS_DIASS 12-Ic-9**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			accountabilities of counselors		
			7. distinguish between ethical and unethical behaviors among counselors		**HUMSS_DIASS 12-Ic-10**
1	clientele and audiences in counseling	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their counseling needs present results and recommendation for class discussion	8. describe the clientele of counseling	Week 4	**HUMSS_DIASS 12-Id-11**
	settings, processes, methods, and tools in counseling	using the results of the survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions propose suggestions on how needs can be effectively addressed	9. illustrate the different processes and methods involved in counseling		**HUMSS_DIASS 12-Id-14**
			10. distinguish the needs of individuals, groups, organizations, and communities		**HUMSS_DIASS 12-Id-15**
	disciplines of social work	demonstrate a high level of understanding of the basic concepts of social	1. identify the goals and scope of social work	Week 5	**HUMSS_DIASS 12-Ie-16**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
		work through a group presentation of a situation in which practitioners of social work collaborate to assist individuals, groups, or communities involved in difficult situations (e.g., post disaster, court hearing about separation of celebrity couple, cyber bullying)	2. explain the principles and core values of social work		**HUMSS_DIASS 12-Ie-18**
	professionals and practitioners in social work	undertake participant observation (e.g., a day in a life of a social worker) to adequately document and critique their roles, functions, and competencies	3. explain the roles and functions of social workers		**HUMSS_DIASS 12-If-19**
			4. identify specific work areas in which social workers work		**HUMSS_DIASS 12-If-20**
			6. value rights, responsibilities, and accountabilities		**HUMSS_DIASS 12-If-22**
			7. distinguish between ethical and unethical behaviors among practitioners		**HUMSS_DIASS 12-If-23**
	clientele and audiences in social work	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their social work needs	9. describe the clientele of social work	Week 6	**HUMSS_DIASS 12-Ig-24**
			10. distinguish the needs of individuals, groups, organizations and communities		**HUMSS_DIASS 12-Ig-25**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1		present results and recommendation for class discussion			
	settings, processes, methods, and tools in social work	using the results of the survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions propose suggestions on how needs can be effectively addressed	11. illustrate the different processes and methods involved in undertaking social work		**HUMSS_DIASS 12-Ig-27**
1	disciplines of communication	demonstrate a high level of understanding of the basic concepts of communication through a group presentation of a situation in which practitioners of communication work together to assist individuals, groups, or communities involved in difficult situations (e.g., post disaster, court hearing about separation of celebrity couple, cyber bullying)	1. identify the goals and scope of communication	Week 7	**HUMSS_DIASS 12-Ih-28**
			2. explain the principles of communication		**HUMSS_DIASS 12-Ih-29**
			4. describe the elements and levels of the communication processes		**HUMSS_DIASS 12-Ih-31**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
	professionals and practitioners in communication	undertake participant observation (e.g., a day in a life of a communicator/ journalist) to adequately document and critique their roles, functions, and competencies	5. explain the roles and functions of communicators and journalists	Week 8	**HUMSS_DIASS 12-Ij-32**
			6. identify specific work areas in which communicators and journalists work		**HUMSS_DIASS 12-Ij-33**
			7. explain the rights, responsibilities, and accountabilities		**HUMSS_DIASS 12-Ij-35**
			8. distinguish between ethical and unethical behaviors among practitioners		**HUMSS_DIASS 12-Ij-36**
	clientele and audiences in communication	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their social work needs present results and recommendation for class discussion	10. describe the clientele and audience of communication	Week 9	**HUMSS_DIASS 12-IIa-37**
			11. distinguish the needs of individuals, groups, organizations, and communities		**HUMSS_DIASS 12-IIa-38**
2	settings, processes, methods and tools in communication	using results of survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions	12. illustrate the different processes and methods involved in undertaking communication	Week 1	**HUMSS_DIASS 12-IIa-40**
			13. distinguish the appropriate communication media channel(s) to use in		**HUMSS_DIASS 12-IIa-41**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
		propose suggestions on how needs can be effectively addressed	different settings and situations		
	functions of applied social sciences	assess objectively through an individual project how the functions of the applied social sciences have been fulfilled in any of the following: 1. case study of a counselee 2. case study on integrative social work 3. comparison of the programming of any two television networks	1. explain each of the functions of applied social sciences	Week 2	**HUMSS_DIASS 12-IIb-d-42**
			2. identify situations that would require or necessitate the performance of the various functions in local /Philippine settings		**HUMSS_DIASS 12-IIb-d-43**
	effects of applied social sciences processes	participate in a one-day exposure trip to an existing development program and write a sincere reflection report on the effects of the processes on the clientele	3. analyze the effects of applied social sciences processes on individuals, groups, and society	Week 3	**HUMSS_DIASS 12-IIe-f-44**
			4. evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society		**HUMSS_DIASS 12-IIe-i-45**
		submit a portfolio of output from the course	5. synthesize the learning from the course and its		**HUMSS_DIASS 12-IIj-46**

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			applications to the learner		

Grade Level: Grade 11
Subject: Disciplines and Ideas in the Social Sciences (DISS)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners demonstrate an understanding of… the emergence of the Social Sciences and the different disciplines key concepts and approaches in the Social Sciences	*The learners shall be able to…* connect the disciplines with their historical and social foundations interpret personal and social experiences using relevant approaches in the Social Sciences evaluate the strengths and weaknesses of the approach	*Differentiate the nature and functions of Social Science disciplines with the natural sciences and humanities	Week 1-2	
			*Explain the major events and its contribution that led to the emergence of the social science disciplines	Week 3-4	
			*Analyze the basic concepts and principles of the major social science theories: a. Structural-functionalism b. Marxism c. Symbolic Interactionism	Week 5	
			*Apply the major social science theories and its importance in examining socio-cultural, economic, and political conditions. a. Structural-functionalism b. Marxism c. Symbolic Interactionism	Week 6-7	
			*Analyze the basic concepts and principles of the major social science ideas: a. Psychoanalysis b. Rational Choice c. Institutionalism	Week 8-10	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			d. Feminist Theory e. Hermeneutical Phenomenology f. Human-Environment Systems		
			*Apply the social science ideas and its importance in examining socio-cultural, economic, and political conditions. *Analyze the basic concepts and principles of the major social science ideas: a. Psychoanalysis b. Rational Choice c. Institutionalism d. Feminist Theory e. Hermeneutical Phenomenology f. Human-Environment Systems	Week 11-12	
Second Quarter	key concepts in the Social Sciences rooted in Filipino language/s and experiences	carry out an exploration of personal and social experiences using indigenous concepts	*Examine the key concepts and ideas of Filipino thinkers in the Social Sciences rooted in Filipino language/s and experiences: a. 19th Century (Isabelo delos Reyes, Jose Rizal, others) b. 20th- 21st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	Week 13	
			*Evaluate the roles and significance of Filipinos' indigenous social ideas to national development	Week 14	
	the role of Social Science in the real world	illustrate situations and contexts in which Social Science can be applied	*Analyze the practical use of Social Sciences in addressing social concerns and phenomenon	Week 15-16	

Grade Level: Grade 12
Subject: Introduction of World Religions and Belief System

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates understanding of belief system or worldview*, Religion, Spirituality, Philosophy of Religion, and Theology. The learner demonstrates understanding of historical and geographical contexts of the different religions. The learner demonstrates understanding of effects of Religions: positive and negative. The learner demonstrates understanding of the elements of Judaism:	The learner prepares character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual. The learner conducts a group activity that demonstrates the influence of a religion in a certain culture. The learner gathers print or web-based articles, photos, editorial, etc. showing the positive or negative effects of religion.	*Differentiate the concept, elements and characteristics of belief system, world view, religion, and spirituality	Week 1	
			*Analyze the interconnectedness of geography, culture and religions	Week 2	
			*Analyze the influences of religion to culture and society	Week 3	
			*Examine the brief history, core teachings,	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	a. Founders: Abraham (2000 B.C.) and/or Moses (1391-1271 B.C.) b. Sacred texts: Torah, Poetry, Prophets, Talmud, Mishnah c. Doctrines: Ten Commandments, 618 Rules d. God: Yahweh/Jehovah e. Sects: Orthodox, Conservative, Reform Liberal The learner demonstrates understanding of the elements of Christianity: a. Founder: Jesus Christ (c. 7 BC30 A.D.) b. Sacred texts: Bible (Old Testament and New Testament) c. Doctrines: Trinity, Virgin	The learner demonstrates understanding of the elements of Judaism: The learner identifies a story from the Old Testament that demonstrates the Jewish belief in one God (e.g. Story of Samson). The learner interviews a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to.	fundamental beliefs, practices, and related issues of Judaism. *Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Christianity.	Week 5	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Birth, Deity of Christ, Resurrection, Last Judgment d: God: Trinity (Father, Son and Holy Spirit) e. Sects: Roman Catholic, Greek/Eastern Orthodox, Protestantism, etc. f. Issues: Ecumenism, Sexuality issues (e.g., contraception, homosexuality, ordination of women				
	The learner demonstrates understanding of the elements of Islam: a. Founder: Prophet Muhammad (570-632 A.D.) b. Sacred texts:		*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Islam	Week 6	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Qur'an, Hadith c. Doctrines: Five Pillars of Islam (Shahadah-declaring there is no other god but Allah and Muhammad is His messenger, Salat-ritual prayer five times a day, Sawm-fasting during Ramadan, Zakat-alms giving to the poor, and Hajjpilgrimage to Mecca at least once in a lifetime) d. God: Allah e. Practitioners: Sunni, Shi'ite, Sufi f. Issues: Gender Inequality, Militant Islam, Migration The learner demonstrates understanding of the elements of Hinduism: a. Founders: Aryans (1500 B.C.) b. Sacred texts: Vedas, Upanishads and Bhagavad-Gita c. Doctrines: Dharma-	The learner conducts a panel discussion on Muslim beliefs and practices (when possible inviting a Muslim). The learner simulates a particular yoga and writes a reflection paper on her insights			
			*Compare and contrast the uniqueness and similarities of Judaism, Christianity and Islam	Week 7	
			*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Hinduism.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	duty, Kamapleasure, Artha-wealth, Mokshaliberation, Brahman, Atman, the Identification of Brahman and Atman, the Four Yogas (Yoga of Knowledge, Yoga of Work, Yoga of Devotion or Love, and Yoga of Psychological Exercises) d. Gods: 33 million gods and goddesses e. Issues: Gender Inequality, Caste System, Poverty				
	The learner demonstrates understanding of the elements of Theravada Buddhism: a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Tripitaka c. Doctrines: Four Noble Truths,	The learner evaluates the Eightfold Path in terms of how it achieves the Middle Way	*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Theravada Buddhism	Week 9	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Eight-fold Path, Law of Dependent Origination and The Impermanence of Things d. God: non-theistic e. Issue: Territory conflict in Mainland Southeast Asia				
	The learner demonstrates understanding of the elements of Mahayana Buddhism: a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Sutras c. Doctrines: Four Noble Truths, Eight-fold Path, The Six Perfections to become a Bodhisattva (generosity, morality, patience, perseverance, meditation, and insight) d. God: non-theistic e. Issues: Tibet invasion, Engaged	The learner draws the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana	*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Mahayana Buddhism *Explain the uniqueness and similarities of Mahayana and Theravada Buddhism	Week 10 Week 11	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	activism f. Universality and growth of sects: Development of Buddhism to Zen (Chan) Buddhism as the fruit of its encounter with Taoism.				
	The learner demonstrates understanding of the elements of Confucianism: a. Founder: Confucius (551-479 B.C.) b. Sacred texts: Confucian Classics c. Doctrines: Mandate of Heaven, T"ien, Human nature as originally good (Mencius) or evil (Hsun Tze), Rectification of Names, The Moral Way consisting of five cardinal virtues, Filial Piety, and Ancestor Worship d. God: Heaven e. Issues: Gender inequality, Authoritarianism	The learner presents a character sketch of a person who personifies the Confucian virtues.	*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Confucianism	Week 12	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of the elements of Taoism: a. Founder: Lao Tzu (604 B.C. - ?) b. Sacred texts: Tao Te Ching, Book of Chuang Tze c. Doctrines: Wu-Wei, Law of Reversion, Following nature d. Tao as the Origin of all Beings, unnameable and eternal e. Issues: Inaction, Superstitious practices, Environmentalism	The learner identifies the things she can do without by making an inventory of personal belongings (e.g. things in the bedroom) and writes a reflection on Taoism based on the result of the inventory.	*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Taoism	Week 13	
	The learner demonstrates understanding of the elements of Shintoism: a. Founders: Prehistoric Animists of Japan b. Sacred texts: Kojiki and Nihongi c. Doctrines: belief in kami, divinity of emperors d. Gods: kami (animist and nature spirits) e. Issues: Shrine visits of	The learner interprets the Kojiki creation story creatively.	*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Shintoism *Explain the uniqueness and similarities of Confucianism, Taoism and Shintoism	Week 14 Week 15	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Japanese prime minister				

Grade Level: Grade 11/12
Subject: Malikhaing Pagsulat

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nauunawaan ng mag aaral ang pagbuo ng imahe, diksyon, mga tayutay at pag-iiba-iba (variations) ng wika	Ang mag - aaral ay makakasulat ng maiikling talata o mga vignette na gumagamit ng diksyon,pagbuo ng imahe, mga tayutay at mga espesipikong karanasan	Natutukoy ang pagkakaiba ng makathaing pagsulat sa iba pang anyo ng pagsulat	Week 1-2	HUMSS_CW/MP11/12-Iab-1
			Naiuugnay ang mga ideya mula sa mga karanasan*	Week 1-2	HUMSS_CW/MP11/12-Iab-2
			Nagagamit ang wika upang mag-udyok ng mga emosyunal at intelektwal na tugon mula sa mambabasa	Week 1-2	HUMSS_CW/MP11/12-Iab-3
			Nagagamit ang pagbuo ng imahe, diksyon, mga tayutay, at mga tiyak na karanasan	Week 1-2	HUMSS_CW/MP11/12-Iab-4
	Nauunawaan ng mag aaral ang tula bilang isang anyo at nasusuri ang mga elemento/sangkap at teknik nito	Ang mag - aaral ay makasusulat ng maikli at masining na tula	Natutukoy ang iba't ibang elemento, mga teknik, at kagamitang pampanitikan sa panulaan*	Week 3-6	HUMSS_CW/MP11/12c-f6
			Natutukoy ang mga tiyak na anyo at kumbensyon sa panulaan*	Week 3-6	HUMSS_CW/MP11/12c-f6
			Nakagagamit ng piling mga elemento sa panulaan sa maikling pagsasanay sa pagsulat	Week 3-6	HUMSS_CW/MP11/12c-f8
			Nakatutuklas ng mga makabagong teknik sa	Week 3-	HUMSS_CW/MP11/12c-f9

			pagsulat ng tula	6	
			Nakasusulat ng tula gamit ng iba't ibang elemento, teknik, at *literary devices*	Week 3-6	HUMSS_CW/MP11/12c-f10
	Nauunawaan ng mag aaral ang maikling kuwento bilang isang anyo at nasusuri ang mga elemento/sangkap at teknik nito	Ang mag - aaral ay makasusulat ng isang tampok na eksena/tagpo para sa isang maikling kuwento	Natutukoy ang iba't ibang elemento, teknik, at *literary devices* maikling kuwento (piksyon)	Week 7-8	HUMSS_CW/MPIg-i-11
			Natutukoy ang iba't ibang istilo ng pagkakabuo ng maikling kuwento (piksyon)	Week 7-8	HUMSS_CW/MPIg-i-12
			Nakasusulat ng dyornal at ilang maikling pagsasanay na gumagamit ng mga pangunahing elemento ng maikling kuwento (piksyon)*	Week 7-8	HUMSS_CW/MPIg-i-13
			Nakasusulat ng isang maikling tagpo gamit ang iba't ibang elemento, teknik at *literary devices**	Week 7-8	HUMSS_CW/MPIg-i-1
2nd Quarter	Nauunawaan ng mag aaral ang dula bilang isang anyo at nasusuri ang mga elemento/sangkap nito	Ang mag - aaral ay makabubuo ng isang tagpo/eksena para sa isang iisahing-yugtong dula na maisasatanghalan	Natutukoy ang iba't ibang elemento, teknik, a*t literary devices* ng isang dula	Week 1-3	HUMSS_CW/MPIj-IIc-15
			Nauunawaan ang intertekstwalidad bilang isang teknik ng dula	Week 1-3	HUMSS_CW/MPIj-IIc-16
			Nakabubuo ng tauhan, tagpuan, banghay ng iisahing- yugtong dula	Week 1-3	HUMSS_CW/MPIj-IIc-17
			Nagagamit ang iba't ibang paraan ng pagtatanghal batay sa inaasahang kalalabasan ng binuong iskrip	Week 1-3	HUMSS_CW/MPIjc-18
			Nakasusulat ng maikling pagsasanay gamit ang tauhan, diyalogo, banghay, at iba pang elemento ng dula	Week 1-3	HUMSS_CW/MPIj-IIc-19
			Nakasusulat ng isang tagpo para sa iisahing-yugtong dula gamit ang iba't ibang elemento, teknik, at *literary devices*	Week 1-3	HUMSS_CW/MPIj-IIc-20
	Nauunawaan ng mag aaral ang iba't ibang oryentasyon ng malikhaing pagsulat	Ang mag - aaral ay makabubuo ng craft essay ukol sa personal at malikhaing proseso	Nasusuri ang malikhaing akda sa kontekstong pampanitikan at sosyopolitikal*	Week 4-5	HUMSS_CW/MPIIc-f-21
			Naipapamalas ang kamalayan at sensitibidad sa iba't ibang oryentasyon ng	Week 4-5	HUMSS_CW/MPIIc-f-22

		na malay na gumagamit ng piniling oryentasyon sa malikhaing pagsulat	malikhaing pagsulat		
			Nakasusulat ng isang sanaysay	Week 4-5	HUMSS_CW/MPIIc-f-23
			Nakabubuo ng blog na pangkatan para sa tula at/o maikling kuwento (piksyon) gamit ang kasanayang pang- ICT at iba pang angkop na anyong *multimedia.*	Week 6-8	HUMSS_CW/MPIIg-j-24
			Natutukoy ang iba't ibang paraan ng publishing media para sa paglalathala ng manuskripto	Week 6-8	HUMSS_CW/MPIIg-j-25
			Natutukoy ang mga posibilidad ng mga intertekstwal na anyo	Week 6-8	HUMSS_CW/MPIIg-j-26
			Nakasusulat ng antololohiya/koleksyon ng mga tula, isang maikling kuwento, o iskrip para sa iisahing- yugtong dula	Week 6-8	HUMSS_CW/MPIIg-j-27

Grade Level: Grade 12
Subject: Philippine Politics and Governance

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	Demonstrate an understanding of politics and political science, governance, political ideologies, power, states, nations, and globalization	Clearly identify a specific political phenomenon and how it can be studied	*Explain the concept, relationship and importance of politics, governance and government	Week 1	
			Differentiate the political ideologies	Week 2-3	HUMSS_PG12-Ib-c-7
			*Analyze the nature, dimensions/types, and consequences of power	Week 4	

			*Analyze the relationship among nations and states in the context of globalization	Week 5-6	
	Demonstrate an understanding of the historical background of Philippine democratic politics, the executive, the legislative, the judiciary, and decentralization and local governance	Explain the roles of different political institutions	*Analyze the evolution of Philippine politics and governance	Week 7-8	
			*Analyze the roles and powers of the executive branch of the government	Week 9	
			*Differentiate the roles and responsibilities of the Philippine Senate and the House of Representatives	Week 10	
Second Quarter			*Analyze the roles and responsibilities of the Philippine Judiciary	Week 11	
			Explain the roles and functions of Local Government Unit (LGU)	Week 12	HUMSS_PG12-IIa-b-2
	Demonstrate an understanding of elections and political and civil society and social movements	Analyze the interactions between state and society	Analyze the nature of elections and political parties in the Philippines	Week 13	HUMSS_PG12-IIc-d-9
			*Explain the concept, role, and contributions of civil society societies and social movements to Philippine democracy	Week 14	
	Demonstrate an understanding of citizenship	Propose a project on political engagement and youth empowerment	*Explain the importance of active citizenship	Week 15	
			*Explain issues and programs related to political engagement and youth empowerment	Week 16	

Grade Level : Grade 12
Subject : Trends, Networks, and Critical Thinking in the 21st Century

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
QUARTER 1	The learner understands the emergence of trends and patterns.	The learner will be able to derive an idea from instances and present this idea through a 100-word essay, artwork, and other graphic representations.	1. Differentiate a trend from a fad	Weeks 1-2	HUMSS_MCT12-Ia-b-3
			2. Explain the process on how to spot a trend		HUMSS_MCT12-Ia-b-2
			3. Point out the elements that make up a trend		HUMSS_MCT12-Ia-b-4
			4. Describe the different characteristics of a trend		HUMSS_MCT12-Ia-b-5
			5. Identify parts of a whole.		HUMSS_MCT12-Ia-b-6
			6. Identify and explain an emerging pattern		HUMSS_MCT12-Ia-b-7
			7. Identify causes and consequences		HUMSS_MCT12-Ia-b-8
	The learner understands strategic analysis and intuitive thinking.	The learner draws a color-coded map of the networks of power relations (political, economic, cultural, and kinship ties) within a particular community.	1. Explain strategic analysis and intuitive thinking • Define strategic analysis and intuitive thinking • Differentiate key components in strategic analysis and intuitive thinking	Week 3	HUMSS_MCT12-Ic-e-2 • HUMSS_MCT12-Ic-e-1 • HUMSS_MCT12-Ic-e-5
			2. Apply strategic analysis		HUMSS_MCT12-Ic-e-3
			3. Apply intuitive thinking in solving a problem in the community using a map of social networks		HUMSS_MCT12-Ic-e-4; HUMSS_MCT12-Ic-e-6
	The learner understands the components, operations, effects, and networks of	The learner locates on a map the different geographical origins of the various components/elements of an industrial/technological/agricultural product and writes a reflection	1. Explain the concrete effects of globalization and to one's daily life	Week 4	HUMSS_MCT12-If-g-2
			2. Explain the need for collaboration and cooperation to achieve interconnectedness of people and nations		HUMSS_MCT12-If-g-4
			3. Discuss the different contributions of the parts to a whole and the important role of	Week 5	HUMSS_MCT12-If-g-5

	globalization in his/her daily life.	essay on the insights gathered from the exercise. The learner locates on a map the workplaces of the OFWs in their community and writes a reflection paper on the effects of labor migration to their community.	creative imagination in putting together the various parts of a whole		
			4. Illustrate the origin of the different components of a gadget, business enterprise, industrial/technological/agricultural product, etc. through a mind map and reflection essay		HUMSS_MCT12-If-g-7
	The learner understands the consequences of personal and local action to global and planetary climate change.	The learner 1) analyzes how production and consumption habits contribute to the problem of climate change and explain why. 2) writes a resolution that you can share with your friends about how you can personally contribute towards solving the problem of climate change.	1. Explain the effects of consumption and production patterns on climate change	Week 6	HUMSS_MCT12-Ih-i-2
			2. Discuss personal contributions that can actually solve the problem of climate change		HUMSS_MCT12-Ih-i-3
			3. Make a stand on how the consequences of one's action affect the lives of others and the environment		HUMSS_MCT12-Ih-i-4
	Culminating Activity or Exam – 1 week **Discuss demonstrate and examine the relationship between network and trends and how it affects you**				
QUARTER 2	The learner understands the meaning and dimensions of democracy.	using any form of oral presentation, the learner explains creatively the ill effects of undemocratic practices related to factors such as gender biases, poverty, political marginalization, racial inequality, cultural domination, crisis of representation and politics of recognition.	1. Identify democratic practices	Week 1	HUMSS_MCT12-IIa-c-1
			2. Explain the importance of participation in democracy		HUMSS_MCT12-IIa-c-4
			3. Differentiate participatory from representative democracy		HUMSS_MCT12-IIa-c-5
			4. Assess democratic interventions prevailing in political and social institutions	Week 2	HUMSS_MCT12-IIa-c-6
			5. Formulate a viable alternative to undemocratic practices		HUMSS_MCT12-IIa-c-7

	The learner understands how ICT enslaves, emancipates, and empowers individuals.	The learner organizes and mobilizes an event that deals with a significant global issue, using ICT.	1. Identify the dimensions of technology that are enabling and inhibiting	Week 3	HUMSS_MCT12-IId-f-1
			2. Discuss the benefits of technology		HUMSS_MCT12-IId-f-2
			3. Explain the weakest link in a system using strategic and intuitive thinking		HUMSS_MCT12-IId-f-4
			4. Explain how information communication technology can facilitate social relationships and political movements (occupy movements)	Week 4	HUMSS_MCT12-IId-f-5
			5. Propose a creative intervention to improve human life using ICT		HUMSS_MCT12-IId-f-6
	The learner understands the parallelism between neural and social networks.	The learner creates a social map that traces the various roles that students play in the community (family members, community leader, etc.) and rank the significance of the roles played within the community.	1. Differentiate connections from relationship, and networks	Week 5	HUMSS_MCT12-IIg-i-1
			2. Illustrate how the brain or neural network works		HUMSS_MCT12-IIg-i-2
			3. Compare the neural networks with social networks	Week 6	HUMSS_MCT12-IIg-i-3
			4. Establish linkage between self and the social network one belongs to		HUMSS_MCT12-IIg-i-4
			5. Demonstrate how thinking processes are shaped by social relationships	Week 7	HUMSS_MCT12-IIg-i-5
			6. Identify the significant social roles students play within the community by creating a social map of their relationships		HUMSS_MCT12-IIg-i-6
	Culminating Activity or Exam – 1 week **On the basis of the different outputs per quarter, propose the kind of future you want, explain why you want that future, and illustrate how will you get there**				

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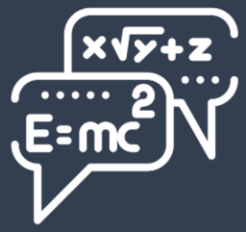

ACADEMIC TRACK (STEM)

Grade Level: **Grade 11**
Subject: **Basic Calculus**

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learner shall be able to…	Most Essential Learning competencies The learners…	Duration	K to 12 CG Code
Quarter 3	the basic concepts of limit and continuity of a function	formulate and solve accurately real-life problems involving continuity of functions	illustrate the limit of a function using a table of values and the graph of the function	Week 1	STEM_BC11LC-IIIa-1
			distinguish between $\lim_{x\to c} f(x)$ and f(c)		STEM_BC11LC-IIIa-2
			illustrate the limit laws		STEM_BC11LC-IIIa-3
			apply the limit laws in evaluating the limit of algebraic functions (polynomial, rational, and radical		STEM_BC11LC-IIIa-4
			compute the limits of exponential, logarithmic, and trigonometric functions using tables of values and graphs of the functions	Week 2	STEM_BC11LC-IIIb-1
			illustrate limits involving the expressions $\frac{\sin t}{t}$, $\frac{1-\cos t}{t}$ and $\frac{e^t-1}{t}$ and using tables of values		STEM_BC11LC-IIIb-2
			illustrate continuity of a function at a number	Week 3	STEM_BC11LC-IIIc-1
			determine whether a function is continuous at a number or not		STEM_BC11LC-IIIc-2
			illustrate continuity of a function on an interval		STEM_BC11LC-IIIc-3
			solves problems involving continuity of a function		STEM_BC11LC-IIId-3
	basic concepts of derivatives	formulate and solve accurately situational problems involving extreme values	illustrate the tangent line to the graph of a function at a given point	Week 4	STEM_BC11D-IIIe-1
			applies the definition of the derivative of a function at a given number		STEM_BC11D-IIIe-2
			relate the derivative of a function to the slope of the tangent line		STEM_BC11D-IIIe-3
			determine the relationship between differentiability and continuity of a function	Week 5	STEM_BC11D - IIIf-1

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learner shall be able to…	Most Essential Learning competencies The learners…	Duration	K to 12 CG Code
			apply the differentiation rules in computing the derivative of an algebraic, exponential, logarithmic, trigonometric functions and inverse trigonometric functions		STEM_BC11D-IIIf-3
			illustrate the Extreme Value Theorem	Week 6	
			solve optimization problems that yield polynomial functions		
		formulate and solve accurately situational problems involving related rates	illustrate the Chain Rule of differentiation		STEM_BC11D-IIIh-2
			solve problems using the Chain Rule	Week 7 to 8	STEM_BC11D-IIIh-i-1
			illustrate implicit differentiation		STEM_BC11D-IIIi-2
			solve problems (including logarithmic, and inverse trigonometric functions) using implicit differentiation	Week 9	STEM_BC11D-IIIi-j-1
			solve situational problems involving related rates		STEM_BC11D-IIIj-2
Quarter 4	antiderivatives and Riemann integral	formulate and solve accurately situational problems involving population models	illustrate an antiderivative of a function	Week 1 to 3	STEM_BC11I-IVa-1
			compute the general antiderivative of polynomial, radical, exponential, and trigonometric functions		STEM_BC11I-IVa-b-1
			compute the antiderivative of a function using substitution rule		
			solve problems involving antidifferentiation	Week 4	
			solve situational problems involving exponential growth and decay	Week 5 to 6	
		formulate and solve accurately real-life problems involving areas of plane regions	illustrate the definite integral as the limit of the Riemann sums		
			illustrate the Fundamental Theorem of Calculus		STEM_BC11I-IVh-1
			compute the definite integral of a function using the Fundamental Theorem of Calculus	Week 7	STEM_BC11I-IVh-2
			compute the definite integral of a function using the substitution rule		STEM_BC11I-IVi-2
			compute the area of a plane region using the definite integral	Week 8	STEM_BC11I-IVi-j-1
			solve problems involving areas of plane regions	Week 9	STEM_BC11I-IVj-2

Grade Level: Grade 11/12
Subject: Biology I

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st Quarter	1. Cell Theory 2. Cell Structure and Functions 3. Prokaryotic vs Eukaryotic Cells 4. Cell Types 5. Cell Modifications	1. construct a 3D model of a plant/animal/ bacterial cell using recyclable materials	Explain the postulates of the cell theory	Week 1	STEM_BIO11/12-Ia-c-1
			Describe the structure and function of major and subcellular organelles	Week 1	STEM_BIO11/12-Ia-c-2
			Distinguish prokaryotic and eukaryotic cells according to their distinguishing features	Week 2	STEM_BIO11/12-Ia-c-3
			Classify different cell types (of plant/animal tissues) and specify the functions of each	Week 2	STEM_BIO11/12-Ia-c-4
			Describe some cell modifications that lead to adaptation to carry out specialized functions (e.g., microvilli, root hair)	Week 3	STEM_BIO11/12-Ia-c-5
	6. Cell Cycle a. Mitosis b. Meiosis		Characterize the phases of the cell cycle and their control points	Week3	STEM_BIO11/12-Id-f-6
			Describe the stages of mitosis/meiosis given 2n=6 A review of this competency could be done since it has been taught in Grade 8 (**S8LT-IVd-16** Compare mitosis and meiosis, and their role in the cell-division cycle)	Week 4	STEM_BIO11/12-Id-f-7
			Explain the significance or applications of mitosis/ meiosis	Week 4	STEM_BIO11/12-Id-f-9
			Identify disorders and diseases that result from the malfunction of the cell during the cell cycle	Week 5	STEM_BIO11/12-Id-f-10
	7. Transport Mechanisms a. Simple Diffusion	2. construct a cell membrane model from indigenous	Describe the structural components of the cell membrane	Week 5	STEM_BIO11/12-Ig-h-11
			Relate the structure and composition of the cell membrane to its function	Week 5	STEM_BIO11/12-Ig-h-12

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
	b. Facilitated Transport c. Active Transport d. Bulk/Vesicular Transport	or recyclable materials			
			Explain transport mechanisms in cells (diffusion osmosis, facilitated transport, active transport)	Week 6	STEM_BIO11/12-Ig-h-13
			Differentiate exocytosis and endocytosis	Week 6	STEM_BIO11/12-Ig-h-14
	Structures and Functions of Biological Molecules - Enzymes		Describe the components of an enzyme	Week 7	STEM_BIO11/12-Ii-j-17
			Explain oxidation/reduction reactions	Week 7	STEM_BIO11/12-Ii-j-18
			Determine how factors such as pH, temperature, and substrate affect enzyme activity	Week 7	STEM_BIO11/12-Ii-j-19
2nd Quarter	1. ATP- ADP Cycle 2. Photosynthesis 3. Respiration prepare	Prepare simple fermentation setup using common fruits to produce wine or vinegar via microorganisms	Explain coupled reaction processes and describe the role of ATP in energy coupling and transfer	Week 1	STEM_BIO11/12-IIa-j-1
			Explain the importance of chlorophyll and other pigments	Week 1	STEM_BIO11/12-IIa-j-3
			Describe the patterns of electron flow through light reaction events	Week 2	STEM_BIO11/12-IIa-j-4
			Describe the significant events of the Calvin cycle	Week 2	STEM_BIO11/12-IIa-j-5
			Differentiate aerobic from anaerobic respiration	Week 3	STEM_BIO11/12-IIa-j-6
			Explain the major features and sequence the chemical events of cellular respiration	Week 3	STEM_BIO11/12-IIa-j-7

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Distinguish major features of glycolysis, Krebs cycle, electron transport system, and chemiosmosis	Week 4	STEM_BIO11/12-IIa-j-8
			Describe reactions that produce and consume ATP	Week 4	STEM_BIO11/12-IIa-j-9
			Describe the role of oxygen in respiration and describe pathways of electron flow in the absence of oxygen	Week 4	STEM_BIO11/12-IIa-j-10
			Explain the advantages and disadvantages of fermentation and aerobic respiration	Week 5	STEM_BIO11/12-IIa-j-12

Grade Level: Grade 11/12
Subject: Biology II

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
3rd	Recombinant DNA	Make a research paper/case study/poster on genetic diseases	Outline the processes involved in genetic engineering	Week 1	STEM_BIO11/12-IIIa-b-6
			Discuss the applications of recombinant DNA	Week 1	STEM_BIO11/12-IIIa-b-7
	Relevance, Mechanisms, Evidence/Bases,	Make a diagram (e.g., pictogram, poster) showing	Describe general features of the history of life on Earth, including generally accepted dates and sequence of the geologic time scale and	Week 2	STEM_BIO11/12-IIIc-g-8

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
	and Theories of Evolution	the evolution of a domesticated crop	characteristics of major groups of organisms present during these time periods		
			Explain the mechanisms that produce change in populations from generation to generation (e.g., artificial selection, natural selection, genetic drift, mutation, recombination)	Week 2	STEM_BIO11/12-IIIc-g-9
			Show patterns of descent with modification from common ancestors to produce the organismal diversity observed today	Week 3	STEM_BIO11/12-IIIc-g-10
			Trace the development of evolutionary thought	Week 3	STEM_BIO11/12-IIIc-g-11
			Explain evidences of evolution (e.g., biogeography, fossil record, DNA/protein sequences, homology, and embryology)	Week 4	STEM_BIO11/12-IIIc-g-12
			Infer evolutionary relationships among organisms using the evidence of evolution	Week 4	STEM_BIO11/12-IIIc-g-13
	Basic Taxonomic Concepts and Principles, Description, Nomenclature, Identification, and Classification	Differentiate the 3-Domain Scheme from the 5-Kingdom Scheme of classification of living things	Explain how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things	Week 5	STEM_BIO11/12IIIhj-14
			Identify the unique/ distinctive characteristics of a specific taxon relative to other taxa	Week 5-6	STEM_BIO11/12IIIhj-15
			Describe species diversity and cladistics, including the types of evidence and procedures that can be used to establish evolutionary relationships	Week 6	STEM_BIO11/12IIIhj-16
4th	Plant and Animal Organ Systems and their Functions	Develop a presentation (e.g. role-playing, dramatization	Compare and contrast the following processes in plants and animals: reproduction, development, nutrition, gas exchange, transport/ circulation, regulation of body fluids, chemical and nervous	Week 1-4	STEM_BIO11/12-IVa-h-1

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG Code
		and other forms of multimedia) to show how an organism maintains homeostasis through the interaction of the various organ systems in the body	control, immune systems, and sensory and motor mechanisms		
	Feedback Mechanisms		Explain how some organisms maintain steady internal conditions (e.g., temperature regulation, osmotic balance and glucose levels) that possess various structures and processes	Week 5-6	STEM_BIO11/12-IVi-j-2

GRADE LEVEL: GRADE 11
SUBJECT: GENERAL CHEMISTRY I

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	K to 12 CG code
1st	the properties of matter and its various forms	Design using multimedia, demonstrations, or models, a representation or simulation of any of the following: A. Atomic structure B. Gas behavior C. Mass relationships	Use properties of matter to identify substances and to separate them	Week 1	STEM_GC11MPIa-b-5
			Recognize the formulas of common chemical substances	Week 1	STEM_GC11MPIa-b-9
			Compare consumer products on the basis of their components for use, safety, quality and cost	Week 1	STEM_GC11MPIa-b-11

		D. Reactions			
			Describe various simple separation techniques such as distillation, chromatography	Week 1	STEM_GC11MPIa-b-12
	1.atomic structure 2. formulas and names of compounds		Recognize common isotopes and their uses.	Week 2	STEM_GC11AMIc-e-19
			Represent compounds using chemical formulas, structural formulas and models	Week 2	STEM_GC11AMIc-e-21
			Name compounds given their formula and write formula given the name of the compound	Week 2	STEM_GC11AMIc-e-23
	the relationship of percent composition and chemical formula		Calculate the empirical formula from the percent composition of a compound	Week 2	STEM_GC11PCIf-32
			Calculate molecular formula given molar mass	Week 3	STEM_GC11PCIf-33
	the use of chemical formulas to represent chemical reactions		Write and balanced chemical equations	Week 3	STEM_GC11CRIf-g-37
	the quantitative relationship of reactants and products in a chemical reaction		Construct mole or mass ratios for a reaction in order to calculate the amount of reactant needed or amount of product formed in terms of moles or mass	Week 3	STEM_GC11MRIg-h-38
			Calculate percent yield and theoretical yield of the reaction	Week 3	STEM_GC11MRIg-h-39
			Explain the concept of limiting reagent in a chemical reaction; identify the excess reagent(s)	Week 4	STEM_GC11MRIg-h-40
			(LAB) Determine mass relationship in a chemical reaction	Week 5	STEM_GC11MRIg-h-42

	the mathematical relationship between pressure, volume, and temperature of a gas		Define pressure and give the common units of pressure	Week 5	STEM_GC11G-Ihi-43
			Use the gas laws to determine pressure, volume, or temperature of a gas under certain conditions of change	Week 5	STEM_GC11G-Ihi-45
			Use the ideal gas equation to calculate pressure, volume, Temperature, or number of moles of a gas	Week 5	STEM_GC11G-Ihi-46
	the partial pressures of gases in a mixture		Use Dalton's law of partial pressures to relate mole fraction and partial pressure of gases in a mixture	Week 5	STEM_GC11DLIi-47
	quantitative relationships of reactants and products in a gaseous reaction		Apply the principles of stoichiometry to determine the amounts (volume, number of moles, or mass) of gaseous reactants and products	Week 6	STEM_GC11GSIi-j-48
	the behavior and properties of gases at the molecular level		Relate the rate of gas effusion with molar mass	Week 6	STEM_GC11KMTIj-50
2nd	the quantum mechanical description of the atom and its electronic structure	Illustrate the reactions at the molecular level in any of the following: 1. enzyme action 2. protein denaturation 3. separation of components in coconut milk	Use quantum numbers to describe an electron in an atom	Week 6	STEM_GC11ESIIa-b-54
			Determine the magnetic property of the atom based on its electronic configuration	Week 6	STEM_GC11ESIIa-b-57
			Draw an orbital diagram to represent the electronic configuration of atoms	Week 6	STEM_GC11ESIIa-b-58
	1.ionic bond formation in terms of atomic properties		Draw the Lewis structure of ions	Week 7	STEM_GC11CBIId-g-70
	1. covalent bond formation in terms of atomic properties		Apply the octet rule in the formation of molecular covalent compounds	Week 7	STEM_GC11CBIId-g-76

	2. the properties of molecular covalent compounds in relation to their structure		Write the formula of molecular compounds formed by the nonmetallic elements of the representative block	Week 7	STEM_GC11CBIId-g-77
			Draw Lewis structure of molecular covalent compounds	Week 7	STEM_GC11CBIId-g-78
			Describe the geometry of simple compounds	Week 7	STEM_GC11CBIId-g-81
			Determine the polarity of simple molecules	Week 8	STEM_GC11CBIId-g-82
	the properties of organic compounds and polymers in terms of their structure		Describe the different functional groups	Week 8	STEM_GC11OCIIg-j-87
			Describe structural isomerism; give examples	Week 8	STEM_GC11OCIIg-j-89
			Describe some simple reactions of organic compounds: combustion of organic fuels, addition, condensation, and saponification of fats	Week 8	STEM_GC11OCIIg-j-90
			Describe the formation and structure of polymers	Week 8	STEM_GC11OCIIg-j-91
			Explain the properties of some polymers in terms of their structure	Week 8	STEM_GC11OCIIg-j-93
			Describe the structure of proteins, nucleic acids, lipids, and carbohydrates, and relate them to their function	Week 8	STEM_GC11OCIIg-j-95
			Describe the preparation of selected organic compounds	Week 8	STEM_GC11OCIIg-j-97

GRADE LEVEL: GRADE 11
SUBJECT: GENERAL CHEMISTRY 2

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**K to 12 CG Code**
1st	1. the properties of liquids and solids to the nature of forces between particles 2. phase changes in terms of the accompanying changes in energy and forces between particles	Design a simple investigation to determine the effect on boiling point or freezing point when a solid is dissolved in water	Use the kinetic molecular model to explain properties of liquids and solids	Week 1	STEM_GC11IMFIIIa-c-99
			Describe and differentiate the types of intermolecular forces	Week 1	STEM_GC11IMFIIIa-c-100
			Describe the following properties of liquids, and explain the effect of intermolecular forces on these properties: surface tension, viscosity, vapor pressure, boiling point, and molar heat of vaporization	Week 1	STEM_GC11IMFIIIa-c-102
			Explain the properties of water with its molecular structure and intermolecular forces	Week 1	STEM_GC11IMFIIIa-c-103
			Describe the difference in structure of crystalline and amorphous solids	Week 1	STEM_GC11IMFIIIa-c-104
			Interpret the phase diagram of water and carbon dioxide	Week 2	STEM_GC11IMFIIIa-c-107
			Determine and explain the heating and cooling curve of a substance	Week 2	STEM_GC11IMFIIIa-c-109
	properties of solutions, solubility, and the stoichiometry of reactions in solutions		Use different ways of expressing concentration of solutions: percent by mass, mole fraction, molarity, molality, percent by volume, percent by mass, ppm	Week 2	STEM_GC11PPIIId-f-111
			Perform stoichiometric calculations for reactions in solution	Week 2	STEM_GC11PPIIId-f-112
			Describe the effect of concentration on the colligative properties of solutions	Week 2	STEM_GC11PPIIId-f-115

			Differentiate the colligative properties of nonelectrolyte solutions and of electrolyte solutions	Week 3	STEM_GC11PPIIId-f-116
			Calculate boiling point elevation and freezing point depression from the concentration of a solute in a solution	Week 3	STEM_GC11PPIIId-f-117
			Calculate molar mass from colligative property data	Week 3	STEM_GC11PPIIId-f-118
			Describe laboratory procedures in determining concentration of solutions	Week 3	STEM_GC11PPIIId-f-119
	energy changes in chemical reactions		Explain the first law of thermodynamics	Week 3	STEM_GC11TCIIIg-i-124
			Explain enthalpy of a reaction	Week 3	STEM_GC11TCIIIg-i-125
			Calculate the change in enthalpy of a given reaction using Hess Law		STEM_GC11TCIIIg-i-127
	1. the rate of a reaction and the various factors that influence it 2. the collision theory		Describe how various factors influence the rate of a reaction	Week 4	STEM_GC11CKIIIi-j-130
			Differentiate zero, first-, and second-order reactions	Week 4	STEM_GC11CKIIIi-j-132
			Explain reactions qualitatively in terms of molecular collisions	Week 4	STEM_GC11CKIIIi-j-136
			Explain activation energy and how a catalyst affects the reaction rate	Week 4	STEM_GC11CKIIIi-j-137
			Cite and differentiate the types of catalysts	Week 4	STEM_GC11CKIIIi-j-138
2nd	spontaneous change, entropy, and free energy	Prepare a poster on a specific application of one of the following: A. Acid-base equilibrium B. Electrochemistry Include in the poster the concepts, principles, and chemical reactions involved, and diagrams	Predict the spontaneity of a process based on entropy	Week 5	STEM_GC11CTIVa-b-140
			Explain the second law of thermodynamics and its significance	Week 5	STEM_GC11CTIVa-b-142
			Use Gibbs' free energy to determine the direction of a reaction	Week 5	STEM_GC11CTIVa-b-143
	Chemical equilibrium and Le Chatelier's Principle		Explain chemical equilibrium in terms of the reaction rates of the forward and the reverse reaction	Week 5	STEM_GC11CEIVb-e-145

		of processes and other relevant materials	Calculate equilibrium constant and the pressure or concentration of reactants or products in an equilibrium mixture	Week 5	STEM_GC11CEIVb-e-148
			State the Le Chatelier's principle and apply it qualitatively to describe the effect of changes in pressure, concentration and temperature on a system at equilibrium	Week 5	STEM_GC11CEIVb-e-149
	1. acid-base equilibrium and its applications to the pH of solutions and the use of buffer solutions 2. solubility equilibrium and its applications		Define Bronsted acids and bases	Week 6	STEM_GC11ABIVf-g-153
			Discuss the acid-base property of water	Week 6	STEM_GC11ABIVf-g-154
			Calculate ph from the concentration of hydrogen ion or hydroxide ions in aqueous solutions	Week 6	STEM_GC11ABIVf-g-156
			Describe how a buffer solution maintains its ph	Week 6	STEM_GC11ABIVf-g-160
			Calculate the ph of a buffer solution using the Henderson Hasselbalch equation	Week 6	STEM_GC11ABIVf-g-161
	Redox reactions as applied to galvanic and electrolytic cells		Define oxidation and reduction reactions	Week 7	STEM_GC11ABIVf-g-169
			Balance redox reactions using the change in oxidation number method	Week 7	STEM_GC11ABIVf-g-170
			Identify the reaction occurring in the different parts of the cell	Week 8	STEM_GC11ABIVf-g-172
			Define reduction potential, oxidation potential, and cell potential		STEM_GC11ABIVf-g-176
			Calculate the standard cell potential	Week 8	STEM_GC11ABIVf-g-178
			Relate the value of the cell potential to the feasibility of using the cell to generate an electric current	Week 8	STEM_GC11ABIVf-g-179
			Describe the electrochemistry involved in some common batteries: a. Leclanche dry cell b. Button batteries c. Fuel cells	Week 8	STEM_GC11ABIVf-g-180

			d. Lead storage battery		
			Apply electrochemical principles to explain corrosion	Week 8	STEM_GC11ABIVf-g-181
			Explain the electrode reactions during electrolysis	Week 8	STEM_GC11ABIVf-g-182
			Describe the reactions in some commercial electrolytic processes	Week 8	STEM_GC11ABIVf-g-183

GRADE LEVEL : GRADE 12
SUBJECT: GENERAL PHYSICS 1

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**Code**
1st	1. The effect of instruments on measurements 2. Uncertainties and deviations in measurement 3. Sources and types of error	Solve, using experimental and theoretical approaches, multi-concept, rich-content problems involving measurement, vectors, motion in 1D and 2D, Newton's Laws, Work, Energy, Center of Mass, momentum, impulse and collisions	Solve measurement problems involving conversion of units, expression of measurements in scientific notation	Week 1	STEM_GP12EU-Ia-1
			Differentiate accuracy from precision	Week 1	STEM_GP12EU-Ia-2
			Differentiate random errors from systematic errors	Week 1	STEM_GP12EU-Ia-3
			Estimate errors from multiple measurements of a physical quantity using variance	Week 1	STEM_GP12EU-Ia-5
	Vectors and vector addition		Differentiate vector and scalar quantities	Week 1	STEM_GP12V-Ia-8
			Perform addition of vectors	Week 1	STEM_GP12V-Ia-9
			Rewrite a vector in component form	Week 1	STEM_GP12V-Ia-10
	1. Position, time, distance, displacement, speed, average velocity, instantaneous velocity 2. Average acceleration, and instantaneous acceleration		Convert a verbal description of a physical situation involving uniform acceleration in one dimension into a mathematical description	Week 2	STEM_GP12Kin-Ib-12
			Interpret displacement and velocity, respectively, as areas under velocity vs. time and acceleration vs. time curves	Week 2	STEM_GP12KIN-Ib-14

	3. Uniformly accelerated linear motion 3. Free-fall motion 4. 1D Uniform Acceleration Problems		Interpret velocity and acceleration, respectively, as slopes of position vs. time and velocity vs. time curves	Week 2	STEM_GP12KIN-Ib-15
			Construct velocity vs. time and acceleration vs. time graphs, respectively, corresponding to a given position vs. time-graph and velocity vs. time graph and vice versa	Week 2	STEM_GP12KIN-Ib-16
			Solve for unknown quantities in equations involving one-dimensional uniformly accelerated motion , including free fall motion	Week 2	STEM_GP12KIN-Ib-17
			Solve problems involving one-dimensional motion with constant acceleration in contexts such as, but not limited to, the “tail-gating phenomenon”, pursuit, rocket launch, and free-fall problems	Week 2	STEM_GP12KIN-Ib-19
	Relative motion 1. Position, distance, displacement, speed, average velocity, instantaneous velocity, average acceleration, and instantaneous acceleration in 2- and 3- dimensions 2. Projectile Motion 3. Circular Motion		Describe motion using the concept of relative velocities in 1D and 2D	Week 3	STEM_GP12KIN-Ic-20
			Deduce the consequences of the independence of vertical and horizontal components of projectile motion	Week 3	STEM_GP12KIN-Ic-22
			Calculate range, time of flight, and maximum heights of projectiles	Week 3	STEM_GP12KIN-Ic-23
			Infer quantities associated with circular motion such as tangential velocity, centripetal acceleration, tangential acceleration, radius of curvature	Week 3	STEM_GP12KIN-Ic-25
			Solve problems involving two dimensional motion in contexts such as, but not limited to ledge jumping, movie stunts, basketball, safe locations during firework displays, and Ferris wheels	Week 3	STEM_GP12KIN-Ic-26
	1. Newton’s Law’s of Motion		Define inertial frames of reference	Week 4	STEM_GP12N-Id-28

	2. Inertial Reference Frames 3. Action at a distance forces 4. Types of contact forces: tension, normal force, kinetic and static friction, fluid resistance 5. Action-Reaction Pairs 6. Free-Body Diagrams 7. Applications of Newton's Laws to single-body and multibody dynamics 8. Problem solving using Newton's Laws		Identify action-reaction pairs	Week 4	STEM_GP12N-Id-31
			Draw free-body diagrams	Week 4	STEM_GP12N-Id-32
			Apply Newton's 1st law to obtain quantitative and qualitative conclusions about the contact and noncontact forces acting on a body in equilibrium	Week 4	STEM_GP12N-Ie-33
			Differentiate the properties of static friction and kinetic friction	Week 4	STEM_GP12N-Ie-34
			Apply Newton's 2nd law and kinematics to obtain quantitative and qualitative conclusions about the velocity and acceleration of one or more bodies, and the contact and noncontact forces acting on one or more bodies	Week 5	STEM_GP12N-Ie-36
			Solve problems using Newton's Laws of motion in contexts such as, but not limited to, ropes and pulleys, the design of mobile sculptures, transport of loads on conveyor belts, force needed to move stalled vehicles, determination of safe driving speeds on banked curved roads	Week 5	STEM_GP12N-Ie-38
	1. Dot or Scalar Product 2. Work done by a force 3. Work-energy relation 4. Kinetic energy 5. Power 6. Conservative and nonconservative forces 7. Gravitational potential energy 8. Elastic potential energy 9. Equilibria and potential energy diagrams 10. Energy Conservation, Work, and Power Problems		Calculate the dot or scalar product of vectors	Week 5	STEM_GP12WE-If-40
			Determine the work done by a force acting on a system	Week 5	STEM_GP12WE-If-41
			Define work as a scalar or dot product of force and displacement	Week 6	STEM_GP12WE-If-42
			Interpret the work done by a force in one-dimension as an area under a Force vs. Position curve	Week 6	STEM_GP12WE-If-43
			Relate the gravitational potential energy of a system or object to the configuration of the system	Week 6	STEM_GP12WE-Ig-48
			Relate the elastic potential energy of a system or object to the configuration of the system	Week 6	STEM_GP12WE-Ig-49

			Explain the properties and the effects of conservative forces	Week 6	STEM_GP12WE-Ig-50
			Use potential energy diagrams to infer force; stable, unstable, and neutral equilibria; and turning points	Week 7	STEM_GP12WE-Ig-53
			Solve problems involving work, energy, and power in contexts such as, but not limited to, bungee jumping, design of roller-coasters, number of people required to build structures such as the Great Pyramids and the rice terraces; power and energy requirements of human activities such as sleeping vs. sitting vs. standing, running vs. walking.	Week 7	STEM_GP12WE-Ih-i- 55
	1. Center of mass 2. Momentum 3. Impulse 4. Impulse-momentum relation 5. Law of conservation of momentum 6. Collisions 7. Center of Mass, Impulse, Momentum, and Collision Problems		Differentiate center of mass and geometric center	Week 7	STEM_GP12WE-Ih-i- 56
			Relate the motion of center of mass of a system to the momentum and net external force acting on the system	Week 7	STEM_GP12MMIC-Ih- 57
			Relate the momentum, impulse, force, and time of contact in a system	Week 8	STEM_GP12MMIC-Ih- 58
			Compare and contrast elastic and inelastic collisions	Week 8	STEM_GP12MMIC-Ii- 60
			Apply the concept of restitution coefficient in collisions	Week 8	STEM_GP12MMIC-Ii- 61
			Solve problems involving center of mass, impulse, and momentum in contexts such as, but not limited to, rocket motion, vehicle collisions, and ping-pong.	Week 8	STEM_GP12MMIC-Ii- 63
2nd	1. Moment of inertia 2. Angular position, angular velocity, angular acceleration 3. Torque 4. Static equilibrium 5. Rotational kinematics		Calculate the moment of inertia about a given axis of single-object and multiple-object systems	Week 1	STEM_GP12RED-IIa-1
			Calculate magnitude and direction of torque using the definition of torque as a cross product	Week 1	STEM_GP12RED-IIa-3
			Describe rotational quantities using vectors	Week 1	STEM_GP12RED-IIa-4

	6. Work done by a torque		Determine whether a system is in static equilibrium or not	Week 1	STEM_GP12RED-IIa-5
			Apply the rotational kinematic relations for systems with constant angular accelerations	Week 1	STEM_GP12RED-IIa-6
			Determine angular momentum of different systems	Week 1	STEM_GP12RED-IIa-9
			Apply the torque-angular momentum relation	Week 1	STEM_GP12RED-IIa- 10
			Solve static equilibrium problems in contexts but not limited to see-saws, cable-hinge-strut-system, leaning ladders, and weighing a heavy suitcase using a small bathroom scale	Week 1	STEM_GP12RED-IIa-8
	1. Newton's Law of Universal Gravitation 2. Gravitational field 3. Gravitational potential energy 4. Orbits 5. Kepler's laws of planetary motion		Use Newton's law of gravitation to infer gravitational force, weight, and acceleration due to gravity	Week 2	STEM_GP12G-IIb-16
			Discuss the physical significance of gravitational field	Week 2	STEM_GP12Red-IIb- 18
			Apply the concept of gravitational potential energy in physics problems	Week 2	STEM_GP12Red-IIb- 19
			Calculate quantities related to planetary or satellite motion	Week 2	STEM_GP12Red-IIb- 20
			For circular orbits, relate Kepler's third law of planetary motion to Newton's law of gravitation and centripetal acceleration	Week 3	STEM_GP12G-IIc-22
	1. Periodic Motion 2. Simple harmonic motion: spring-mass system, simple pendulum 3. Damped and Driven oscillation 4. Periodic Motion experiment 5. Mechanical waves		Relate the amplitude, frequency, angular frequency, period, displacement, velocity, and acceleration of oscillating systems	Week 3	STEM_GP12PM-IIc-24
			Recognize the necessary conditions for an object to undergo simple harmonic motion	Week 3	STEM_GP12PM-IIc-25
			Calculate the period and the frequency of spring mass, simple pendulum, and physical pendulum	Week 3	STEM_GP12PM-IIc-27
			Differentiate underdamped, overdamped, and critically damped motion	Week 4	STEM_GP12PM-IId-28

			Define mechanical wave, longitudinal wave, transverse wave, periodic wave, and sinusoidal wave	Week 4	STEM_GP12PM-IId-31
			From a given sinusoidal wave function infer the speed, wavelength, frequency, period, direction, and wave number	Week 4	STEM_GP12PM-IId-32
	1. Sound 2. Wave Intensity 3. Interference and beats 4. Standing waves 5. Doppler effect		Apply the inverse-square relation between the intensity of waves and the distance from the source	Week 4	STEM_GP12MWS-IIe- 34
			Describe qualitatively and quantitatively the superposition of waves	Week 5	STEM_GP12MWS-IIe- 35
			Apply the condition for standing waves on a string	Week 5	STEM_GP12MWS-IIe- 36
			Relate the frequency (source dependent) and wavelength of sound with the motion of the source and the listener	Week 5	TEM_GP12MWS-IIe- 37
	1. Specific gravity 2. Pressure 3. Pressure vs. Depth Relation 4. Pascal's principle 5. Buoyancy and Archimedes' Principle 6. Bernoulli's principle		Relate density, specific gravity, mass, and volume to each other	Week 5	STEM_GP12FM-IIf-40
			Relate pressure to area and force	Week 6	STEM_GP12FM-IIf-41
			Relate pressure to fluid density and depth	Week 6	STEM_GP12FM-IIf-42
			Apply Pascal's principle in analyzing fluids in various systems	Week 6	STEM_GP12FM-IIf-43
			Apply the concept of buoyancy and Archimedes' principle	Week 6	STEM_GP12FM-IIf-44
			Apply Bernoulli's principle and continuity equation, whenever appropriate, to infer relations involving pressure, elevation, speed, and flux	Week 7	STEM_GP12FM-IIf-46
	1. Zeroth law of thermodynamics and Temperature measurement		Explain the connection between the Zeroth Law of Thermodynamics, temperature, thermal equilibrium, and temperature scales	Week 7	STEM_GP12TH-IIg-49

	2. Thermal expansion 3. Heat and heat capacity		Convert temperatures and temperature differences in the following scales: Fahrenheit, Celsius, Kelvin	Week 7	STEM_GP12TH-IIg-50
			Define coefficient of thermal expansion and coefficient of volume expansion	Week 7	STEM_GP12TH-IIg-51
			Calculate volume or length changes of solids due to changes in temperature	Week 7	STEM_GP12TH-IIg-52
			Solve problems involving temperature, thermal expansion, heat capacity, heat transfer, and thermal equilibrium in contexts such as, but not limited to, the design of bridges and train rails using steel, relative severity of steam burns and water burns, thermal insulation, sizes of stars, and surface temperatures of planets	Week 7	STEM_GP12TH-IIg-53
	1. Ideal gas law 2. Internal energy of an ideal gas 3. Heat capacity of an ideal gas 4. Thermodynamic systems 5. Work done during volume changes 6. 1st law of thermodynamics 7. Thermodynamic processes: adiabatic, isothermal, isobaric, isochoric 8. Heat engines 9. Engine cycles 10. Entropy 11. 2nd law of Thermodynamics		Enumerate the properties of an ideal gas	Week 8	STEM_GP12GLT-IIh- 57
			Solve problems involving ideal gas equations in contexts such as, but not limited to, the design of metal containers for compressed gases	Week 8	STEM_GP12GLT-IIh- 58
			Interpret PV diagrams of a thermodynamic process	Week 8	STEM_GP12GLT-IIh- 60
			Compute the work done by a gas using dW=PdV	Week 8	STEM_GP12GLT-IIh- 61
			State the relationship between changes internal energy, work done, and thermal energy supplied through the First Law of Thermodynamics	Week 8	STEM_GP12GLT-IIh- 62
			Differentiate the following thermodynamic processes and show them on a PV diagram: isochoric, isobaric, isothermal, adiabatic, and cyclic	Week 8	STEM_GP12GLT-IIh- 63
			Calculate the efficiency of a heat engine	Week 8	STEM_GP12GLT-IIi-67
			Describe reversible and irreversible processes	Week 8	STEM_GP12GLT-IIi-68

	12. Reversible and irreversible processes		Explain how entropy is a measure of disorder	Week 8	STEM_GP12GLT-IIi-69
			State the 2nd Law of Thermodynamics	Week 8	STEM_GP12GLT-IIi-70
			Calculate entropy changes for various processes e.g., isothermal process, free expansion, constant pressure process, etc.	Week 8	STEM_GP12GLT-IIi-71

GRADE LEVEL : GRADE 12
SUBJECT: GENERAL PHYSICS 2

Quarter	**Content Standard** *The learners demonstrate understanding of...*	**Performance Standard** *The learners should be able to...*	**Most Essential Learning Competencies**	**Duration**	**Code**
3rd	1. Electric charge 2. Insulators and conductors 3. Coulomb's Law 4. Electric forces and fields 5. Electric field calculations 6. Charges on conductors 7. Electric flux and Gauss's Law 8. Electric charge, dipoles, force, field, and flux problems	Use theoretical and experimental approaches to solve multi-concept and rich-context problems involving electricity and magnetism	Describe using a diagram charging by rubbing and charging by induction	Week 1	STEM_GP12EM-IIIa-1
			Explain the role of electron transfer in electrostatic charging by rubbing	Week 1	STEM_GP12EM-IIIa-2
			Describe experiments to show electrostatic charging by induction	Week 1	STEM_GP12EM-IIIa-3
			Calculate the net electric force on a point charge exerted by a system of point charges	Week 1	STEM_GP12EM-IIIa-6
			Describe an electric field as a region in which an electric charge experiences a force	Week 1	STEM_GP12EM-IIIa-7
			Calculate the electric field due to a system of point charges using Coulomb's law and the superposition principle	Week 1	STEM_GP12EM-IIIa-10
			Calculate electric flux	Week 1	STEM_GP12EM-IIIb-12
			Use Gauss's law to infer electric field due to uniformly distributed charges on long wires, spheres, and large plates	Week 2	STEM_GP12EM-IIIb-13
			Solve problems involving electric charges, dipoles, forces, fields, and flux in contexts such as, but not	Week 2	STEM_GP12EM-IIIb-14

			limited to, systems of point charges, electrical breakdown of air, charged pendulums, electrostatic ink-jet printers		
	1. Electric potential energy 2. Electric potential 3. Equipotential surfaces 4. Electric field as a potential gradient 5. Electric potential		Relate the electric potential with work, potential energy, and electric field	Week 2	STEM_GP12EM-IIIb-15
			Determine the electric potential function at any point due to highly symmetric continuous- charge distributions	Week 2	STEM_GP12EM-IIIc-17
			infer the direction and strength of electric field vector, nature of the electric field sources, and electrostatic potential surfaces given the equipotential lines	Week 3	STEM_GP12EM-IIIc-18
			Calculate the electric field in the region given a mathematical function describing its potential in a region of space	Week 3	STEM_GP12EM-IIIc-20
			Solve problems involving electric potential energy and electric potentials in contexts such as, but not limited to, electron guns in CRT TV picture tubes and Van de Graaff generators	Week 3	STEM_GP12EM-IIIc-22
	1. Capacitance and capacitors a. Capacitors in series and parallel b. Energy stored and electric-field energy in capacitors 2. Dielectrics		Deduce the effects of simple capacitors (e.g., parallel-plate, spherical, cylindrical) on the capacitance, charge, and potential difference when the size, potential difference, or charge is changed	Week 3	STEM_GP12EM-IIId-23
			Calculate the equivalent capacitance of a network of capacitors connected in series/parallel	Week 3	STEM_GP12EM-IIId-24
			Determine the total charge, the charge on, and the potential difference across each capacitor in the network given the capacitors connected in series/parallel	Week 4	STEM_GP12EM-IIId-25
			Determine the potential energy stored inside the capacitor given the geometry and the potential difference across the capacitor	Week 4	STEM_GP12EM-IIId-26

			Describe the effects of inserting dielectric materials on the capacitance, charge, and electric field of a capacitor	Week 4	STEM_GP12EM-IIId-29
			Solve problems involving capacitors and dielectrics in contexts such as, but not limited to, charged plates, batteries, and camera flashlamps.	Week 5	STEM_GP12EM-IIId-30
	1. Current, resistivity, and resistance 2. Ohm's law 3. Energy and power in electric circuits 4. Electrical safety		Distinguish between conventional current and electron flow	Week 5	STEM_GP12EM-IIId-32
			Apply the relationship charge = current x time to new situations or to solve related problems	Week 5	STEM_GP12EM-IIIe-33
			Describe the effect of temperature increase on the resistance of a metallic conductor	Week 5	STEM_GP12EM-IIIe-35
			Describe the ability of a material to conduct current in terms of resistivity and conductivity	Week 5	STEM_GP12EM-IIIe-36
			Apply the relationship of the proportionality between resistance and the length and cross-sectional area of a wire to solve problems	Week 5	STEM_GP12EM-IIIe-37
			Differentiate ohmic and non-ohmic materials in terms of their I-V curves	Week 5	STEM_GP12EM-IIIe-38
			Differentiate emf of a source and potential difference (PD) across a circuit	Week 5	STEM_GP12EM-IIIe-40
			Given an emf source connected to a resistor, determine the power supplied or dissipated by each element in a circuit	Week 5	STEM_GP12EM-IIIe-42
			Solve problems involving current, resistivity, resistance, and Ohm's law in contexts such as, but not limited to, batteries and bulbs, household wiring, and selection of fuses.	Week 5	STEM_GP12EM-IIIe-44
	Devices for measuring currents and voltages		Operate devices for measuring currents and voltages	Week 5	STEM_GP12EM-IIIe-45
			Draw circuit diagrams with power sources (cell or battery), switches, lamps, resistors (fixed and variable) fuses, ammeters and voltmeters	Week 5	STEM_GP12EM-IIIf-47

	1. Resistors in series and parallel 2. Kirchhoff's rules 3. R-C circuits		Evaluate the equivalent resistance, current, and voltage in a given network of resistors connected in series and/or parallel	Week 6	STEM_GP12EM-IIIg-48
			Calculate the current and voltage through and across circuit elements using Kirchhoff's loop and junction rules (at most 2 loops only)	Week 6	STEM_GP12EM-IIIg-49
			Solve problems involving the calculation of currents and potential difference in circuits consisting of batteries, resistors and capacitors.	Week 6	STEM_GP12EM-IIIg-51
	1. Magnetic fields 2. Lorentz Force 3. Motion of charge particles in electric and magnetic fields 4. Magnetic forces on current-carrying wires		Differentiate electric interactions from magnetic interactions	Week 6	STEM_GP12EM-IIIh-54
			Evaluate the total magnetic flux through an open surface	Week 6	STEM_GP12EM-IIIh-55
			Describe the motion of a charged particle in a magnetic field in terms of its speed, acceleration, cyclotron radius, cyclotron frequency, and kinetic energy	Week 6	STEM_GP12EM-IIIh-58
			Evaluate the magnetic force on an arbitrary wire segment placed in a uniform magnetic field	Week 6	STEM_GP12EM-IIIh-59
	1. Biot-Savart Law 2. Ampere's Law		Evaluate the magnetic field vector at a given point in space due to a moving point charge, an infinitesimal current element, or a straight current-carrying conductor	Week 7	STEM_GP12EM-IIIh-60
			Calculate the magnetic field due to one or more straight wire conductors using the superposition principle	Week 7	STEM_GP12EM-IIIi-62
			Calculate the force per unit length on a current carrying wire due to the magnetic field produced by other current-carrying wires	Week 7	STEM_GP12EM-IIIi-63
			Evaluate the magnetic field vector at any point along the axis of a circular current loop	Week 7	STEM_GP12EM-IIIi-64
			Solve problems involving magnetic fields, forces due to magnetic fields and the motion of charges and current-carrying wires in contexts such as, but not limited to, determining the strength of	Week 7	STEM_GP12EM-IIIi-66

			Earth's magnetic field, mass spectrometers, and solenoids.		
4th	1. Magnetic induction 2. Faraday's Law 3. Alternating current, LC circuits, and other applications of magnetic induction	1. Use theoretical and, when feasible, experimental approaches to solve multiconcept, rich-context problems using concepts from electromagnetic waves, optics, relativity, and atomic and nuclear theory 2. Apply ideas from atomic and nuclear physics in contexts such as, but not limited to, radiation shielding and inferring the composition of stars	Identify the factors that affect the magnitude of the induced emf and the magnitude and direction of the induced current (Faraday's Law)	Week 7	STEM_GP12EM-IVa-1
			Compare and contrast electrostatic electric field and non-electrostatic/induced electric field	Week 7	STEM_GP12EM-IVa-3
			Calculate the induced emf in a closed loop due to a time-varying magnetic flux using Faraday's Law	Week 7	STEM_GP12EM-IVa-4
			Describe the direction of the induced electric field, magnetic field, and current on a conducting/nonconducting loop using Lenz's Law	Week 8	STEM_GP12EM-IVa-5
			Compare and contrast alternating current (AC) and direct current (DC)	Week 8	STEM_GP12EM-IVb-6
			Characterize the properties (stored energy and time-dependence of charges, currents, and voltages) of an LC circuit	Week 8	STEM_GP12EM-IVb-8
	1. Maxwell's synthesis of electricity, magnetism, and optics 2. EM waves and light 3. Law of Reflection 4. Law of Refraction (Snell's Law) 5. Polarization (Malus's Law) 7. Applications of reflection, refraction, dispersion, and polarization		Relate the properties of EM wave (wavelength, frequency, speed) and the properties of vacuum and optical medium (permittivity, permeability, and index of refraction)	Week 8	STEM_GP12OPT-IVb-12
			Explain the conditions for total internal reflection	Week 8	STEM_GP12OPT-IVb-14
			Explain the phenomenon of dispersion by relating to Snell's Law	Week 8	STEM_GP12OPT-IVb-16
			Calculate the intensity of the transmitted light after passing through a series of polarizers applying Malus's Law	Week 8	STEM_GP12OPT-IVc-18
			Solve problems involving reflection, refraction, dispersion, and polarization in contexts such as, but not limited to, (polarizing) sunglasses, atmospheric haloes, and rainbows	Week 8	STEM_GP12OPT-IVc-21

	1. Reflection and refraction at plane and spherical surfaces 2. Mirrors 3. Thin lens 4. Geometric optics		Explain image formation as an application of reflection, refraction, and paraxial approximation	Week 8	STEM_GP12OPT-IVd-22
			Relate properties of mirrors and lenses (radii of curvature, focal length, index of refraction [for lenses]) to image and object distance and sizes	Week 8	STEM_GP12OPT-IVd-23
			Determine graphically and mathematically the type (virtual/real), magnification, location, and orientation of image of a point and extended object produced by a plane or spherical mirror	Week 8	STEM_GP12OPT-IVd-24
			Determine graphically and mathematically the type (virtual/real), magnification, location/ apparent depth, and orientation of image of a point and extended object produced by a lens or series of lenses	Week 8	STEM_GP12OPT-IVd-27
			Apply the principles of geometric optics to discuss image formation by the eye, and correction of common vision defects	Week 8	STEM_GP12OPT-IVd-28
	1. Huygens' Principle 2. Two-source interference of light 3. Intensity in interference patterns 4. Interference in thin films 5. Diffraction from single-slits		Determine the conditions (superposition, path and phase difference, polarization, amplitude) for interference to occur emphasizing the properties of a laser as a monochromatic and coherent light source	Week 9	STEM_GP12OPT-IVf-32
			Relate the geometry of the two-slit experiment set up (slit separation, and screen-to-slit distance) and properties of light (wavelength) to the properties of the interference pattern (width, location, and intensity)	Week 9	STEM_GP12OPT-IVf-33
			Relate the geometry of the diffraction experiment setup (slit size, and screen- to-slit distance) and properties of light (wavelength) to the properties of the diffraction pattern (width, location, and intensity of the fringes)	Week 9	STEM_GP12OPT-IVf-35
	1. Postulates of Special Relativity		State the postulates of Special Relativity and their consequences	Week 9	STEM_GP12MP-IVg-39

	2. Relativity of times and lengths 3. Relativistic velocity addition 4. Relativistic dynamics 5. Relativistic Doppler effect		Apply the time dilation, length contraction and relativistic velocity addition to worded problems	Week 9	
			Calculate kinetic energy, rest energy, momentum, and speed of objects moving with speeds comparable to the speed of light	Week 9	STEM_GP12MP-IVg-42
	1. Photoelectric effect 2. Atomic spectra 3. Radioactive decay		Explain the photoelectric effect using the idea of light quanta or photons	Week 9	STEM_GP12MP-IVh-45
			Explain qualitatively the properties of atomic emission and absorption spectra using the concept of energy levels	Week 9	STEM_GP12MP-IVh-46
			Calculating radioisotope activity using the concept of half-life	Week 9	STEM_GP12MP-IVh-i-47

Grade Level: **Grade 11**
Subject: **Pre-Calculus**

Quarter	**Content Standards** The learners demonstrate an understanding of…	**Performance Standards** The learner shall be able to…	**Most Essential Learning competencies** The learners…	**Duration**	**K to 12 CG Code**
Quarter 1	key concepts of conic sections and systems of nonlinear equations	model situations appropriately and solve problems accurately using conic sections and systems of nonlinear equations	illustrate the different types of conic sections: parabola, ellipse, circle, hyperbola, and degenerate cases.	Week 1	STEM_PC11AG-Ia-1
			define a circle.		STEM_PC11AG-Ia-2
			determine the standard form of equation of a circle		STEM_PC11AG-Ia-3
			define a parabola	Week 2	STEM_PC11AG-Ia-5
			determine the standard form of equation of a parabola		STEM_PC11AG-Ib-1

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learner shall be able to…	Most Essential Learning competencies The learners…	Duration	K to 12 CG Code
			define an ellipse	Week 3	STEM_PC11AG-Ic-1
			determine the standard form of equation of an ellipse		STEM_PC11AG-Ic-2
			define a hyperbola	Week 4	STEM_PC11AG-Id-1
			determine the standard form of equation of a hyperbola		STEM_PC11AG-Id-2
			recognize the equation and important characteristics of the different types of conic sections	Week 5 to 6	STEM_PC11AG-Ie-1
			solves situational problems involving conic sections		STEM_PC11AG-Ie-2
	an understanding of key concepts of series and mathematical induction and the Binomial Theorem.	shall be able to keenly observe and investigate patterns, and formulate appropriate mathematical statements	Illustrate a series	Week 7 to 9	STEM_PC11SMI-Ih-1
			differentiate a series from a sequence		STEM_PC11SMI-Ih-2
			use the sigma notation to represent a series		STEM_PC11SMI-Ih-3
			Apply the use of sigma notation in finding sums		
Quarter 2	an understanding key concepts of circular functions, trigonometric identities, inverse trigonometric functions, and the polar coordinate system	1. formulate and solve accurately situational problems involving circular functions	illustrate the unit circle and the relationship between the linear and angular measures of a central angle in a unit circle	Week 1 to 2	STEM_PC11T-IIa-1
			convert degree measure to radian measure and vice versa		STEM_PC11T-IIa-2
			illustrate angles in standard position and coterminal angles		STEM_PC11T-IIa-3
			illustrate the different circular functions	Week 3	STEM_PC11T-IIb-1
			uses reference angles to find exact values of circular functions		STEM_PC11T-IIb-2
			illustrate the domain and range of the different circular functions	Week 4	STEM_PC11T-IIc-1

Quarter	Content Standards The learners demonstrate an understanding of…	Performance Standards The learner shall be able to…	Most Essential Learning competencies The learners…	Duration	K to 12 CG Code
			graph the six circular functions (a) amplitude, (b) period, and (c) phase shift		STEM_PC11T-IIc-d-1
			solve situational problems involving circular functions	Week 5	STEM_PC11T-IId-2
		2. apply appropriate trigonometric identities in solving situational problems	determine whether an equation is an identity or a conditional equation	Week 6 to 8	STEM_PC11T-IIe-1
			apply trigonometric identities to find other trigonometric values		
			solve situational problems involving trigonometric identities		STEM_PC11T-IIg-2
		3. formulate and solve accurately situational problems involving appropriate trigonometric functions	illustrate the domain and range of the inverse trigonometric functions.		STEM_PC11T-IIh-1
			evaluate an inverse trigonometric expression.		STEM_PC11T-IIh-2
			solve trigonometric equations.		STEM_PC11T-IIh-i-1
			solve situational problems involving inverse trigonometric functions and trigonometric equations	Week 9	STEM_PC11T-IIi-2

Department of Education

ARTS AND DESIGN TRACK

Grade Level: Grade 12
Subject: Apprenticeship and Exploration in the Performing Arts (Music)

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Sem	*The learner:* develops awareness of local musical genres.	*The learner:* synthesizes information gathered through immersion in a particular genre.	1. researches all available musical genres in the community and chooses one to specialize in	Week 1 to Week 8	AD_AEPMU12-Ia-1
			2. documents observations of the chosen genre	Week 9 to Week 12	AD_AEPMU12-Ib-h-2
			3. organizes a compilation of the observations	Week 13 to Week 16	AD_AEPMU12-Ii-j-3
2nd Sem	develops awareness of ICT applications in the music industry.	synthesizes information gathered through immersion in the musical production industry.	1. Explores all ICT applications in music that are available in the community and chooses one	Week 1 to Week 4	AD_AEPMU12-Ia-1
			2. documents observations of the chosen application	Week 5 to Week 6	AD_AEPMU12-Ib-h-2
			3. organizes a compilation of the observations	Week 7 to Week 8	AD_AEPMU12-Ii-j-3
2nd Sem	demonstrates performance skills in any of the following genres: indigenous, folk, classical, pop,	performs in community events and festivities and creates music incorporating ICT.	1. writes original material or arranges existing musical material incorporating ICT	Week 9 to Week 12	AD_AEPMU12-IIa-c-1

	jazz or rock, incorporating ICT		2. conducts, sings or plays with bands, vocal or instrumental ensembles in various venues	Week 13 to Week 16	AD_AEPMU12-IId-j-2

Grade Level: 11
Subject: CREATIVE INDUSTRIES 1 – Arts and Design Appreciation and Production

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
QUARTER 1	demonstrates appreciation of all the visual art forms, and the processes that enter into the production of each;	explains the historical context and cultural traditions behind existing examples and pieces, local and international;	identifies various visual art and applied art forms, explains the historical context, cultural traditions, processes and production of each through documentation and cataloguing (text and images in digital or print: ex. Glossary of art/design vocabulary in a journal or idea book);	Week 1-2	**AD_ADP11-Ia-c-1**
	demonstrates appreciation of forms, materials, techniques and meanings of various visual and applied art expressions	explains the meaning and significance of various visual art, media art and applied art forms based on functions and uses through presentations (gallery style or multi media) with supplementary texts/notes	distinguishes basic materials, tools and processes (including software and traditional practices) in the production of visual, media and applied arts; and	Week 3-5	**AD_ADP11-Id-g-2**
			articulates the meanings and significance of various expressions of visual and applied arts.	Week 6-8	**AD_ADP11-Ih-j-3**

QUARTER 2	demonstrates understanding of the historical context, cultural traditions, and the production and marketing aspects of visual and applied arts.	evaluates artistic and design productions based on form, content, context and functionality by critiquing existing samples and by visiting museums/gallery, studio, production houses, local/indigenous arts groups through visual documentation and/or writing reflection papers.	identifies the different processes and components of arts and design production.	Week 1-4	**AD_ADP11-IIa-d-1**
			relates the components of arts and design production to different arts and design forms.	Week 5-8	**AD_ADP11-IIe-j-2** .

Grade Level: 11
Subject: Creative Industries II: Performing Arts

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
2nd Sem	The learner… 1. demonstrates an understanding of theater as a synthesis of the arts and utilizes a collective/collaborative process of creation 2. demonstrates an understanding of the collective character of theater production	The learner… synthesizes key concepts of theater in an improvised group performance about their life stories.	discusses the varieties, categories and elements of various performing arts practices	Week 1	**AD_CIP11-IIIa-1**
			explains the different elements of artistic expression and principles of artistic organization as applied in a theater performance	Week 2	**AD_CIP11-IIIc-3**
			explains the value of life stories as valuable sources of theater performances		**AD_CIP11-IIIe-5**

			creates skits that are evolved from personal stories using the different elements of arts and principles of composition	Week 3 to Week 4	**AD_CIP11-IIIf-g-6**
			performs short skits noting the important qualities of a good performance	Week 5 to Week 6	**AD_CIP11-IIIh-i-7**
			examines the merits of the skit performances using the principles of composition and qualities of performance	Week 7	**AD_CIP11-IIIj-8**
2nd Sem	demonstrates basic skills in note reading and ear training	reads and notates simple melodies	reads melodies in simple meters and in major and minor keys	Week 8	**AD_CIP11-IVa-1**
			notates simple melodies in major keys and in duple, triple, and quadruple meters		**AD_CIP11-IVa-2**
			recognizes melodic intervals visually and aurally		**AD_CIP11-IVa-3**
2nd Sem	demonstrates basic skills in group instrumental playing	performs selected instruments	plays with correct rhythm, good intonation and good ensemble	Week 8 to Week 12	**AD_CIP11-IVa-d-4**
			uses appropriate position and fingering in playing simple pieces		**AD_CIP11-IVa-d-5**

			interprets appropriate phrasing, articulation and dynamics in performing instrumental pieces		**AD_CIP11-IVa-d-6**
2nd Sem	1. demonstrates basic choral skills 2. demonstrates basic conducting skills	1. sings expressively with good vocal technique, observing changes in dynamics and tempo 2. conducts pieces with precise movements indicating desired tempo, dynamics and expression	sings simple 2- or 3-part choral arrangements		**AD_CIP11-IVa-d-7**
			uses proper enunciation and vocal techniques such as breathing and control		**AD_CIP11-Iva-d-8**
			interprets and applies dynamic and tempo marks in singing		**AD_CIP11-Iva-d-9**
			conducts pieces in duple, triple, and quadruple meter using appropriate hand and arm gestures		**AD_CIP11-IVa-d-10**
			indicates attacks and releases clearly in conducting		**AD_CIP11-IVa-d-11**
2nd Sem	demonstrates knowledge and understanding of the different dance forms performed in the Philippines	performs a 5 to 10-minute dance with well-executed dance steps, artistry proper music and costume	identifies the historical background of Philippine dances including costumes and music: • Pre-colonial Philippine Dance • Regional Philippine Dances • Classical and Filipino	Week 13	**AD_CIP11-IVe-1**

			Contemporary Dance		
			executes basic stance, forms, positions and contextual meaning of a dances	Week 14	**AD_CIP11-IVf-2**
			explains the life of the choreographer, his specific dance style, its history	Week 15	**AD_CIP11-IVg-3**
			analyzes the characteristics of dances: classical and Filipino contemporary dance		**AD_CIP11-IVg-6**
			dances with a partner (friend pear family member) to build teamwork through dance	Week 16	**AD_CIP11-IVh-7**
2nd Sem	demonstrates knowledge of dances learned in class	executes a dance lecture-demonstration in the community	records a video performance together with explanation on the specific dance form	Week 17	**AD_CIP11-IVi-8**
2nd Sem	demonstrates an understanding of the application of performing arts skills for local, national and global demands and opportunities	examines the local, national and global landscape of performing arts-related industries through research.	researches on the situation of performing arts-related industries in their immediate locality and in the nation and global setting	Week 18	**AD_CIP11-IVj-1**
			understands the skills, resources, and opportunities in		**AD_CIP11-IVj-2**

			performing arts-related industries		
			presents a report either individually or as a group on their findings on the skills, resources, and work opportunities available in performing arts-related industries		**AD_CIP11-IVj-3**

Grade Level: Grade 12
Subject: DEVELOPING FILIPINO IDENTITY IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
QUARTER 3	demonstrates an understanding and appreciation of traditional and/or local art forms and his/her role in their sustainability	synthesizes art found in his/her community	creates a cultural map of his/her community	Week 1-4	AD_DFI12-IIId-e-2
		understands his/her position/role as artist in the community	explains the concept of self in relation to culture and arts in the community and nation	Week 5	AD_DFI12-IIIg-4
	demonstrates understanding of present issues regarding the arts in their community	identifies issues affecting the different arts in the community	discusses issues arising from the experience of culture mapping with peers	Week 6	AD_DFI12-III-Ih-i-5
			proposes possible ideas that could address these issues related to culture and arts in the community	Week 7-8	AD_DFI12-IIIj-6
QUARTER 4	demonstrates an understanding of local traditions in the building of national identity through the arts	executes a creative project that integrates traditional forms, processes, knowledge, or materials in their disciplines	articulates the process of appropriation and integration of traditional and/or local art forms into his/her own art work	Week 1-3	AD_DFI12-IVa-c-1
			creates a work of art/performance /creative event that addresses, tackles, or highlights local and national identity	Week 4-8	AD_DFI12-IVd-j-2

			(i.e. exhibits, trade fairs, arts and culture festivals)		

Grade Level: Grade 12
Subject: INTEGRATING ELEMENTS AND PRINCIPLES OF ORGANIZATION IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
QUARTER 1	demonstrates an understanding of the different elements of art, how they are seen in the everyday, and how they create meanings	evaluates the different elements seen in everyday objects and their meanings	identifies different elements and principles of organization in the arts, its potential to express one's feelings and ideas, and to create meanings in everyday objects	WEEK 1-3	**AD_EPA12-Ia-d-1**
	understands the different elements and principles of organization in the arts and how they are applied to the various forms of art to communicate ideas, create meaning, and elicit response from the audience	evaluates the different elements and principles of organization in art works	analyzes the elements and principles of organization in the arts (painting, print, photography and other forms of two-dimensional art; sculpture, installation and other forms of three-dimensional art; and Architecture)	WEEK 4-8	**AD_EPA12-Ie-j-2**
QUARTER 2	relates the elements and principles of the different arts—applied to the literary arts, cinema and visual arts—as both individual and integrated fields	evaluates the different elements and principles of organization in art works	portrays Philippine folk arts, chants and myths through integrated artistic storytelling using digital tools (i.e. digital story, animation, short film, shadow play)	WEEK 1-3	**AD_EPA12-IIa-f-3**
			enhances a given story by introducing embellishment and improvisation as inspired by other art forms	WEEK-4-5	**AD_EPA12-IIa-f-4**

	demonstrates the ability to communicate feelings and ideas, and creates meanings through the manipulation of the elements and the principles of the arts in selected forms of creative expression	manipulates the elements and principles of organization in the arts in order to communicate ideas, express emotions, and create meanings	creates an art work that applies the knowledge of their specialization	WEEK 6-8	**AD_EPA12-IIg-j-5**

Grade Level: Grade 12
Subject: Leadership and Management in Different Arts and Fields

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
2nd SEM/ QUARTER 3	**The learner…** demonstrates values towards arts discipline and integrity	**The learner…** makes a self-assessment checklist that measures personal strength and weaknesses	The learner… 1. explains the Personnel Development Course on knowing the self as an Arts student, which exhibits discipline (time, excellence, and finance) and integrity, personal strengths, weaknesses, and challenges in terms of multiple intelligences exercises in relation to ARTS and other Fields	WEEK 1	**AD_LMA12-IIIa-1** **AD_LMA12-IIIa-2** **AD_LMA12-IIIa-3** **AD_LMA12-IIIa-4**
	demonstrates an understanding of time discipline and excellence and establishes standards	records active participation to exhibit time discipline and excellence	2. explains the importance of time management in day to day life in relation to punctuality in attendance in class and other activities and in submission of requirements	WEEK 1	**D_LMA12-IIIa-5** **AD_LMA12-IIIa-6**

			3. practices self-improvement standards in relation to his/her comprehension of the demands of the Philippine Qualifications Framework (PQF) and ASEAN Qualifications Framework (AQF), and the habit of striving for professional excellence (i.e. ***"pwede pa"*** instead of ***"pwede na"***)	WEEK 1	**AD_LMA12-IIIa-7** **AD_LMA12-IIIa-8** **AD_LMA12-IIIa-9**
	demonstrates an understanding of the principles of management using the elements of arts	recognizes the uniqueness of each art elements: harmony, balance, rhythm, contrast and unity	4. relates the art elements in management (i.e. harmony, balance, line, form, repetition, etc./Ed Morato's)	WEEK 2	**AD_LMA12-IIIb-10** **AD_LMA12-IIIb-11**
	demonstrates an understanding of the different art institutions and allied disciplines	Develops a deeper understanding of Philippine art and cultural forms in the community	5. explains the importance of Philippine art and cultural forms in the community	WEEK 2	**AD_LMA12-IIIb-12**
			6. conducts cultural mapping (from Research 1 and 2)	WEEK 2	**AD_LMA12-IIIb-13**
			7. identifies, enumerates and locates different Philippine organizations / content providers of art and cultural resources (Libraries, sources, websites, etc.)	WEEK 2	**AD_LMA12-IIIb-14**
	develops an understanding and awareness arts and cultural organizations, their role and functions in the community in both contemporary and traditional forms	participates/involves oneself in an arts and cultural organization in the community and understands its role/ functions	8. makes a report on the ff: a. basic output of the research/basic cultural mapping of arts b. cultural organizations in the community	WEEK 3	**D_LMA12-IIIb-15**

			c. group or organizations in the creative industry value chain as well as core and related industries		
			9. demonstrates an appreciation of arts and cultural organizations	WEEK 3	**AD_LMA12-IIIb-17**
			10. Discuss the ff: a. arts and cultural organizational structures, both contemporary and traditional forms b. the contributions of national and local arts organizations c. the importance of arts organization in the community d. different traditional arts organizations (i.e. Council of elders)	WEEK 3	**AD_LMA12-IIIb-18** **AD_LMA12-IIIb-19** **AD_LMA12-IIIb-20** **AD_LMA12-IIIb-21**
2nd SEM/ QUARTER 3	demonstrates an understanding of the roles of the human resource in the creative industry: creative, production and technical staff	recognizes and establishes awareness of the different artists and cultural workers in the performing arts, visual, media arts and design forms	11. distinguishes the different artists and cultural workers of projects of the different art/cultural forms and the roles of these artists and cultural workers	WEEK 3	**AD_LMA12-IIIb-22**
		demonstrates an understanding and awareness of the artists in the different traditional art and cultural forms	12. understands the different traditional artists and cultural workers of the different cultural art forms and the roles of the human resource of the different traditional art and cultural forms	WEEK 3	**AD_LMA12-IIIc-24**

	develops comprehensive documentations of the arts event (appreciates content documentation, archiving and preservation)	documents the event following procedures	13. collects data for documentation using the appropriate media to document event	WEEK 4	**AD_LMA12-0a-t-26**
	demonstrates an understanding and awareness of applying the processes of "artistic creation" such as brainstorming, creative visualization, imagination	conducts /participates in opportunity-seeking processes and creativity-inducing exercises in problem solving	14. discusses creative processes and creativity-inducing exercises in problem solving through: - unfreezing exercises - tableau exercises - ideation and creating solutions in the problem-solving exercises	WEEK 5	**AD_LMA12-IIId-28**
			15. demonstrates awareness and appreciation of "opportunity seeking" processes for product development, and the different "opportunity seeking" processes in problem solving exercises, etc.	WEEK 5	**AD_LMA12-IIId-30**
2nd SEM/ QUARTER 3	demonstrates an understanding of project conceptualization by presenting a simple proposal applying elements in planning the project proposal for the performing arts, visual arts and media art forms	makes a proposal and designs a concept for an arts program/event; establishes the event's objectives	16. explains the ff: a. the elements in a project proposal, including the establishment of objectives b. the importance of project planning for arts organizations c. the different stages of project planning for the performing arts, visual arts and media art forms d. the key stages/ scheduled time frame of proposed project /arts event	WEEK 5	**AD_LMA12-IIId-32** **AD_LMA12-IIIe-34** **AD_LMA12-IIIe-35**

			17. records day to day work in progress	WEEK 5	**AD_LMA12-IIIe-36**
	demonstrates discipline in handling finances of self demonstrates an understanding of the creative work environment as an employee and/or as a freelance/ project-based employee	exhibits proficiency in basic business communication skills	18. discusses/ explains the following topics: a. fiscal responsibility and accountability b. discipline in handling finances of self: budgeting, savings c. management of funds and accountability for the expenses of the self d. how to develop abilities to maintain positive self-image e. discipline in handling finances of others: responsibility and accountability f. how to build and maintain positive self-image and relationships and work g. how work contributes to individuals and to the organization	WEEK 6-7	**AD_LMA12-IIIf-37** **AD_LMA12-IIIf-38** **AD_LMA12-IIIf-39** **AD_LMA12-IIIf-40** **AD_LMA12-IIIf-41** **AD_LMA12-IIIf-42** **AD_LMA12-IIIf-43** **AD_LMA12-IIIf-44**
2nd SEM/ QUARTER 3	demonstrates knowledge and understanding of basic business communication skills demonstrates appreciation of the self as an employee in an organization	builds collaborative/ teamwork	19. exhibits/demonstrates the following in the accomplishment of all these assigned tasks in class: a. efficiency in reviewing business communications: job application, resume writing for	WEEK 6-7	**AD_LMA12-IIIf-45**

	understands one's role in the organization		the arts, a consumer complaint, sponsorship letters, etc. b. documentation and recognition of the fact that each one's work contributes to the individuals and to the organization		
	demonstrates a deep understanding and appreciation of the different types of projects of the different performing arts, and of visual, media art and design forms	decides on an appropriate project type for the art event	20. describes the different project types	WEEK 6-7	**AD_LMA12-IIIg-j-52**
			21. discusses in groups the following topics: a. different types of projects of the various art forms to the type of needs and availability of resources b. the different types of projects of the different performing, visual, media art and design forms c. relationship of the different types of projects of the various art forms to the type of needs and availability of resources	WEEK 6-7	**AD_LMA12-IIIg-j-53** **AD_LMA12-IIIg-j-54** **AD_LMA12-IIIg-j-55**
2nd SEM/ QUARTER 3	demonstrates awareness and understanding of the different cultural traditional forms	relates the different types of projects of the various art forms to the context of the community	22. identifies the uniqueness of the different cultural traditional forms	WEEK 8	**AD_LMA12-IIIg-j-56**

	demonstrates an understanding of the production management process of the different performing, visual, media and art design forms develops an appreciation and understanding of the different arts venues for the art events and their space requirements develops an understanding of programming concepts identifies the different budget items for different art	develops concrete production logistical requirements demonstrates knowledge of coordination skills coordinates effectively among production personnel: artists, production and technical staff identifies appropriate venues for particular art events schedules the program of art events/activities relates the budget items to the different art forms	23. Reports by group the following Programming and Production topics: a. how to make a checklist of production requirements, both staffing and physical production requirements b. identification of physical production requirements production venue, production design (sets, props) c. how to connect project requirements to potential project resources d. identification of the different types of materials/equipment used in each type of project e. relationship of the different possible venues for possible art events based on production requirements f. analysis of the different budget items; costs out a production budget	WEEK 8	**AD_LMA12-IIIg-j-57** **AD_LMA12-IIIg-j-58** **AD_LMA12-IIIg-j-60** **AD_LMA12-IIIg-j-61** **AD_LMA12-IIIg-j-62** **AD_LMA12-IIIg-j-63** **AD_LMA12-IIIg-j-67**

2ND SEM/ QUARTER 4	analyzes the different budget items for different art forms	makes a project budget and an expense=income report for the art event	24. makes an expense-income financial report	WEEK 1	**AD_LMA12-IIIg-j-68**
	explores the creative work environment as an employee and as a freelance/project hiree	builds and maintains positive self-image and relationships and work	25. role-plays in class how economic and social needs influence the nature and structure of work	WEEK 1	**AD_LMA12-IVa-1**
	demonstrates an understanding of the role of technology in managing the arts	applies technologies to management processes applies the different types of technological programs in managing the arts	26. identifies the appropriate technologies for certain management processes (i.e. typography, graphic design), and proper technological programs to be used in the art event	WEEK 2	**AD_LMA12-IVa-2** **AD_LMA12-IVa-3**
			27. exhibits awareness and understanding of technology in managing the arts: a. web, internet, social media) applies ICT program managing the arts database, power point, graphics	WEEK 2	**AD_LMA12-IVa-5**

	demonstrates an understanding of the 4Ps of Marketing demonstrates understanding and awareness applying the different forms of communication to promote art events demonstrates an understanding of the communication process (SMCR)	understands and analyzes the 4Ps of Marketing determines the use of different forms of communication to promote the art event writes a communications proposal on how to promote and market the art event: school level and community based/level	28. produces the following through their outputs on Marketing and Arts Events: a. the 4Ps of Marketing of an arts event b. different communication forms to promote art events: - print ads (flyers &invitations) - posters and tarpaulins - advertisements c. the different communication elements (SMCR) d. application of the appropriate communication forms/org to promote the art event e. mapping of the available communication forms/ organization in the area f. how to explore the different communication forms/orgs in the area	WEEK 2	**AD_LMA12-IVb-d-6** **AD_LMA12-IVb-d-7** **AD_LMA12-IVb-d-8** **AD_LMA12-IVb-d-9** **AD_LMA12-IVb-d-10** **AD_LMA12-IVb-d-11**
	demonstrates understanding and creativity in marketing communication	develops marketing messages using different forms of technologies to promote the art event	29. writes a brief information to promote and market the event	WEEK 3	**AD_LMA12-IVb-d-12**
	demonstrates awareness and understanding of audience demographics	makes an audience survey design applying the basic sales strategy	30. identifies, explores the different technologies to promote the art event	WEEK 3	**AD_LMA12-IVb-d-13**

	develops awareness and understanding of the basic sales strategies comprehends principles behind ticketing (budget income=expense report) develops awareness and understanding of the basic laws governing arts and culture Basic standard deductions: SSS, Philhealth, etc	determines ticket pricing for the event relates/ translates the laws on to practical applications performs basic application of certain laws: e.g Oplan Bantay Sining/Kultura:. identifying (possible) violations of these laws such as sale of pirated DVDs, disrespect of cultural treasures etc. includes tax systems (deductions) in the financial transactions of the art event	31. explains/discusses the following Marketing topics: a. basic audience analysis b. relationship of demographics to audience behavior towards art forms c. identification of the different audience survey designs d. the importance of conducting audience survey design e. identification of the basic sales strategies f. the appropriate ticket price for the particular event: - Fund Raisings - Arts for a Cause g. complies to the laws—identification of (possible) violations in their communities h. identification and reporting of (possible) violations in their communities of basic constitutional rights: -- Freedom of Expression -- Intellectual Property Rights -- National Heritage Law -- Indigenous People's Rights Law -- Basic Taxation Systems: Income Tax, VAT, etc.	WEEK 4-5

		applies TINs from BIR; prepare applications for SSS, PhilHealth ,etc.	32. Basic understanding of the tax system and required government deductions (SSS, Philhealth, Pagibig)		**AD_LMA12-IVe-22**
2ND SEM/ QUARTER 4	understands the self and his/her role in the creation of the artistic product or service demonstrates an understanding of leadership structures and practices in the community	develops a "self challenging" attitude translates leadership structures to managing an arts event translates leadership by example to their own leadership of their team/s	33. Role-plays the following topics in class: a. standards of excellence for his/her creation b. good personal work habits c. understanding of leadership structures and practices in the community d. decision making skills e. recognizing artists, managers/leaders in the school and in the community	WEEK 6	**AD_LMA12-IVe-23** **AD_LMA12-IVe-24** **AD_ LMA12-IVe-25** **AD_LMA12-IVe-26** **AD_LMA12-IVe-27**

	demonstrates understanding and awareness of the importance of supervision, monitoring and anticipation awareness of the importance of supervision, monitoring and anticipation	develops risk management tools (anticipates problems)	34. explains /compares/contrasts the different management styles/skills of an arts event in consideration of the possible unforeseen problems/situations that may arise	WEEK 6-8	**AD_LMA12-IVf-i-28** **AD_LMA12-IVf-i-29**
			35. creates a video footages or role-play of the following topics using their mobile phones and other available gadgets for this simple production: a. understanding of control in leadership as well as crisis management, (“show must go on”, “expect the unexpected”) b. understanding of authority, supervision, control in leadership c. basic communication and negotiation skills towards an environment of tolerance d. understanding of control in leadership e. understands conflict management		**AD_LMA12-IVf-i-30** **AD_LMA12-IVf-i-31** **AD_LMA12-IVf-i-32** **AD_LMA12-IVf-i-33** **AD_LMA12-IVj-34**
2ND SEM/ QUARTER 4	demonstrates an understanding of how to use the data gathered based on the results of the survey for	collects, tabulates and reports the results of the audience survey	36. conducts and reports audience surveys	WEEK 6-8	**AD_LMA12-IVj-35**

	demonstrates appreciation for analysis of project evaluation and criticism	evaluates the project objectively and makes recommendations	37. Role-play the following topics in Project Evaluation: a. appreciation and nurturing of audience feedback b. how to develop positive criticism skills for evaluation (objective and subjective) c. demonstration of positive attitude towards criticisms d. self-challenging attitude to self-criticism	WEEK 6-8	**AD_LMA12-IVj-36** **AD_LMA12-IVj-37** **AD_LMA12-IVj-38** **AD_LMA12-IVj-39**

Grade Level: Grade 12
Subject: PHYSICAL AND PERSONAL DEVELOPMENT IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
QUARTER 1	demonstrates an understanding of how the body functions in the creative work environment	displays a knowledge of movements and habits that help prevent injuries related to art forms	identifies the parts of the body involved in the creation/performance of different art forms	WEEK 1-2	**AD_PPD12-Ia-c-1**
			identifies hazardous materials, industry-related injuries and their causes used in art production	WEEK 3-4	**AD_PPD12-If-g-3**
			practices basic first-aid measures according to hazards during art production	WEEK 5-6	**AD_PPD12-Ii-j-5**
		shows knowledge of the maintenance of physical and personal well-being	develops proper personal hygiene regimen suitable for the art form	WEEK 7-8	**AD_PPD12-Ih-4**
QUARTER 2	applies safety and professional practices in the creative work environment	executes proper physical exercises in a classroom setting	demonstrates different warm-ups and exercises for the performing arts to prevent	WEEK 1-2	**AD_PPD12-IIa-b-1**

			injury and encourage professional longevity		
		demonstrates an understanding of the professional tools and a good working environment	produces a working resume draft that contains his/her basic profile and artistic skills	WEEK 3	**AD_PPD12-IId-3**
			researches and writes a report on the local and international market conditions related to a specific art form	WEEK 4-5	**AD_PPD12-IIe-f-4**
			assesses the safety and security of a particular creative work environment	WEEK 6	**AD_PPD12-IIg-h-5**
			designs a hypothetical creative workplace that is hygienic and free of hazardous materials	WEEK 7-8	**AD_PPD12-IIi-j-6**

Grade Level: Grade 12
Subject: PRODUCTION IN THE PERFORMING ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner…				
2nd SEM/ QUARTER 3	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	plans and organizes pre-production processes by designing a working timetable, developing the working script, conducting and documenting production meetings and preliminary	identifies the various departments as well as designs an organizational structure in a theater production	WEEK 1	AD_PPA12-IIIa-1
			identifies the possible careers associated with the performing arts field by undergoing the process of a production		AD_PPA12-IIIa-2

		outputs from the various production teams	conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	WEEK 2-4	AD_PPA12-IIIb-d-3
			collaborates with other art disciplines		AD_PPA12-IIIb-d-4
			creates music, dance and designs appropriate to the production concept		AD_PPA12-IIIb-d-5
			recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece		AD_PPA12-IIIb-d-6
			identifies appropriate performance venue		
			develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations	WEEK 5-8	AD_PPA12-IIIe-j-8
			designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution		AD_PPA12-IIIe-j-9
			rehearses musical numbers with singers, dancers and accompaniment		AD_PPA12-IIIe-j-10
			prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia		AD_PPA12-IIIe-j-11

			devises marketing strategies for production		AD_PPA12-IIIe-j-11
2nd SEM/ QUARTER 4	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	showcases creative collaboration in the performing arts exemplified in the pre-production processes, actual performance, and post-performance	finalizes the integration of the different production components	WEEK 1-5	AD_PPA12-IVa-g-1
			incorporates the criticisms and proposals for production enhancement		AD_PPA12-Iva-g-2
			performs with a level of mastery	WEEK 6	AD_PPA12-IVh-3
			evaluates the whole learning experience on an individual and organizational level	WEEK 7-8	AD_PPA12-IVi-j-4
			produces documentation of the performance		AD_PPA12-IVi-j-5

Department of Education

SPORTS TRACK

Grade: Grade 12
Sports Track: Apprenticeship (Off-Campus)

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester (Student Athlete Enhancement)	The learner demonstrates understanding of integrating the knowledge of safety and first aid human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential.	The learner shows measureable improvement in set performance parameter.	1. assesses own performance for goal setting	Weeks 1-20	SP_APA12-IIa-t-1
			2. designs a personal training program	Weeks 1-20	SP_APA12-IIa-t-2
			3. exhibits mastery of sports skills	Weeks 1-20	SP_APA12-IIa-t-3
			4. displays improvement of personal best performance	Weeks 1-20	SP_APA12-IIa-t-4
			5. applies safety practices to prevent deconditioning as a result of injury	Weeks 1-20	SP_APA12-IIa-t-5
			6. identifies emerging trends in training	Weeks 1-20	SP_APA12-IIa-t-6
			7. employs stress management techniques to cope with training and competition demands	Weeks 1-20	SP_APA12-IIa-t-7

			8. applies psychosocial techniques achieves sport-life balance	Weeks 1-20	SP_APA12-IIa-t-8
			9. realizes the importance of having positive attitude towards sports participation	Weeks 1-20	SP_APA12-IIa-t-9
			10. realizes one's potential through sports participation	Weeks 1-20	SP_APA12-IIa-t-10
Practice Coaching	demonstrates understanding of integrating the knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing one's potential as a coach	assists competently the coach of in-campus sports team (varsity and club)	1. demonstrates appropriate personal, social, and ethical behavior while coaching	Weeks 1-20	SP_APC12-IIa-t-1
			2. utilizes management skills during games/competitions	Weeks 1-20	SP_APC12-IIa-t-2
			3. articulates personal coaching philosophy	Weeks 1-20	SP_APC12-IIa-t-3
			4. provides assessment tools options for the coach	Weeks 1-20	SP_APC12-IIa-t-4
			5. carries out assessment of team members under coach supervision	Weeks 1-20	SP_APC12-IIa-t-5

			6. implements training program designed by the coach	Weeks 1-20	SP_APC12-IIa-t-6
			7. documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	Weeks 1-20	SP_APC12-IIa-t-7
			8. observes safety practices to prevent deconditioning of team members as a result of injury	Weeks 1-20	SP_APC12-IIa-t-8
			9. identifies emerging trends in training and coaching	Weeks 1-20	SP_APC12-IIa-t-9
			10. recommends psychosocial strategies (goal setting, team building activities and stress management)	Weeks 1-20	SP_APC12-IIa-t-10
			11. realizes one's potential as a coach through sports participation	Weeks 1-20	SP_APC12-IIa-t-11
Practice officiating and tournament management	demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager	manages competently a sports tournament	1. Demonstrates appropriate personal, social and ethical behavior while officiating	Weeks 1-20	SP_APO12-IIa-t-1

			2. utilizes proper communication techniques in officiating and tournament management	Weeks 1-20	SP_APO12-IIa-t-2
			3. applies safety practices to prevent injuries during the conduct of the tournament	Weeks 1-20	SP_APO12-IIa-t-3
			4. implements a tournament plan	Weeks 1-20	SP_APO12-IIa-t-4
			5. conducts post-event evaluation	Weeks 1-20	SP_APO12-IIa-t-5
			6. identifies recent developments in officiating and emerging trends in tournament management	Weeks 1-20	SP_APO12-IIa-t-6
			7. recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament	Weeks 1-20	SP_APO12-IIa-t-7
			8. realizes one's potential as an official and tournament manager	Weeks 1-20	SP_APO12-IIa-t-8
Fitness/Sports and Recreation leader	demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects	1.delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program(for sports and recreation leader)		Weeks 1-20	

	of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager				
			1. demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	Weeks 1-20	SP_APL12-IIa-t-1
			2. carries out health and fitness evaluation of students or clients	Weeks 1-20	SP_APL12-IIa-t-2
			3. designs/implements fitness program(for fitness leader)	Weeks 1-20	SP_APL12-IIa-t-3
			4. implements an existing sports and recreation program(for sports and recreation leader)	Weeks 1-20	SP_APL12-IIa-t-4
			5. exhibits proficiency in exercise techniques or sports skills	Weeks 1-20	SP_APL12-IIa-t-5
			6. applies safety practices to prevent injury during exercise or sports participation	Weeks 1-20	SP_APL12-IIa-t-6
			7. identifies emerging trends in sports, fitness, and recreation	Weeks 1-20	SP_APL12-IIa-t-7
			8. employs motivational techniques in promoting	Weeks 1-20	SP_APL12-IIa-t-8

			exercise adherence and enjoyment		
			9. realizes the importance of having a positive attitude towards sports, fitness and recreation participation	Weeks 1-20	SP_APL12-IIa-t-9
			10. realizes one's potential in sports, fitness and recreation leadership	Weeks 1-20	SP_APL12-IIa-t-10

Grade: Grade12
Sports Track: Fitness, Sports and Recreation Leadership

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of the basic principles of, and techniques in, fitness, sports and recreation instruction and leadership for carrying out safe and effective programs in exercise, sports and recreation.	The learner... implements with confidence a short-term program in exercise/sports and recreation for a healthy individual or group.	practices quality leadership in the conduct of fitness, sports and recreation activities	Week 1	SP_LS12-Ia-1
			administers a pre-participation screening		SP_LS12-Ia-2
			explains the different components of an exercise program		SP_LS12-Ia-3
			demonstrates safe and effective exercise/sports techniques		SP_LS12-Ia-4
			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering		SP_LS12-Ia-5

			exercise/sports programs for an individual or groupfor monitors exercise intensity for safe and effective fitness performance		SP_LS12-Ia-6
			designs a balanced exercise program for an apparently healthy individual or group		SP_LS12-Ia-7
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.);	Week 2	SP_LS12-Ia-8
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries;		SP_LS12-Ia-9
			values the importance of the basic principles and techniques of fitness, sports and recreation instructions and leadership for delivering safe and effective exercise/sports and recreation programs; and		SP_LS12-Ia-10
			realizes the value of professional ethics, responsibilities, and standards		SP_LS12-Ia-11

Grade: Grade11
Sports Track: Fitness Testing and Basic Exercise Programming

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester	The learner... demonstrates understanding of the concept of testing to formulate/adopt basic fitness	The learner... administers accurately appropriate basic exercise programs for different fitness and performance goals	distinguishes the proper tests for specific fitness parameters	Week 1-2	SP_FT11-IIa-b-1
			demonstrates the correct performance of fitness test procedures		SP_FT11-IIa-b-2
			evaluates test results based on age, exercise readiness (PAR-Q), and physical activity status		SP_FT11-IIa-b-3
			realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress;	Week 3-6	SP_FT11-IIa-b-4
			devises exercise programs based on set fitness or performance goals and fitness test results using the principles of specificity, overload, progression, individuality, recovery, and variety		SP_FT11-IIa-b-5
			illustrates the proper performance of the exercises;		SP_FT11-IIa-b-6

			makes adjustments to training parameters (FITT) according to training response; and	Week 7-11	SP_FT11-IIa-b-7
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.		SP_FT11-IIa-b-8

Grade Level : Grade 11
Subject : Fundamentals of Coaching

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of the fundamental concepts and principles of coaching for career preparation.	The learner develops a sound coaching philosophy.	Explains fundamental concepts and principles of coaching in relation to ethical standards;	Weeks 1-5	SP_FC11-Ia-e-1
			Realizes that knowledge in coaching prepares learner for a career;	Weeks 6-8	SP_FC11-If-h-2
			Describes characteristics of an effective coach;	Weeks 9-10	SP_FC11-Ii-j-3
			Utilizes proper communication techniques in coaching;	Weeks 11-12	SP_FC11-Ik-l-4
			Identifies documentation	Weeks 13-17	SP_FC11-In-q-4

			strategies in monitoring performance (game statistics, progression towards goals, and strategies and tactics)		
			Differentiates various coaching styles; and	Weeks 18-20	SP_FC11-r-t-5
			Recognizes appropriate coaching behaviour.	Weeks 1-20	SP_FC11-a-t-6

Grade Level : Grade11
Subject :Sports Track: Human Movement

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	describes the nature, purpose, and procedures of movement screens	Week 1-3	SP_HM11-Ia-c1
			interprets the results of the movement screen;		SP_HM11-Id-f2
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	relates screen result to current performance.		SP_HM11-Ig-i-3
	The learner demonstrates understanding of	The learner administers accurately movement screens.	exhibits appreciation of the value of measurement for	Week 4-6	SP_HM11-Ia-t-4

	movement analysis for efficient and effective performance		efficient and effective performance;		
			explains the different theories of motor control and learning		SP_HM11-Ij-k-5
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	identifies course of action appropriate for various needs and skill levels;		SP_HM11-Il-n-6
	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	modifies course of action based on feedback; and	Week 7-9	SP_HM11-Io-t-7
			recognizes the value of quality of practice for efficient and effective performance.		SP_HM11-Ia-t-8

GradeLevel : Grade 12
Subject :Sports Track: Practicum (In-Campus)

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner demonstrates understanding of integrating the knowledge of safety and first aid, human movement,	The learner shows measureable improvement in set performance parameter	assesses own performance for goal setting	Weeks 1-20	SP_PRA12-Ia-t-1

	psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential				
			designs a personal training program	Weeks 1-20	SP_PRA12-Ia-t-2
			exhibits mastery of sports skills	Weeks 1-20	SP_PRA12-Ia-t-3
			displays improvement of personal best performance	Weeks 1-20	SP_PRA12-Ia-t-4
			applies safety practices to prevent deconditioning as a result of injury	Weeks 1-20	SP_PRA12-Ia-t-5
			identifies emerging trends in training	Weeks 1-20	SP_PRA12-Ia-t-6
			employs stress management techniques to cope with training and competition demands	Weeks 1-20	SP_PRA12-Ia-t-7
			applies psychosocial techniques achieves sport life balance	Weeks 1-20	SP_PRA12-Ia-t-8
			realizes the importance of having positive attitude towards sports participation	Weeks 1-20	SP_PRA12-Ia-t-9
			realizes one's potential through sports participation	Weeks 1-20	SP_PRA12-Ia-t-10
Practice Coaching	demonstrates understanding of integrating the	assists competently the coach of in-	Demonstrates appropriate personal, social, and	Weeks 1-20	SP_PRC12-Ia-t-1

	knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing one's potential as a coach	campus sports team (varsity and club	ethical behavior while coaching		
			utilizes management skills during games/competitions	Weeks 1-20	SP_PRC12-Ia-t-2
			articulates personal coaching philosophy	Weeks 1-20	SP_PRC12-Ia-t-3
			provides assessment tools options for the coach	Weeks 1-20	SP_PRC12-Ia-t-4
			carries out assessment of team members under coach supervision	Weeks 1-20	SP_PRC12-Ia-t-5
			implements training program designed by the coach	Weeks 1-20	SP_PRC12-Ia-t-6
			documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	Weeks 1-20	SP_PRC12-Ia-t-7
			observes safety practices to prevent deconditioning of team members as a result of injury	Weeks 1-20	SP_PRC12-Ia-t-8
			identifies emerging trends in training and coaching	Weeks 1-20	SP_PRC12-Ia-t-9

			recommend psychosocial strategies (goal setting, team building activities and stress management)	Weeks 1-20	SP_PRC12-Ia-t-10
			realizes one's potential as a coach through sports participation	Weeks 1-20	SP_PRC12-Ia-t-11
	demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager	manages competently a sports tournament	demonstrates appropriate personal, social, and ethical behavior while officiating	Weeks 1-20	SP_PRO12-Ia-t-1
			utilizes proper communication techniques in officiating and tournament management	Weeks 1-20	SP_PRO12-Ia-t-2
			applies safety practices to prevent injuries during the conduct of the tournament		SP_PRO12-Ia-t-3
			implements a tournament plan	Weeks 1-20	SP_PRO12-Ia-t-4
			conducts post-event evaluation	Weeks 1-20	SP_PRO12-Ia-t-5
			identifies recent developments in	Weeks 1-20	SP_PRO12-Ia-t-6

			officiating and emerging trends in tournament management		
			recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament	Weeks 1-20	SP_PRO12-Ia-t-7
			realizes one's potential as an official and tournament manager	Weeks 1-20	SP_PRO12-Ia-t-8
	demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager	1. delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program(for sports and recreation leader	demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	Weeks 1-20	SP_PRL12-Ia-t-1
			carries out health and fitness evaluation of students or clients	Weeks 1-20	SP_PRL12-Ia-t-2
			designs/implements fitness program(for fitness leader	Weeks 1-20	SP_PRL12-Ia-t-3
			implements an existing sports and recreation	Weeks 1-20	SP_PRL12-Ia-t-4

			program(for sports and recreation leader)		
			exhibits proficiency in exercise techniques or sports skills	Weeks 1-20	SP_PRL12-Ia-t-5
			applies safety practices to prevent injury during exercise or sports participation	Weeks 1-20	SP_PRL12-Ia-t-6
			identifies emerging trends in sports, fitness, and recreation	Weeks 1-20	SP_PRL12-Ia-t-7
			employs motivational techniques in promoting exercise adherence and enjoyment	Weeks 1-20	SP_PRL12-Ia-t-8
			realizes the importance of having a positive attitude towards sports, fitness and recreation participation	Weeks 1-20	SP_PRL12-Ia-t-9
			realizes one's potential in sports, fitness and recreation leadership	Weeks 1-20	SP_PRL12-Ia-t-10

Grade Level :Grade 11
Subject :Psychosocial Aspects of Sports and Exercise

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First	The learner demonstrates understanding of basic psychosocial theories and concepts in sports and exercise for performance enhancement and adherence.	The learner completes a portfolio consisting of journals, work sheets, interview reports, reflection papers and information materials regarding the psychological benefits of regular sports and exercise participation.	1.explains how different types of motivation affect sports performance and exercise participation	Week 1-2	SP_PS11-Ia-b-1
			2.uses motivational strategies to encourage sports and exercise participation;		SP_PS11-Ic-d-2
			3.recognizes the value of effective communication and group cohesion for sports performance and exercise participation		SP_PS11-Ia-t-3
			4.explains the importance of group structure, role clarity and acceptance for effective team functioning		SP_PS11-Ie-f-4
				Week 3-4	
			discusses the effects of group cohesion in sports performance and exercise participation;		SP_PS11-Ig-h-5

			recognizes the value of effective communication and group cohesion for sports performance and exercise participation;		SP_PS11-ia-t-6
			describes arousal, stress, and anxiety in sports and exercise settings;		SP_PS11-Ii-7
			explains how arousal and anxiety affects sports performance and exercise participation;	Week 5-6	SP_PS11-Ij-k-8
			describes different strategies in regulating arousal, coping with stress and anxiety in sports and exercise		SP_PS11-Il-n-9
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation;		SP_PS11-Ii-t-10
			describes symptoms of burnout, and overtraining in sports and exercise participants;		SP_PS11-Io-p-11
			explains the psychological impact of injuries in sports and	Week 7-8	SP_PS11-Iq-s-12

			exercise participants; and		
			recognizes the value of regular sports and exercise participation for overall well-being		SP_PS11-Ia-t-13

Grade Level : Grade 11
Subject : Safety and First Aid

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of safety, injury prevention and management in sports, exercise and recreational settings for prompt and proper response during emergencies.	The learner... demonstrates safety practices consistently in sports, exercise and recreational activities.	Explains the importance of observing safety practices in performing sports, exercise and recreational activities;	Week 1	SP_SFA11-Ia-1
			Observes “safety awareness” (preventive and rehabilitative) at all times;	Weeks 2-19	SP_SFA11-Ib-t-2
			Enumerates ways to safeguard participants from possible injuries;	Week 3	SP_SFA11-Ib-3
			Identifies activities for restoring strength and condition of participants after rehabilitation;	Week 4	SP_SFA11-Ic-4
			Identifies signs and symptoms of injuries as well as situations that may prompt such injuries;	Weeks 5-9	SP_SFA11-Id-h-5

			Identifies situations requiring prompt response for safety rescue and transfer;	Weeks 10-13	SP_SFA11-Ii-l6
			Performs appropriate and correct procedures during disaster and emergencies in sports, exercises and recreational settings (simulations);	Weeks 14-17	SP_SFA11-Im-p-7
			Prepares first kits and equipment;	Weeks 18-19	SP_SFA11-Iq-r-8
			Develops an emergency plan involving personnel; and	Weeks 20-21	SP_SFA11-Is-t-9
			Recognizes the value of safety, injury prevention and management in sports and exercise settings for prompt and proper response during emergencies.	Weeks 1-21	SP_SFA11-Ia-t-10

GradeLevel : Grade 11
Subject :Sports Officiating and Activity Management

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester	The learner... demonstrates understanding of the fundamental principles, and concepts of sports officiating for effective conduct of games/competitions.	The learner... officiates with authority in interscholastic games/competitions.	Identifies fundamental concepts, principles, skills and mechanics of sports officiating	Weeks 1-3	SP_SO11-IIa-c-1
			Explains officiating mechanics of the sport	Weeks 4-5	SP_SO11-IId-e-2
			Interprets rules of the sport;	Weeks 6-7	SP_SO11-IIf-g-3

			Demonstrates appropriate personal, social, and ethical behavior while officiating	Weeks 1-10	SP_SO11-IIa-j-4
			Utilizes management skills during games/competitions;	Weeks 8-9	SP_SO11-IIh-i-5
			Analyses own performance after a game/competition; and	Week 10	SP_SO11-IIj-6
			Values the importance of understanding sports officiating leading towards a career	Weeks 1-10	SP_SO11-IIa-j-7
	demonstrates understanding of the fundamental concepts of management for the effective conduct of sports, fitness and recreation events.	accomplishes a comprehensive activity management portfolio	Identifies fundamental concepts of activity management	Week 11	SP_AM11-IIk-1
			Assesses the feasibility of a sports/fitness/recreation even	Weeks 12-13	SP_AM11-IIl-m-2
			Identifies the elements of an event plan	Week 14	SP_AM11-IIn-3
			Utilizes promotional strategies to market the event	Week 15	SP_AM11-IIo-4
			Devices evaluation techniques to gauge the success of the event	Weeks 16-17	SP_AM11-IIp-q-5
			Designs a plan for a sports/fitness/recreation event	Weeks 18-20	SP_AM11-IIr-t-6
			Recognizes the value of careful planning and implementation for effective conduct of a sports/fitness/recreation event.	Weeks 1-20	SP_AM11-IIa-t-7

Department of Education

HOMEROOM GUIDANCE PROGRAM

Grade Level: Kindergarten (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter	Understand the importance of oneself and others	Value oneself	1. Identify one's strengths, weaknesses, interests, talents, abilities, hobbies and values	Week 1	HGKPS-Id.2-7
		Value others	2. Recognize oneself as an important part of the family and community	Week 2	HGKPS-If.2-11
			3. Determine the different family members	Week 3	HGKPS-Ig.1-12
			4. Show effective ways of relating with other people	Week 4	HGKPS-Ig.2-13
		Respect individual differences	5. Show effective ways in relating with others and community	Week 5	HGKPS-Ih.2-14
		Gain understanding of oneself and others	6. Identify the importance of oneself as a member of family and community	Week 6	HGKPS-Ii.1-15
2nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Provide proper steps toward responsible decision-making	1. State own contribution to the solution for issues concerning the family and school	Week 1	HGKPS-IIe.2-7
			2. Share views about home and school	Week 2	HGKPS-IIf.1-8
		Evaluate experiences in decision-making towards achieving common good	3. Identify the possible consequences of decisions to oneself and others	Week 3	HGKPS-IIf.2-9

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			4. Determine the consequences of decisions based on different conditions or situations	Week 4	HGKPS-IIg.1-10 HGKPS-IIg.2-10
2nd Quarter	Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans	5. Cite the importance of guidance from parents/guardians in choosing ones profession and vocation	Week 5	HGKC-IIi.1-12
		Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans	6. Enumerate abilities toward the selection of ones profession, vocation and future plans	Week 6	HGKC-IIj.2-14
3rd Quarter	Apply ability to protect oneself and others towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Identify the people who can help to protect oneself and others	Week 1	HGKPS-IIIc.1-4
			2. Share experiences and attitude relevant to protecting oneself and others at home and in school	Week 2	HGKPS-IIIc.2-5 HGKPS-IIId.1-5
			3. Show skills to protect oneself at all times	Week 3	HGKPS-IIId.2-6 HGKPS-IIIe.1-6
		Share skills helpful to solve problems	4. Determine the different ways in solving problems that involved oneself and others	Week 4	HGKPS-IIIg.2-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			5. Solve problems that involved oneself and others	Week 5	HGKPS-IIIh.1-11 HGKPS-IIIh.2-11
3rd Quarter	Apply the ability to choose their own field based on the different factors toward achieving goals in life	Describe the chosen field	6. State the characteristics and tasks of desired profession	Week 6	HGKC-IIIi.1-12
4th Quarter	Develop academic skills to respond to community development based on international standards	Participate in school activities relevant to the needs of the community	1. Demonstrate abilities and willingness to take part in school or community activities	Week 1	HGKA-IVa.1-1
	Enrich ability to share oneself to respond to international standards	Engage oneself in meaningful programs and initiatives for the common good	2. Demonstrate proper ways to interact with others and community	Week 2	HGK-PS- IV-e.2-6
		Strengthen self-empowerment to respond to the needs of the community	3. Offer suggestions to solve or address issues affecting the community	Week 3	HGK-PS-IV-f.1-7
		Respond to personal and social needs that can contribute to the promotion of international standards	4. Determine the different problems and its causes a person might experience	Week 4	HGK-PS- IV-g.1-8
			5. Utilize talents, interests, skills and to improve oneself	Week 5	HGK-PS-IV-g.2-9

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
4th Quarter	Implement steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	6. Describe the goals in life	Week 6	HGK-C- IV-i.1-11

Grade Level: Primary Level (Grade 1 – Grade 3)

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter	Understand the importance of oneself and others	Value oneself	1. Recognize the basic rights and responsibilities of a child	Week 1	HGPS-Id-7
			2. Identify personal strengths, weaknesses, talents, abilities, interests, and values	Week 2	HGPS-Id-8
		Value others	3. Recognize oneself as an important part of the family and community	Week 3	HGPS-Ie-11
			4. Show effective ways of relating with other people	Week 4	HGPS-Ie-13
		Respect individual differences	5. Identify the similarities and differences of individuals (in terms of appearance, culture, beliefs, views, and values)	Week 5	HGPS-If-14
			6. Identify different structures of the family	Week 6	HGPS-If-15

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter		Gain understanding of oneself and others	7. Identify the importance of oneself as part of the family and community	Week 7	HGPS-Ig-17
			8. Practice effective ways in relating with others and community	Week 8	HGPS-Ig-18
2nd Quarter	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	1. Enumerate the lessons learned from school and community activities	Week 1	HGA-IIb-2
		Apply lessons from home, school and community to daily living with consideration to family and society	2. Share lessons from personal experiences gained from family and society beneficial to academic success	Week 2	HGA-IIc-3
2nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Examine the different factors in decision-making for the achievement of success	3. State the different factors in decision-making	Week 3	HGPS-IId-4
			4. Describe the connection of the different factors in decision-making	Week 4	HGPS-IIe-5
		Provide proper steps toward responsible decision-making	5. Identify the procedure in decision-making	Week 5	HGPS-IIf-6
			6. Contribute to the solution for issues concerning the family and the school	Week 6	HGPS-IIf-7
		Evaluate experiences in decision-making towards achieving common good	7. Identify the outcomes of decision-making based on different conditions or situations	Week 7	HGPS-IIg-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans	8. Enumerate the advantages of knowing the connection of choosing profession and vocation with the knowledge, competencies and experiences guided by the parents, guardians, and significant others	Week 8	HGC-IIj-14
3rd Quarter	Utilize knowledge and skills toward academic success	Prepare using knowledge and skills toward academic success	1. Cite ways to accomplish the assigned tasks	Week 1	HGA-IIIc-3
			2. Make a daily schedule	Week 2	HGA-IIIc-4
3rd Quarter	Apply ability to protect oneself and other towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	3. Identify the people who can help in taking care of oneself and others	Week 3	HGS-IIId-5
			4. Share experiences and attitude relevant to protecting oneself and others at home and in school	Week 4	HGS-IIId-6
		Live effective ways in resolving issues that involve oneself and others	5. Identify the different ways of solving problems concerning oneself and others	Week 5	HGS-IIIe-7
			6. Solve problems concerning oneself and others	Week 6	HGS-IIIe-8
		Share skills helpful to solve problems	7. Identify good and bad things for others based on the golden rule	Week 7	HGS-IIIf-9
			8. Analyze good and bad things for oneself and for others	Week 8	HGS-IIIf-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
4th Quarter	Develop academic skills to respond to community development based on international standards	Participate in school activities relevant to the needs of the community	1. Show the ability to participate in school and community activities	Week 1	HGA-IVa-1
		Demonstrate academic excellence based on global needs	2. Show the skills learned from school necessary to the community	Week 2	HGA-IVb-2
		Live ways that respect and protect the environment	3. Apply appropriate actions to take care of the environment	Week 3	HGA-IVc-3
		Engage oneself in meaningful programs and initiatives for the common good	4. Show fairness to others	Week 4	HGS-IVe-5
			5. Show the ability to relate with others and the community with respect and love	Week 5	HGS-IVe-6
		Strengthen self-empowerment to respond to the needs of the community	6. Give suggestions to solve the issues affecting the community	Week 6	HGS-IVf-7
		Respond to personal and social needs that can contribute to the promotiona of international standards	7. Identify the different types of problems and their causes which may be experienced by an individual	Week 7	HGS-IVg-8
			8. Use talents, interests, capabilities, and abilities for personal development	Week 8	HGS-IVg-9
4th Quarter	Implement steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	9. Explain the steps to fulfill the goal in life	Week 9	HGC-IVi-11

Grade: Intermediate Level (Grade 4 – Grade 6) (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter	Understand the importance of oneself and others	Value oneself	1. Recognize that changes in oneself is part of development	Week 1	HGIPS-Ia-2
			2. Examine one's thoughts, feelings, beliefs, and the difference between appropriate and inappropriate behavior	Week 2	HGIPS-Ia-3
		Value others	3. Recognize the importance of others as part of family, school and community	Week 3	HGIPS-Ib-4
		Respect individual differences	4. Explain the importance of individual difference	Week 4	HGIPS-Ic-9
		Gain understanding of oneself and others	5. Determine fundamental rights of oneself and others	Week 5	HGIPS-Id-10
			6. Relate oneself to others		HGIPS-Ie-11
			7. Share the lessons from personal experiences by empathizing with others	Week 6	HGIPS-Ie-12
1st Quarter	Understand the knowledge, skills, and positive, attitude for the achievement of optimum learning in school and in daily living	Identify the methods of effective study habits toward lifelong learning	8. Show the ability to perform independently in personal and school activities	Week 7	HGA-Ig-16
		Demonstrate effective study habits			

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			9. Share the advantages of effective study habits using personal experiences	Week 8	HGIA-Ig-17
2nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Provide proper procedure toward responsible decision-making	1. Examine the procedures or steps in decision-making	Week 1	HGIPS-IIb-5
			2. Share personal contribution as part of the solution to family and school issues	Week 2	HGIPS-IIb-6
		Evaluate experiences in decision-making toward achieving common good	3. Evaluate the outcomes of decisions based on the different conditions and circumstances	Week 3	HGIPS-IIc-7
			4. Make appropriate decisions to achieve the common good		HGIPS-IIc-8
			5. Share lessons from experiences which help in decision-making	Week 4	HGIPS-IIc-9
	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	6. Enumerate possible contributions to the family and school community based on the lessons learned in school	Week 5	HGIA-IIe-13
		Apply lessons from home, school and community to daily living with consideration to family and society	7. Participate in community activities through the acquisition of academic knowledge and skills	Week 6	HGIA-IIf-16

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2nd Quarter	Analyze the relationship of one's skills and experiences in choosing profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans	8. Enumerate the importance of the guidance of parents, guardians and significant adults in choosing profession and vocation	Week 7	HG IC-IIh-21
3rd Quarter	Apply ability to protect oneself and others towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Share the ability to protect personal and private information in social media	Week 1	HGIPS-IIIb-3
			2. Practice personal care and safety lessons in times of needs	Week 2	HGIPS-IIIb-4
		Live effective ways in resolving issues that involve oneself and others	3. Increase the level of ability to appropriately address personal and social issues	Week 3	HGIPS-IIIc-7
		Share skills that can help in solving problems	4. Identify different skills that others may benefit from	Week 4	HGIPS-IIId-8
			5. Explain the significance of seeking or rendering help in solving problems		HGIPS-IIId-9
			6. Participate in effective ways of solving problems concerning family, school and community	Week 5	HGIPS-IIId-10

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
3rd Quarter	Utilize knowledge and skills toward academic success	Enrich knowledge and skills toward academic achievement	7. Note the lessons learned from participating in community activities	Week 6	HGIA-IIIf-14
			8. Reflect on the learnings from various experiences that will serve as guide and lesson in achieving success	Week 7	HGIA-IIIf-15
3rd Quarter	Apply the ability to choose their field based on the different factors toward achieving goals in life	Reflect on the decisions made for life and profession	9. Examine the steps of self-preparedness in accordance with the skills in the chosen career	Week 8	HGIC-IIIj-25
4th Quarter	Enrich ability to share oneself to respond to international standards	Share one's abilities for the development of others and community	1. Identify the needs of the family and community	Week 1	HGIPS-IVa-1
			2. Explain the advantages of helping one's community	Week 2	HGIPS-IVa-2
			3. Share knowledge and skills in solving simple issues or problems in the family and community	Week 3	HGIPS-IVa-3
				Week 4	HGIPS-IVc-7

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen self-empowerment to respond to the needs of the community	4. Share personal contributions in addressing the needs of community		
			5. Value how the needs of others and community are addressed	Week 5	HGIPS-IVc-8
		Respond to personal and social needs that can contribute to the promotion of international standards	6. Identify the needs concerning oneself, others and community	Week 6	HGIPS-IVd-9
			7. Synthesize minor contributions that yield to positive results or outcomes	Week 7	HGIPS-Ivd10
			8. Share personal contributions as part of the solution to the global issues	Week 8	HGIPS-IVd-11
4th Quarter	Develop academic skills to contribute to community development based on international standards	Demonstrate academic excellence based on global needs	9. Participate in community activities that are relevant to one's skills and talents	Week 9	HGIA-IVe-14

Grade: Junior High School (7-10) (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter	Understand the knowledge, skills, and positive attitude for the achievement of	Identify the methods of effective study habits toward lifelong learning	1. Describe different effective learning methods being employed	Week 1	HGJA-Ia-2

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
	optimum learning in school and in daily living	Share knowledge, skills, and positive attitude helpful in lifelong learning	2. Demonstrate the ability to independently deal with personal tasks and actively participate in school activities	Week 2	HGJA-Ic-5
1st Quarter	Understand the importance of oneself and others	Value oneself	3. Determine the importance of oneself as part of the family and community	Week 3	HGJPS-Id-7
			4. Exhibit self-discipline	Week 4	HGJPS-Ie-8
			5. Manage personal changes toward self-appreciation	Week 5	HGJPS-Ie-10
		Respect individual differences	6. Value the similarities and differences among the culture, beliefs, views, and values of others	Week 6	HGJPS-Ig-13
		Gain understanding of oneself and others	7. Strengthen the relationship to others by responsibly fulfilling familial duties	Week 7	HGJPS-Ih-15
1st Quarter	Understand the importance of knowledge, skills, and positive attitude helpful to daily living and their relation to life and profession	Identify factors related to life and profession	8. Identify relationship of gender, family, peers, media, and socio-economic status in choosing profession	Week 8	HGJC-Ii-19

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2nd Quarter	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	5. Share to others the knowledge gained from school and community beneficial in life	Week 1	HGJA-IIb-5
		Apply lessons from home, school and community to daily living with consideration to family and society	6. Demonstrate how to develop strengths and overcome weaknesses	Week 2	HGJA-IIc-7
2nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Examine the different factors in decision-making for the achievement of success	7. Examine the appropriate and inappropriate steps in personal decision-making	Week 3	HGJPS-IId-8
		Provide proper procedure toward responsible decision-making	8. Formulate one's steps in decision making	Week 4	HGJPS-IIe-10
			9. Practice independent decision-making		HGJPS-IIf-11
		Evaluate experiences in decision-making towards achieving common good	10. Express views on issues relevant to oneself and others	Week 5	HGJPS-IIg-13
			11. Identify the various views on personal and social issues		HGJPS-IIg-14

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2nd Quarter	Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant others in choosing a profession, vocation and future plans	12. Identify the important aspects to be considered in choosing a profession, vocation, and the future	Week 6	HGJC-IIi-18
		Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults	13. Analyze personal abilities and experiences	Week 7	HGJC-IIj-20
			14. Recognize the important opinions of parents, guardians, and significant others to make meaningful decisions	Week 8	HGJC-IIj-21
3rd Quarter	Apply the ability to protect oneself and others toward effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Perform duties for oneself and for others	Week 1	HGJPS-IIIc-8
			2. Realize the advantages and importance of being responsible for oneself and for others	Week 2	HGJPS-IIIc-9
		Live effective ways in resolving issues that involve oneself and others	3. Relate the effective ways in solving problems	Week 3	HGJPS-IIIc-10
		Share skills helpful to solve problems	4. Participate in responding to life challenges	Week 4	HGJPS-IIId-12
			5. Respond to the needs of the community toward peace	Week 5	HGJPS-IIId-14
3rd Quarter	Apply the ability to choose their own field based on the different	Describe the chosen field	6. State one's meaningful characteristics relevant to the chosen career	Week 6	HGJC-IIIf-16

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
	factors toward achieving goals in life	Decide for life and profession	7. Explain the connection of work, needs of the society, and global economy	Week 7	HGJC-IIIg-17
		Reflect on the decisions made for life and profession	8. Respond to the required expertise of certain industry, and of other types of jobs	Week 8	HGJC-IIIj-20
4th Quarter	Develop academic skills to respond to community development based on international standards	Demonstrate academic excellence based on the global needs	1. Express initiative in extending help to the community	Week 1	HGJA-IVb-3
			2. Give comments or suggestions for the welfare of the community	Week 2	HGJA-IVb-4
		Live ways that respect and protect the environment	3. Show concern to the environment using knowledge and skills	Week 3	HGJA-IVb-5
4th Quarter	Enrich the ability to share oneself to respond to international standards	Share one's abilities for the development of others and community	4. Show adaptive behavior to the new changes in the community	Week 4	HGJPS-IVc-8
			5. Participate in the advocacies of the community toward progress		HGJPS-IVc-9
		Engage oneself in meaningful programs and initiatives for the common good	6. Reflect on the importance of one's involvement in resolving the different issues of the community	Week 5	HGJPS-IVd-10
				Week 6	HGJPS-IVd-13

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen self-empowerment to respond to the needs of the community	7. Show optimism in dealing with life challenges		
		Respond to personal and social needs that can contribute to the promotion of international standards	8. Contribute meaningful ways on how to be the catalyst of change	Week 7	HGJPS-IVe-18
4th Quarter	Implement the steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	9. Relate the relevance of decision-making in track and strand selection to planning, and to the transition to next grade/ level toward the future goals	Week 8	HGJC-IVh-22
		Outline plans for the chosen profession, vocation and the future	10. Compare the helpful ways on how to attain desired profession or vocation		HGJC-IVi-23

Grades: Senior High School (Grade 11 – Grade 12)

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
First Quarter	Value oneself	4. Identify strengths and weaknesses	Week 1	HGSPS-Ie-4
		5. Exhibit the importance of oneself in the following aspects: 5.1. physical and physiological 5.2. psychological 5.3. intellectual 5.4. spiritual 5.5 social		HGSPS-Ie-5
	Value others	6. Exhibit the importance of others in the following aspects: 6.1. physical and physiological 6.2. psychological 6.3. intellectual 6.4. spiritual 6.5 social	Week 2	HGSPS-If-6
	Respect individual differences	7. Demonstrate acceptance of others without discrimination	Week 3	HGSPS-Ig-7
		8. Show respect to others in: 8.1. words 8.2. actions 8.3. objective view		HGSPS-Ig-8
	Gain understanding of oneself and others	9. Explain that oneself and others are capable to commit right and wrong actions or decisions	Week 4	HGSPS-Ih-9
		10. Demonstrate the appropriate response to other's actions or decisions		HGSPS-Ih-10
Second Quarter	Examine the different factors in decision-making for the achievement of success	1. Manage factors in sound decision-making: 1.1 Oneself 1.2 Family 1.3 School 1.4 Peers / Fellow	Week 1	HGSPS-IIe-5

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		1.5 Church / Faith 1.6 Media and Technology 1.7 Government		
		2. Make a right decision based on: 2.1 Information 2.2 Situation 2.3 advice of from *more knowledgeable other (MKO)*	Week 2	HGSPS-IIf-6
	Provide proper procedure toward responsible decision-making	3. Explain the importance of steps for meaningful decision-making	Week 3	HGSPS-IIg-7
	Evaluate the experiences in decision-making toward achieving common good	4. Discuss how personal experiences in decision-making impact oneself and others		HGSPS-IIg-8
Third Quarter	Apply effective ways of protecting oneself and others	1. Recognize human rights with the accountability to protect oneself and others	Week 1	HGSPS-IIId-5
		2. Analyze the laws that protect oneself and others like but not limited to the following: 2.1 Anti-Bullying Act (RA 10627) 2.2 Child Protection Policy (DO No 40 s 2012) 2.3 Violence Against Women and their Children (RA 9262) 2.4 Anti-Sexual Harassment Act (RA 7877) 2.5 Anti-Rape Law (RA No 8353) 2.6 Cyber Crime Law (RA 10175) 2.7 Gender and Development Millennial Development (DM 88 s 2016, DO 27 s 2013) 2.8 Dangerous Drug Acts of 2002 (RA 9165)	Week 2	HGSPS-IIIe-6

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		2.9 Reproductive Health Law (RA10354) 6.10 Family Code (EO 209)		
	Live effective ways in resolving issues that involve oneself and others	7. Show optimism in facing life challenges and problems	Week 3	HGSPS-IIIf-7
	Share skills helpful to solve problems	8. Express personal abilities in solving problems using lessons learned through self-evaluation	Week 4	HGSPS-IIIg-8
Fourth Quarter	Share one's abilities for the development of others and community	1. Participate in the community activities using the acquired skills	Week 1	HGSPS-IVd-4
	Engage oneself in meaningful programs and initiatives for the common good	2. Organize projects for fellow youth, aiming to enhance and develop skills beneficial to the community development which includes but not limited to the following: 5.1 gift-giving 5.2 tree planting 5.3 feeding program 5.4 clean and green *5.5* traditional Filipino games	Week 2	HGSPS-IVe-5
	Strengthen self-empowerment to respond to the needs of the community	3. Conduct ways on how to influence fellow youth to participate in civic projects	Week 3	HGSPS-IVf-6
	Respond to personal and social needs that can contribute to the promotion of international standards	4. Show ways on how to develop oneself as a role model helpful to others	Week 4	HGSPS-IVg-7

Annex "D"

Considerations and Strategies in the Implementation of Learning Delivery Modalities

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
Upon recommendation by the Schools Division Offices, after consultation with the schools under their respective jurisdictions, the Regional Directors shall decide on the learning delivery modalities deemed appropriate in the context of the local conditions (given the local health situation, situation of the communities being served, options of parents/guardians, available resources including manpower, and learners specific needs, and other considerations) and consistent with the COVID-19 guidelines and regulations.		***Strategies across all Learning Delivery Modalities and Homeschooling as Alternative Delivery Mode*** • Establish the needed health and safety protocols as appropriate • Establish safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting-up of help desks in coordination with DSWD. • Provide mental and psychosocial support services to learners • Prepare the following for K to 3 learners: o ADM learning modules of various formats o Leveled reader materials in print and digital format with consideration for mother tongue of learners o Primer lessons in 19 languages o Primer lessons for Grade 1 to 3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books • Train school personnel for the Learning Delivery Modality/ies opted for • Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process. • Establish strong home-school- community collaboration

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
A. Face to Face (F2F) Learning		
Purely Face-to-Face Learning	• Greater risk of COVID-19 exposure	***Additional Strategies for all F2F classes*** • Reduce class size to an allowable number of learners for each class, to a maximum of 15 learners in classes using table and chairs, and 20 learners in classes using armchairs to ensure physical distancing in schools • Adjust class and teacher schedules • Provide additional school buildings and makeshift classrooms for additional learning space • Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) • Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade if additional personnel needed in some schools
	• Primary option for learners with disabilities whose conditions require face to face delivery	***Additional Specific Strategies*** • Ensure needed learning materials are available (e.g., braille books, audio-based materials)
	• Primary option for geographically isolated, disadvantaged and conflict affected areas (GIDCA) on the following assumptions: ✓ Area's location is under very low infection risk ✓ There is no electricity and internet connectivity	***Additional Specific Strategies*** • In the absence of teachers from the locality, education graduates who are not yet licensed or learning facilitators in the community may be tapped, but with supervision arrangements with a regular teacher of a nearby school or by mobile teachers. • If teachers who are from medium risk areas are to be deployed to GIDCA communities, they need to be tested to ensure that they are COVID-negative. They are to stay in the community of deployment for longer durations.

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
	✓ Teacher/s from the locality available	• Ensure quarantine area for teachers who come from outside the community
B. Distance Learning		
	Lesser risk of COVID-19 exposure Area's location is moderate to high risk If some learners opt for this learning delivery modality, class size in schools is reduced so physical distancing is easier to implement on campus	***Additional Strategies for all Distance Learning Sub-modalities*** • Continue developing Self-Learning Modules (SLMs) for Alternative Delivery Mode (ADM) • Map CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons • Provide SLMs to learners in their appropriate format • Check availability of gadgets and equipment for learners and teachers as appropriate • Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations. • Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners • Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home • Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
a. Modular Distance Learning		***Additional Specific Strategies*** • Train community learning facilitators for this distance learning delivery sub-modality • E-IMPACT can be implemented as appropriate
b. Online Distance Learning	Learners have the needed gadgets and reliable internet connectivity	***Additional Specific Strategies*** • Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs • Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. • Maximize LR Portal and DepEd Commons as sources of materials • Maximize MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms • Schedule online screen time • Train community learning facilitators for this distance learning delivery sub-modality
c. TV and Radio-based Instruction (RBI)		***Additional Specific Strategies*** • Teachers and partners to produce video-taped lessons and radio-scripts from SLMs • Explore institutional partnerships with media partners for radio and TV/based instruction • Train community learning facilitators for this distance learning delivery sub-modality

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
C. Blended Learning		
	Lesser risk of COVID-19 exposure Area's location is low to high risk If schools opt for this learning delivery modality, class size in schools is reduced so physical distancing is easier to implement on campus	***Additional Strategies for all Blended Learning Sub-modalities*** • Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs • Ensure needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners • Check availability of gadgets and equipment for learners and teachers as appropriate • Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade in community organized classes • Require teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners • Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for
a. F2F and Online Distance Learning	Learners have the needed gadgets and reliable internet connectivity	***Additional Specific Strategies*** • Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. • Maximize LR Portal and DepEd Commons as sources of materials • Maximize Microsoft Teams, Google Meet, ZOOM and other virtual classroom meeting platforms

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
		• Schedule online screen time • Train community learning facilitators for this distance learning delivery sub-modality
b. F2F and Modular Distance Learning (print, e-copy/offline)	Can be an option for learners with disabilities whose conditions allow for blended learning Can be an option for schools in GIDCA communities where physical distancing is needed due to infection risks in the area (e.g., OFWs returning from abroad)	***Additional Specific Strategies*** • Ensure needed learning materials (e.g., ADM self-learning modules in print and e-copy, LMs, textbooks, braille) • Request for the use of other community spaces as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade in community organized classes • E-IMPACT and MISOSA can be implemented as appropriate
c. F2F and TV/Radio-Based Instruction	Can be an option for schools in GIDCA communities where there is no internet connectivity and radio-based instruction has been done through ALS and/or a TV is available	***Additional Specific Strategies*** • Teachers and partners to produce video-taped lessons and radio-scripts from SLMs by teachers and partners • Explore institutional partnerships with media partners for radio and TV/based instruction • Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Schedule on-screen time

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
d. F2F and Modular/Online/ TV/Radio-based Instruction	Primary option for learners with disabilities whose conditions and family situation can accommodate a combination of face to face and TV/RBI. Can be an option for schools in GIDCA communities where there is no internet connectivity and radio-based instruction has been done through ALS and/or a TV is available	• Ensure that learning materials are converted to other formats needed (e.g., radio scripts, video-taped lessons, braille, inclusive e-books with Filipino sign language interpretation) • Explore institutional partnerships with media partners for radio and TV/based instruction • Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Schedule on-screen time
• Homeschooling as Alternative Delivery Mode		
Homeschooling	Lesser risk of COVID-19 exposure Can reduce class size so physical distancing will be easier to implement in schools Primary option for learners with unique circumstances, such as illness, special education needs, on frequent travel with parents, and other similar contexts which make it difficult for them to come to school on a regular basis.	***Additional Specific Strategies for this Alternative Delivery Mode (ADM)*** • Learners are enrolled in accredited schools • Ensure that learning materials are converted to other formats needed (e.g., radio scripts, video-taped lessons, braille, inclusive e-books with Filipino sign language interpretation) • Ensure that a qualified and trained Learning Facilitator who may be the parent or a tutor is available, subject to supervision by a regular teacher and by school. • Ensure that a Homeschool Coordinator is designated in the school

ANNEX D

Helping K-12 Schools Transition to Post-COVID 19 Times

Ani Rosa Almario, PhD and Reagan Austria

Table of Contents

A flowchart for decision making 01

Revisit your school's philosophy 02

Determine the role of your stakeholders 02

Assess your school community's readiness 04

Determine the best learning model 06

Determine a system for tweaking/ evaluating your approach 10

Suggested weekly schedule 11

Suggested learning platforms 17

A FLOWCHART FOR DECISION MAKING

The COVID 19 pandemic has undoubtedly affected every aspect of our lives. In the absence of any certainty regarding the next steps for K-12 schools, school administrators and teachers are apprehensive about their schools' futures. One thing is for sure: it is necessary for schools to look at different scenarios and solutions involving educational technology as this would undoubtedly help them continue with learning delivery and help educators guide their students through this difficult time. What this paper aims to provide are recommendations on the steps that K-12 schools have to take in order to arrive at the best decisions regarding the use of educational technology to address their particular situation.

The steps to your school's decision-making are summarized in this flowchart:

01	Revisit your school's philosophy
02	Determine the role of your stakeholders
03	Assess your school community's readiness
04	Determine the best learning model
05	Determine a system for tweaking/ evaluating your approach

REVISIT YOUR SCHOOL'S PHILOSOPHY

Some schools might skip this essential first step, thinking it unnecessary. The usual first step for any decision-maker is to survey the plethora of online learning tools and platforms and choose which one is easiest to learn and use. In truth, the decision is made easier when you know your school's vision, mission, and goals which undoubtedly influence how you approach teaching and learning. Revisiting your philosophy means defining your non-negotiables in the delivery and assessment of learning. Your philosophy also defines how you view your students. You will then choose a mode of learning delivery that is most productive, conducive, and sensitive to your learners. Once you've revisited and once again articulated your school's philosophy, the choice of online tools and your whole approach become more obvious and automatic.

DETERMINE THE ROLE OF YOUR STAKEHOLDERS

Let's identify four important stakeholders in K-12 schools: administrators, teachers, parents, and students.

In this important task of transition, leadership will of course come from the school administrators. They will lead the important initial step of revisiting the school's philosophy to guide it as it transitions--in some cases, they might even have to revise some parts of the school's approach to teaching and learning in order to accommodate this huge change in how the school operates. The school administrators are tasked with having the big picture always in mind, always recognizing that the school is one large system with moving parts, and that in transitioning, these parts have to function cohesively. Administrators will determine how the school's resources (human, material, and financial) will be allocated in the school's transition. It is also imperative for administrators to develop new policies and guidelines in order to manage and evaluate the new technology-integrated learning environment. Administrators also need to decide on how much training has to be undertaken not just by the faculty, but by the parents and students who will participate in this new learning environment.

For teachers, what is first and foremost required in this transition is an openness and willingness to try new things and make mistakes along the way. A good transition plan will include training, collaborative faculty planning, and plenty of feedback. The teachers will need to reflect on their existing lesson plans and redesign them according to the limits and/or possibilities of the new environment. It is important that teachers also recognize that their other roles--being coaches, mentors, and second parents--still operate in this new environment. And so, teachers should think about how they can continue carrying out these roles. Teachers will also form the school's technology integration team.

For parents, an openness to change is also required. The school might have to help parents by providing them a comprehensive orientation on the demands of the new learning environment; having students use more technology at home also means more parent participation. Parents will have to learn how to be teachers' "assistants" at home: helping children establish a routine, assisting in advancing learning objectives, as well as performing simple troubleshooting. Parents will also help their children set up a dedicated space for doing online learning, and help them manage a schedule that is conducive and sensitive to their needs as children. Parents are also valuable sources of feedback for the school.

For students, there should be sessions to develop their readiness for the new mode of learning. These sessions should be accompanied by lessons to develop the necessary levels of technology literacy and digital citizenship required at their grade level. Teachers should be open to feedback from students as well so that they will know how else they can assist in easing the students into this new arrangement.

Your School's Technology Integration Team

Creating a small team, composed of subject area teachers and IT technical staff (around 5 members), will be of great help during the transition. Preferably, members of the team should demonstrate intermediate to advanced skills in using digital productivity and creativity tools. They will provide on-demand support (outside class hours) and periodical learning sessions among the faculty. This team will also be instrumental in developing a manual for technology use, if the school doesn't have one yet. The team will benefit from being interlevel or interdepartmental, allowing it to create projects that have a schoolwide impact, as well as develop schoolwide solutions.

Though the IT technical staff may attend to troubleshooting concerns, it is important to note that the team is also composed of subject area teachers who can recommend technology integration ideas during lesson planning. Members of the team may be assigned to grade level clusters to provide dedicated support to fellow teachers.

ASSESS YOUR SCHOOL COMMUNITY'S READINESS

Assessing your school community's technological capabilities means looking at your community's (i.e. teachers', parents', and students') readiness for the transition. This is largely determined by the availability of devices, their internet connection, and their level of technology literacy.

Here are some important questions and guidelines to assess your school community's readiness:

1 Devices at home

	Capabilities	Limitations
Smart phone	mobile; Office tools, camera, photo editing, audio and video recording, videoconferencing	small screen; some apps may have lite or limited versions only
Tablet	mobile; Office tools, camera, photo editing, audio and video recording and editing, videoconferencing	small screen compared to laptop and desktop
Laptop	portable; Office tools, camera, photo editing, audio and video recording and editing, videoconferencing	not as mobile as smart phones and tablets (portability vs. mobility)
Desktop	Office tools, camera, photo editing, audio and video editing, videoconferencing	restricted to a single location

For parents with multiple children in school, it would be helpful for both the faculty and the parents to know if devices will be shared among the children. This piece of information will affect both school and home decisions regarding the schedule.

2 Connection to the internet

a. Do teachers/parents/students have access to a stable internet connection at home?
b. What type of internet connection do teachers have access to outside school?

Type of connection	Capabilities
Free data	limited to messaging and text posts on socmed
Prepaid at home	email, social media, LMS, videocon, but limited speed and duration
Fiber connection	stable for videocon, LMS, social media, messaging (may depend on time of the day)

3 Technology literacy

How proficient are the teachers/parents/students in terms of:

Productivity tools	Beginner	Intermediate	Advanced
Google search engine			
Email			
Office: Word, Excel, Powerpoint			
Cloud Storage: Google Drive, Dropbox, Box			
Collab Tools: Docs, Sheets, Slides			
Video Conferencing Tools: Hangouts Meet, Facetime, Zoom, Webex, Teams			
Chat: Messenger, Viber, WhatsApp, Telegram			

Creativity tools	Beginner	Intermediate	Advanced
Camera			
Photos			
Video editor			
Audio Recorder			

It is also advised that parents prepare themselves and their children for online learning by designating a learning space. This learning space is the most conducive place in learning at home and will help in establishing a learning routine.

DETERMINE THE BEST LEARNING MODEL

Determining the best learning model for your school necessitates an understanding of different learning models, as well as a thorough assessment of each model's advantages and limitations.

Online learning is fundamentally teaching and learning that takes place over the internet. This happens when the class is gathered, face-to-face, in the school's computer laboratory, library, classroom, or any wifi-connected space in school. This also happens when students are given assignments which they need to work on outside school (at home or any other place), online, over the internet.

The context of today's situation, when everyone is expected to stay at home, has required schools to practice remote learning (or distance learning). In this set up, the teacher and students do not necessarily have to meet in person, in the physical school. Instead, classes are conducted online, in remote locations. Classes meet via online learning platforms based on identified schedules.

1 Types of remote learning

a. Synchronous

This is a type of remote learning wherein the class is conducted in real time. In a synchronous class, the teacher and students log in to a single online platform and carry out tasks throughout the allotted time. This may be done through videoconference, chat or messaging apps, or audio chat using an online tool.

b. Asynchronous

An asynchronous set up means students are provided with content and tasks that they need to accomplish within a time frame, using an online platform such as a learning management system (LMS). Interaction between the teacher and students (and among students) does not take place in real time. No face-to-face class meeting happens, even online.

c. Hybrid

A hybrid remote learning class maintains a schedule of in-person class meetings and online activities during the term.

d. Modified hybrid (during Enhanced Community Quarantine)

This is simply a combination of synchronous and asynchronous models, minus the in-person class meetings. In lieu of this, face-to-face class meetings may be organized with the help of digital tools. Time in between class meetings will be devoted to accomplishing tasks as scheduled on the learning management platform.

2 Blended learning

Blended learning is similar to the hybrid set up since it requires gathering the class in person, in a physical school, and maintaining a supervised learning environment outside school via an online platform.

Blended learning, as a pedagogical approach, can be distinguished from remote learning by looking at its different models. The Clayton Christensen Institute, through its website, the Blended Learning Universe (www.blendedlearning.org), has identified three key elements in a blended learning class:

- Students learn in part, online, with some element of control over time, place, path, or pace.
- Students learn in part, in a brick and mortar location away from home (such as the school).
- Students learn along a learning path that leads to an integrated learning experience.

The Clayton Christensen Institute describes the following blended learning models. The characteristics of each model may be helpful in designing remote learning environments during and even after the ECQ situation.

a. Station rotation
   - Students engage themselves in different learning stations inside the classroom, in a fixed schedule. At least one of the stations should involve an online activity.
   - This may not be applicable during ECQ as this blended learning model requires students and teachers to be in a physical classroom.

b. Lab rotation
   - The students go through different "learning rooms," following a fixed schedule. One of the learning rooms is an online station that is usually the computer laboratory.
   - This may not be applicable during ECQ as this blended learning model requires students and teachers to be in a physical campus.

c. Individual rotation
   - Each student is given a "playlist" of tasks that have to be accomplished in each subject area. Students are given individual schedules by the teacher to rotate through different learning stations on the campus. Their main classroom becomes the "central learning lab".
   - This may not be applicable during ECQ as this blended learning model requires students and teachers to be in a physical campus.

d. Flipped classroom

- Students in this set up work on assigned readings, watch video clips, listen to audio recordings and podcasts, and do other coursework similar to listening to lectures, at home. Class time, in school, is devoted to working on teacher-guided tasks to enrich their learning experience.
- During ECQ, in a remote learning set up, "class time" may refer to synchronous class meetings to explain instructions, discuss clarifications, and exchange feedback about the assigned coursework.

e. A la carte model

- Students in an a la carte model take online classes with an online teacher, as an option, apart from the face-to-face (in-person) classes that they attend in school. This facilitates flexibility in the students' schedules especially for elective classes in high school.
- A la carte classes (electives) may also be offered during ECQ, in a remote learning set up, in addition to the students' core subject areas. This model is more applicable in high school.

f. Flex model

- Students work on their course curriculum on fluid schedules. They attend classes depending on their need. Teachers are available for consultation and they conduct small group sessions on flexible schedules as well. Different learning spaces are provided on campus such as a collaboration room, breakout rooms, social area, and science labs, but the backbone of this set up is online learning.
- Flex model may be applicable only to senior high school students. Virtual collaboration rooms, discussion rooms, and social areas may be created and supervised through online platforms.

g. Enriched virtual

- This is the closest model to remote learning set up wherein students accomplish their coursework online, off-campus, and attend required face-to-face classes with the teacher in the physical school.
- Similar to the modified hybrid class, during ECQ, online class meetings can be scheduled and conducted using various online tools.

This table aims to guide teachers in budgeting their lessons while identifying related activities and remote learning set up (synchronous or asynchronous). This can also be used to record teacher's notes about what happened after each class implementation.

Online Learning Schedule

Week/ Date	Lesson	Synchronous/ Asynchronous	Activity/ Assignment	Due Date	Notes

3 Opportunities and challenges

Remote learning can be both an enriching and challenging experience at the same time. Primarily meant to facilitate "anytime, anywhere learning," this approach also promotes some elements of independence on the part of the students over path and pace while learning online. When learning materials are delivered through a digital platform, students can easily track individual progress, review previous lessons, or advance to study further content within the course. Digital tools allow teachers and students to explore different types of multimedia to create, curate, and make meaning while learning. This approach also encourages teachers to design more alternative assessments, apart from traditional types of exams, which can also be implemented online. Student engagement can be attained via collaborative online tools and messaging applications that can be used to exchange feedback between teachers and students (and among students) in a class.

The nature of remote learning, being essentially technology-based, also brings unavoidable challenges to the stakeholders involved. Among these are logistical concerns such as availability of devices and access to the internet. Technical support, before, during, and after each class, also becomes a challenge when parents and even teachers have limited technical skills. Evaluating and selecting effective and appropriate digital tools could also be a demanding task for school administrators and teachers. Conducting classes with the teacher and students in remote locations also opens concerns about the authenticity in social interaction and character formation.

DETERMINE A SYSTEM FOR TWEAKING/EVALUATING YOUR APPROACH

Needed along with the choice of a learning model and its attendant learning management system and online learning tools, is the formulation of an evaluation system. Evaluating the school's tech decisions during and after this transition year, will help the school decide on software and hardware purchases the following year, and will also affect the school's hiring decisions (e.g. the school might set a minimum level of technical literacy for its new hires). In evaluating its tech decisions, the school may look at three things: student performance, student engagement, and ease of use. Did the school's tech decisions improve student learning and outcomes? Were the students motivated to learn and improve themselves? Were the learning management system and tools easy to learn, explore, and manage?

Some recommendations

Establish a routine. Even if learning happens at home, establishing a daily routine helps students focus on their schoolwork and perform school tasks better. Establishing a routine is helped by physical markers such as having a dedicated learning/space (a table and chair will do) for your child. This dedicated space should have good lighting, good internet connection, and minimum distractions. It will be most helpful if the student's weekly schedule is posted in the same space, not only for the student's guidance but also for his parents.

Build rapport. In the same way that managing a face-to-face classroom requires a teacher to develop rapport with his students, an online classroom also necessitates this. In order for teachers to build an emotional connection and rapport with their students, some amount of time has to be devoted to teachers doing non-academic activities (e.g. playing games, singing, talking about their daily lives) with them. It's also suggested that teachers have one-on-one online sessions with their students to get to know them better, check on their understanding of the lessons and any issues they might have with the transition, and assure the students of their presence (though virtual) in their educational lives.

Schedule daily physical activity. Because online learning will mean much more screen time for students than they normally spend on schoolwork, it's imperative for parents to schedule daily physical activities. Parents (or even teachers) can include outdoor play (if possible), exercise, sports, or dance in the students' daily schedule. Parents may also incorporate physical chores so that students aren't always sitting down and looking at a screen.

SUGGESTED WEEKLY SCHEDULE

Every week and every day will usually be broken up into synchronous and asynchronous classes. Synchronous classes are 30 minutes long (at most) and allow the teachers to virtually meet with their students. Teachers can do check-in (kumustahan) with their students, discuss class guidelines, and give announcements. During synchronous classes, teachers are able to give feedback to their class regarding individual and group tasks, student outputs, and exam results. If there are special events in class- school events or birthdays- synchronous classes may extend up to an hour.

Asynchronous classes, on the other hand, consist of activities done without the teacher's presence. Asynchronous classes allow the students time to work on individual tasks like reading literature, watching video clips, listening to music, making audio recordings, conducting research, and constructing artifacts. Asynchronous class time may also be spent on collaborative tasks.

Sample preschool schedule

*Week 1 will be spent by the teacher doing one-on-one virtual sessions with the children to get to know them better and gain their trust. She will also meet with the parents to explain the schedule and what is expected of them as "teacher's assistants."

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Class adviser meets students as a class for the first time.	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)
Teacher holds a virtual meeting with parents to go over the week's activities; give them a list of tips, tasks, and materials; and ask them for feedback.	Storytelling (15 mins)	Story Review and Discussion (15 mins)	Reading (15 mins)	Oral Language Development (15 mins)	Numeracy (15 mins)
	Art (20 mins)	Engagement Activities (20 mins)	Music (20 mins)	Cultural Literacy (20 mins)	PE (20 mins)

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher holds a virtual meeting with parents to go over the week's activities; give them a list of tips, tasks, and materials; and ask them for feedback.	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)
	Music (15 mins)	Story Review and Discussion (15 mins)	Group Engagement Activity (15 mins)	Cultural Literacy (15 mins)	Art (15 mins)
Storytelling may be pre-recorded or a short video clip.	Storytelling and Activity (20 mins)	PE (20 mins)	Oral Language Development (20 mins)	Numeracy (20 mins	Engagement Activity (20 mins)

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher holds a virtual meeting with parents to go over the week's activities; give them a list of tips, tasks, and materials; and ask them for feedback.	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)	Circle Time (15 mins)
	Storytelling (15 mins)	Story Review and Discussion (15 mins)	Reading (15 mins)	Oral Language Development (15 mins)	Numeracy (15 mins)
The library is virtual.	Art (20 mins)	Library Time (20 mins)	Music (20 mins)	Cultural Literacy (20 mins)	PE (20 mins)

Sample elementary grades schedule

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
ORIENTATION WEEK	Homeroom Period	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
Students meet homeroom teacher/class adviser, are given guidelines, and meet again during study hall	English	Science	PE/Arts/ Music	Values Education	Study Hall/ Student Consultations
Students sign up to Club offerings (via Google Forms).			Extra Curricular Activities/ Clubs		

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Students meet 4 teachers in a synchronous class.	Homeroom Period (30 mins)	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Values Education	Study Hall/ Student Consultations
Day 1 of Club Meeting			Extra Curricular Activities / Clubs		

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Students meet 4 teachers in a synchronous class.	Homeroom Period	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Christian Life Education	Study Hall/ Student Consultations
			Extra Curricular Activities / Clubs		

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Students meet 4 teachers in a synchronous class.	Homeroom Period	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Christian Life Education	Study Hall/ Student Consultations
			Extra Curricular Activities / Clubs		
The library is virtual.	Synchronous, 30 mins	Asynchronous 40-50 mins.			

Week 0

Parents' Orientation may be organized by grade level from Monday to Friday (Grade 1 to Grade 6) via a virtual meeting.

Week 1

Students are expected to log in to their learning management system (LMS) and read the class guidelines and syllabus for each subject area. They may ask questions and request for clarifications during Study Hall and Homeroom. They can also present their concerns on the same post in the LMS where these documents are included.

Homeroom period

Moderated by the class adviser, this time can be spent on activities such as election of class officers, discussion of school announcements, and specific class concerns.

Study hall/Student consultations

This period may be used by a subject area teacher who needs additional time for his class. Throughout the school year, the class adviser will also use this time to meet with individual students for kumustahan.

ECA/Clubs

Synchronous meetings may be conducted for 30 minutes (max.) to allow students to accomplish tasks outside class hours. Club moderators may use the LMS to post announcements and receive outputs from students.

Sample high school schedule

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
ORIENTATION WEEK	Homeroom Period	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
Students meet homeroom teacher/class adviser, are given guidelines, and meet again during study hall	English	Science	PE/Arts/ Music	Values Education	Extra Curricular Activities/ Clubs
					Study Hall

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Students meet 4 teachers in a synchronous class.	Homeroom Period (30 mins)	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Values Education	Extra Curricular Activities / Clubs
					Study Hall

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Students meet 4 teachers in a synchronous class.	Homeroom Period (30 mins)	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Christian Life Education	Extra Curricular Activities / Clubs
					Study Hall

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	Homeroom Period	Filipino	Math	Araling Panlipunan	Computer/ Tech and Livelihood Ed
	English	Science	PE/Arts/ Music	Christian Life Education	Extra Curricular Activities / Clubs
The library is virtual.	Synchronous, 30 mins	Asynchronous 40-50 mins.			
					Study Hall

Week 0

Parents' Orientation may be organized by grade level from Monday to Friday (Grade 7 to Grade 12) via a virtual meeting.

Week 1

Students are expected to log in to their learning management system (LMS) and read the class guidelines and syllabus for each subject area. They may ask questions and request for clarifications during Study Hall and Homeroom. They can also present their concerns on the same post in the LMS where these documents are included.

Homeroom period

Moderated by the class adviser, this time can be spent on activities such as election of class officers, discussion of school announcements, and specific class concerns.

ECA/Clubs

During Clubs period, synchronous meetings may be conducted for 30 minutes (max.) to allow students to accomplish tasks outside class hours; Club moderators may use the LMS to post announcements and receive outputs from students.

SUGGESTED LEARNING PLATFORMS

1 Learning management system (LMS)

This is the backbone of a remote learning class. Everything that the students need in school should be made available via the LMS. Learning management systems play a central function particularly during asynchronous learning.

Here are some features that schools may look into when evaluating and selecting learning management systems.

a. Enrolment: Students can enlist in a class using a link, QR code, or by signing up using an email address. Some learning management systems allow uploading the class lists to automatically enrol students in respective classes.
b. Teacher dashboard: Teachers are able to create classes (add and delete students), create class schedule in a calendar, create quizzes within the system, conduct polls and surveys, monitor student progress (submission of assignments and summary of grades), and give badges/rewards and feedback to individual students
c. Student dashboard: Students are able to view personal summary of grades, submitted assignments, and badges/rewards received from the teacher. This is similar to the profile page in a social media account.
d. Main page: The teacher can moderate posts and comments made by students. Teachers and students are able to attach images, links, and pdf to posts. Some learning management systems allow users to share comments through react buttons, similar to the ones used in social media.
e. The LMS easily connects to other online learning tools such as digital libraries, Youtube, and online collaboration tools including Google Drive.
f. The LMS has a responsive interface design which allows it to be easily used in any screen size or any type of device (smart phone, tablet, laptop, desktop).

Among the most commonly used learning management systems in K-12 schools are:

a. Seesaw: free; recommended for Kinder-Grade 3 level. The design is similar to Instagram - minimal and easy to use buttons.
b. Edmodo: free; recommended for Grade 4-Grade 6 level. The design is similar to Facebook with additional features that are dedicated for use in class.
c. Google Classroom: free; recommended for Grade 7 to Grade 10. This is part of a comprehensive and integrated Google Apps for Education (GAFE), which allows teachers and students to infuse other Google applications in class, including gmail, Hangouts Meet, Docs, Slides, and Sheets, Youtube, among others.

d. iTunes U: free; works only on the iPad (students); recommended for Grade 11 and Grade 12. This offers a familiar user interface that directly presents the course outline; it is not exactly a learning management system but serves the same purpose of delivering a course of study along with integrated digital learning tools (including non-Apple apps).
e. Other tested learning management systems in K-12 that are subscription-based include Schoology (has free version), Canvas, and Blackboard.
f. There are also locally-developed learning management systems by Philippine publishers that are subscription-based. Among these are Aralinks, V-Smart, and Genyo.

2 Communication tools

During synchronous learning, online communication tools that allow teachers and students to meet via messaging, videoconference, and voice chat, are a big help. Parent-Teacher conferences as well as individual student consultations may be conducted through these platforms.

a. Zoom, Webex, MS Teams: These are free, powerful videoconferencing tools that allow sharing screens (videos, websites, Powerpoint, Keynote) to enrich virtual meeting experience. Joining meetings and sending invitations can be done by sending links, meeting numbers, and passwords, to assure security.
b. Telegram, Facebook Messenger, Viber, WhatsApp, Facetime/iMessage: These are conventional means of communicating online that also allows sharing of files such as images, video clips, pdf, and web links.
c. Publishing posts to create forums within a learning management system may also serve as a communication tool that is easy to organize and review. Students may exchange replies via comments and share responses through react buttons.

3 Classroom response systems

Useful in either a synchronous and asynchronous class, the following tools specifically aim to collect responses from the class, whether individually, in groups, or as a whole class. These can be used to augment built in quizzes available in learning management systems.

a. Nearpod
   - free; self-paced or live
   - app (iOS and Android) and web version available
   - experience is similar to joining a webinar with slides and interactive activities that require the audience to participate in order to proceed to the next part.
   - requirements: teacher and student accounts using email address

b. Quizlet, Kahoot!, and Socrative

- free; self-paced or live
- app (iOS and Android) and web version available
- gamified quizzes that provide immediate feedback to students (correct and wrong answers) during each quiz
- requirements: teacher account; students join using a link or QR code, and PIN (password) from the teacher

c. Mentimeter and Polleverywhere

- free; web version
- students may respond to the collaborative screen based on the teacher's identified time frame
- allows creating polls, word clouds, free text input boards similar to posting tweets
- requirements: teacher account; students join using a link or QR code, and PIN (password)

d. Padlet, Google Jamboard

- Padlet's free version allow users to create 3 collaborative walls; Jamboard is free and integrated in Google Apps for Education
- students contribute to a common wall to respond, react, and build content in a collaborative space. They can post texts, images, web links and make connections among elements using arrows.
- requirements: teacher account; students join using link given by the teacher

Factors to consider when selecting digital tools for learning:

1. Select a digital tool that will enrich student experience while performing the task. Be specific about the purpose of the app. Can students still perform the task even without using this tool?
2. Opt for an app that is simple and easy to use. Technology should make teaching and learning easier and not complicate the experience.
3. Look for free digital tools first, instead of buying or subscribing to paid apps. There are free tools that can serve the same function as those that are for a fee.

ABOUT THE AUTHORS

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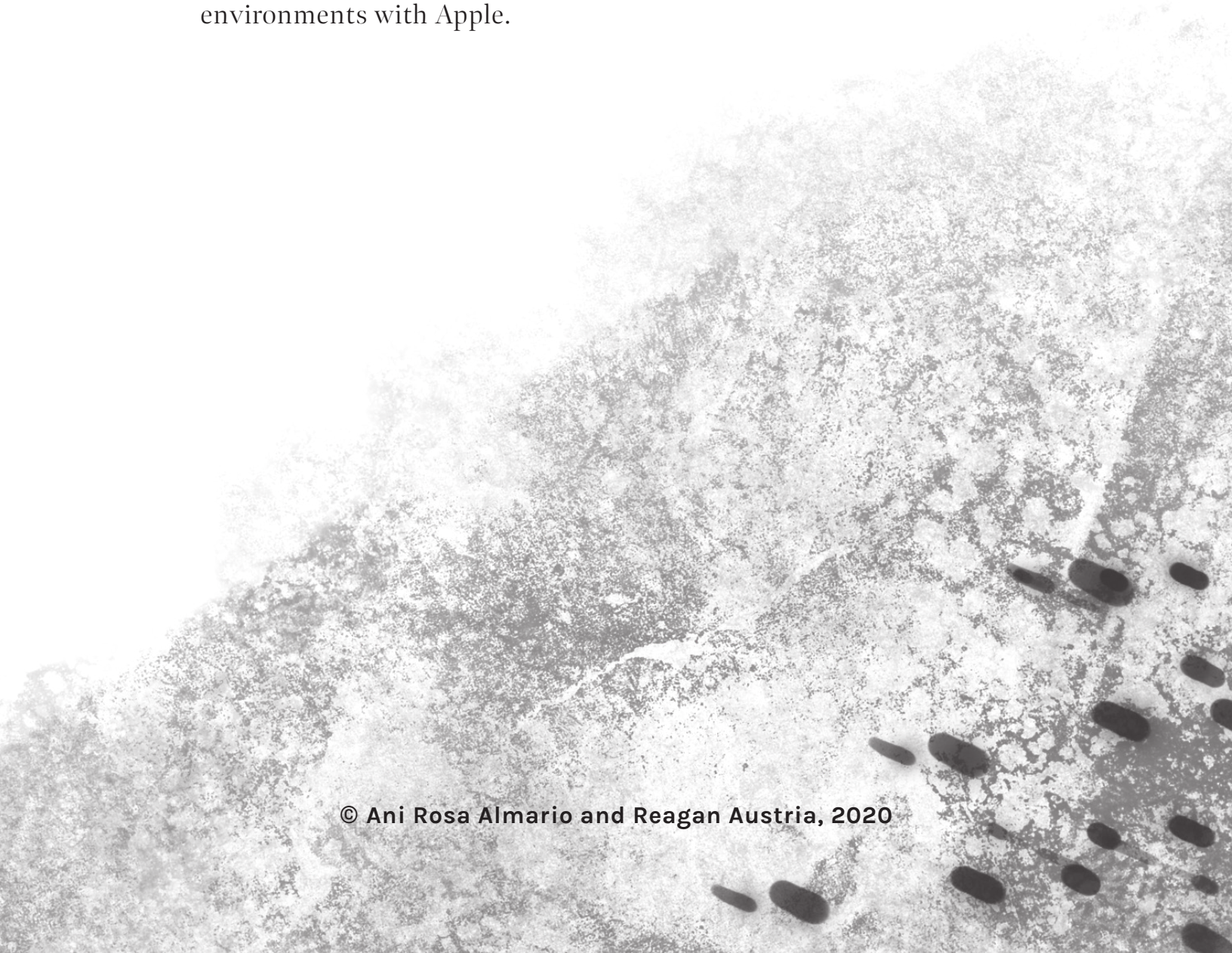

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