

MOST ESSENTIAL LEARNING COMPETENCIES MATRIX

K to 12 Curriculum



Department of Education
Curriculum and Instruction Strand

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Department of Education

ANNEX II



Department of Education



KINDERGARTEN



Guide for Teachers in using the Kindergarten Most Essential Learning Competencies (MELCs)

The Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has developed the most essential learning competencies (MELCs) to address the challenges brought about by the global pandemic. Its negative impact in the educational system which include but not limited to the shortened school year, limited face to face interaction of teachers and learners, and other instructional delivery-related concerns pose serious problem most specifically to early childhood learners.

Thus, the MELCs ensure that all five-year-old Filipino learners achieve the content and performance standards expected of them in various learning domains. In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. Endurance is defined as the learning competency that remains with learners long after a test is completed (Reeves, 2002) or is useful beyond a single test or unit of study (Many and Horrell, 2014) which is applicable to real-life situations e.g. social participation and integration. Finally, the MELCs identified under the seven (7) developmental domains are those that work in close association with the circular themes from the Kindergarten Curriculum Guide which will be used for each lesson and activity for the week.

How to Use the MELCs

The MELCs identified in Kindergarten may be taught repeatedly to help the learner acquire the necessary knowledge, skills and values. It is also recommended that the teacher 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.

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 _____	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 st Quarter	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 nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain	<ul style="list-style-type: none"> Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan 	Week 2
	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 tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba	<ul style="list-style-type: none"> Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan 	
	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	<ul style="list-style-type: none"> Sort and classify objects according to one attribute/property (shape, color, size, function/use) 	Week 3
	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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba paIdentify 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 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 critically observes and makes sense of things around him/her	<ul style="list-style-type: none">Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)Tell which two letters, numbers, or words in a group are the same	Week 5
The child demonstrates an understanding of Objects can be 2-dimensional or 3- dimensional	The child shall be able to describe and compare 2-	<ul style="list-style-type: none">Recognize symmetry (own body, basic shapes)	Week 6

	The child demonstrates an understanding of body parts and their uses	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	<ul style="list-style-type: none"> Identify one's basic body parts 	
	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 within the context of everyday living	<ul style="list-style-type: none"> Identify one's basic needs and ways to care for one's body 	Week 9
	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	<ul style="list-style-type: none"> Practice ways to care for one's body 	Week 10



2 nd Quarter	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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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 karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none">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	Week 4



	<p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p>	<p>The child shall be able to identify the letter names and sounds</p>	<p>miyembro ng pamilya</p> <ul style="list-style-type: none">Identify the letters of the alphabet (mother tongue, orthography)	
	<p>The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences</p> <p>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</p>	<p>The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary</p> <p>The child shall be able to manipulate objects based on properties or attributes</p>	<ul style="list-style-type: none">Name the places and the things found in the classroom, school and communityTell 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
	<p>The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences</p>	<p>The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary</p>	<ul style="list-style-type: none">Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use	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	<ul style="list-style-type: none"> Talk about family members, pets, toys, foods, or members of the 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	<ul style="list-style-type: none"> Use polite greetings and courteous expressions in appropriate situations <p>1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please..../May I.....</p>	Week 7
	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	<ul style="list-style-type: none"> Talk about likes/dislikes (foods, pets, toys, games, friends, places) 	Week 8
	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	<ul style="list-style-type: none"> Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words 	
	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 shall be able to talk about how to adapt to the different kinds of weather and care for the environment	<ul style="list-style-type: none"> Identify what we wear and use for each kind of weather 	Week 10



	<p>The child demonstrates an understanding of different types of weather and changes that occur in the environment</p> <p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p> <p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p>	<p>The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment</p> <p>The child shall be able to identify the letter names and sounds</p> <p>The child shall be able to identify the letter names and sounds</p>	<ul style="list-style-type: none">• 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	
3 rd Quarter	<p>The child demonstrates an understanding of concepts of size, length, weight, time, and money</p> <p>Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito</p>	<p>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)</p> <p>Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng</p>	<ul style="list-style-type: none">• 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

		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		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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
<p>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</p> <p>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</p>	The child shall be able to manipulate objects based on properties or attributes		<ul style="list-style-type: none"> Identify sequence of events (before, after, first, next, last) 	Week 5

	manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes	<ul style="list-style-type: none"> 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) 	
	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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
	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng 	Week 10

		pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	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	
4 th Quarter	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore simple cause-and-effect relationships in familiar events and situations 	Week 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,	<ul style="list-style-type: none"> Recognize and name the hour and minute hands in a clock 	Week 6



		length, weight of things around him/her, time (including his/her own schedule)	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Identify the number that comes before, after, or in betweenArrange 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	<ul style="list-style-type: none">Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbersRecognize 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	<ul style="list-style-type: none">Add quantities up to 10 using concrete objectsSubtract 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	<ul style="list-style-type: none">Write addition and subtraction number sentences using concrete representations	Week 10



Department of Education



ARALING PANLIPUNAN



Gabay sa mga Guro sa Paggamit ng Most Essential Learning Competencies (MELCs)

Minarapat ng Kagawaran ng Edukasyon sa pangunguna ng Bureau of Curriculum Development ang pagbuo ng pinakamahahalagang kasanayang pampagkatuto (most essential learning competencies) upang tugunan ang mga hamong kaakibat ng COVID19 tulad ng mas maikling panahong pagpasok sa paaralan, limitadong interaksyon sa pagitan ng mag-aaral at guro, at mga kaugnay na hamon na may kinalaman sa *instructional delivery*.

Pinapanatili ng MELCs ang mga pangunahing layunin sa pag-aaral ng Araling Panlipunan tulad ng pagpapaunlad ng pansibikong kaalaman at kagalingan, mapanagutang mamamayan, at iba pa.

Sa pagtukoy ng MELCs, ginamit ang pamantayang enduring (life-long learning) - mga kaalamang nananatili sa mahabang panahon na magagamit ng mga mag-aaral sa kanilang pamumuhay

Kalakip ng pamantayang nabanggit ang pagsasaalang-alang ng pagsasakatuparan ng pamantayang pangnilalaman at pagganap na makikita sa bawat kwarter o markahan.

Paano gagamitin ang MELCs sa pagtuturo?

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 instruksiyonal at hindi upang palitan ang kasalukuyang curriculum guide.

Ilan sa mga MELCs ay tuwirang hinango sa kasalukuyang *curriculum guide* ng Araling Panlipunan. Halimbawa nito ay ang *learning competency* (lc) na '*Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino*' (AP1, Quarter 1).



Samantala, ang MELCs na may asterisk (*) ay nabuo mula sa:

Batayan	MELCs	Pinaghanguan/Pinagmulan
1. 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	* <i>Naipaliliwanag ang konsepto ng komunidad</i> (AP2, Quarter 1)	a. <i>Nauunawaan ang konsepto ng 'komunidad',</i> b. <i>'Nasasabi ang payak na kahulugan ng 'komunidad' at</i> c. <i>Nasasabi ang mga halimbawa ng 'komunidad'</i>
2. pagsasaayos ng <i>learning competency/-ies</i> upang higit itong maging malinaw sa guro	* <i>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.)</i> (AP 3, Quarter 3)	<i>'Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga natatanging kaugalian, paniniwala at tradisyon ng iba't ibang lalawigan sa kinabibilangang rehiyon'</i> (AP3PKR- IIIh-9).

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. Ito ay inaasahang iaa-*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.



Grade Level: Grade 1

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	Ang mag-aaral ay... naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili bilang Pilipino gamit ang konsepto ng pagpapatuloy at pagbabago	Ang mag-aaral ay... 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
			Naihahambing ang sariling kwento o karanasan sa buhay sa kwento at karanasan ng mga kamag-aral ibang miyembro ng family gay ng mga kapatid, mga magulang (noong sila ay nasa parehong edad), mga pinsan, at iba pa; o mga kapitbahay	Week 7
			Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamamaraan	Week 8
2 nd Quarter	Ang mag-aaral ay... naipamamalas ang pag-unawa at pagpapahalaga sa sariling pamilya at mga kasapi nito at bahaging	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
			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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	ginagampanan ng bawat isa		*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-ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino.	Week 8
3 rd Quarter	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
			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
			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
4 th Quarter	Ang mag-aaral ay... naipamamalas ang pag-unawa sa konsepto ng distansya sa paglalarawan ng sariling kapaligiran	Ang mag-aaral ay... 1. nakagagamit ang konsepto ng distansya sa paglalarawan ng pisikal na Kapaligiran Ginagalawan	*Naipaliliwanag ang konsepto ng distansya at direksyon at ang gamit nito sa pagtukoy ng lokasyon	Week 1
			Nakagagawa ng payak na mapa ng loob at labas ng tahanan	Week 2
			*Natutukoy ang mga bagay at istruktura na makikita sa nadadaan mula sa tahanan patungo sa paaralan	Week 3
			Naiiugnay 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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	ginagalawan tulad ng tahanan at paaralan at ng kahalagahan ng pagpapanatili at pangangalaga nito	2. nakapagpakita ng payak na gawain sa pagpapanatili at pangangalaga ng kapaligirang ginagalawan	*Naipaliliwanag ang kahalagahan ng mga istruktura mula sa tahanan patungo sa paaralan	Week 5
			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 <ul style="list-style-type: none"> • sa tahanan • sa paaralan • sa komunidad 	Week 8

Grade Level: Grade 2

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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
			*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 bumuboo 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 sariling komunidad:	Week 7

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			*Naisasagawa ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad	Week 8
2 nd Quarter	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
			* 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 identidad ng komunidad	Week 5
			Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad	Week 6
			*Nabibigyang halaga ang pagkakakilalanlang kultural ng komunidad	Week 7
3 rd Quarter	Ang mag-aaral ay... naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa	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
			* 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 at mga mamamayang nag-aambag sa kaunlaran ng komunidad	Week 7



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	pangangailangan ng mga kasapi ng sariling komunidad		*Nakalalahok sa mga proyekto o mungkahi na nagpapaunlad sa kapakanan ng komunidad	Week 8
4 th Quarter	Ang mag-aaral ay... naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	Ang mag-aaral ay... nakapahalagahan 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
			*Napahalagahan ang pagtutulungan at pagkakaisa ng mga kasapi ng komunidad.	Week 7-8

Grade Level: Grade 3

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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 impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa	Naipaliliwanag ang kahulugan ng mga simbolo na ginagamit sa mapa sa tulong ng panuntunan (ei. katubigan, kabundukan, etc)	Week 1
			*Nasusuri ang kinalalagyan ng mga lalawigan ng sariling rehiyon batay sa mga nakapaligid dito gamit ang pangunahing direksiyon (primary direction)	Week 2
			* 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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			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
			Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito	Week 7
			*Naipaliliwanag ang wastong pangangasiwa ng mga pangunahing likas na yaman ng sariling lalawigan at rehiyon	Week 8
			Nakabubuo ng interpretasyon ng kapaligiran ng sariling lalawigan at karatig na mga lalawigan ng rehiyon gamit ang mapa	Week 8
2 nd Quarter	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
			Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon	Week 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
			Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon	Week 4
			Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon	Week 5
			Natatalakay ang kahulugan ng “official hymn” at iba pang sining na nagpapakilala ng sariling lalawigan at rehiyon	Week 6
			*Napahahalagahan ang mga naiambag ng mga kinikilalang bayani at mga kilalang mamamayan ng sariling lalawigan at rehiyon	Week 7
			*Nabibigyang-halaga ang katangi-tanging lalawigan sa kinabibilangang rehiyon	Week 8
3 rd Quarter	Ang mag-aaral ay...	Ang mag-aaral ay...	*Nailalarawan ang kultura ng mga lalawigan sa kinabibilangang rehiyon	Week 1
			*Naipaliliwanag ang kaugnayan ng heograpiya sa pagbuo at paghubog ng uri ng pamumuhay ng mga lalawigan at rehiyon	Week 2



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	naipapamalas ang pag- unawa at pagpapahalaga sa pagkakakilanlang kultural ng kinabibilangang rehiyon	nakapagpapahayag ng may pagmamalaki at pagkilala sa nabubuong kultura ng mga lalawigan sa kinabibilangang rehiyon	Nailalarawan ang pagkakakilanlang kultural ng kinabibilangang rehiyon	Week 3
			Naipaliliwanag ang kahalagahan ng mga makasaysayan lugar at ang mga saksi nito sa pagkakakilanlang kultura ng sariling lalawigan at rehiyon	Week 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
			*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 Quarter	Ang mag-aaral ay... 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	Ang mag-aaral ay... nakapagpapakita ng aktibong pakikilahok sa mga gawaing panlalawigan tungo sa ikauunlad ng mga lalawigan sa kinabibilangang rehiyon	Naipaliliwanag ang kaugnayan ng kapaligiran sa uri ng pamumuhay ng mamamayan sa lalawigan ng kinabibilangang rehiyon at sa mga lalawigan ng ibang rehiyon	Week 1
			Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon	Week 2
			Natatalakay ang pinanggalingan ng produkto ng kinabibilangang 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 inprastruktura (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
			Nakalalahok sa mga gawaing nakatutulong sa pagkakaisa, kaayusan at kaunlaran ng sariling lalawigan at kinabibilangang rehiyon	Week 8



Grade Level: Grade 4

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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
			*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
			Nakapagbibigay ng konklusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag- unlad ng bansa	Week 7
2 nd Quarter	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
			*Nakalalahok sa mga gawaing nagsusulong ng likas kayang pag-unlad (sustainable development) ng mga likas yaman ng bansa	Week 4
			* Naipaliliwanag ang kahalagahan at kaunayan ng mga sagisag at pagkakakilanlang Pilipino	Week 5
3 rd Quarter	Ang mag-aaral ay...	Ang mag-aaral ay...	*Natatalakay ang kahulugan at kahalagahan ng pamahalaan	Week 1
			Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas	Week 2-3



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	naipamamalas ang pang- unawa sa bahaging ginagampanan ng pamahalaan sa lipunan, mga pinuno at iba pang naglilingkod sa pagkakaisa, kaayusan at kaunlaran ng bansa	nakapagpapakita ng aktibong pakikilahok at pakikiisa sa mga proyekto at gawain ng pamahalaan at mga pinuno nito tungo sa kabutihan ng lahat (common good)	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 (e) pang-impraestruktura	Week 5-7
			*Napahahalagahan (nabibigyang-halaga) ang bahaging ginagampanan ng pamahalaan	Week 8
4 th Quarter	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
			Natatalakay ang konsepto ng karapatan at tungkulin	Week 2-3
			*Naipaliliwanag ang mga gawaing lumilintang sa kagalingan pansibiko	Week 4-5
			*Napahahalagahan ang kagalinang pansibiko	Week 6
			*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 Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	Ang mag-aaral ay... naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahahalagahan ang konteksto ng lipunan/ pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	Ang mag-aaral ay... naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga sinaunang Pilipinogamit ang kaalaman sa 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	*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
			*Natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas a. Teorya (Austronesyano) b. Mito (Luzon, Visayas, Mindanao) c. Relihiyon	Week 3
			*Nasusuri ang paraan ng pamumuhay ng mga sinaunang Pilipino sa panahong Pre-kolonyal.	Week 4
			*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
			* Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino a.sosyo-kultural (e.g. pagsamba (animismo, anituisimo, 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	Week 6
			b.politikal (e.g. namumuno, pagbabatas at paglilitis)	
			*Natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas.	Week 7
2 nd Quarter	Ang mag-aaral ay... naipamamalas ang mapanuring pag-unawa sa	Ang mag-aaral ay... nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng	*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	Week 2-3



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	konteksto,ang bahaging ginampanan ng simbahan sa, layunin at mga paraan ng pananakopng Espanyolsa Pilipinas at ang epekto ng mga ito sa lipunan.	kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon	b. Kristyanisasyon * 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
3 rd Quarter	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 kasalukuyang panahon.	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
			*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
4 th Quarter	Ang mag-aaral ay... naipamamalas ang mapanuring pag-	Ang mag-aaral ay...	*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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang konteksto ng reporma sa pag-usbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon	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	Natataya ang partisipasyon ng iba't-ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan * Napahahalagahan ang partisipasyon ng iba't ibang rehiyon at sektor sa pagsulong ng kamalayang pambansa	Week 5-6 Week 7-8

Grade Level: Grade 6

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	Ang mag-aaral ay... naipamamalas ang mapanuring pag-unawa at kaalaman sa bahagi ng Pilipinas sa globalisasyon batay sa lokasyon nito sa mundo gamit ang mga kasanayang pangheograpiya at ang ambag ng malayang kaisipan sa	Ang mag-aaral ay... naipamamalas ang pagpapahalaga sa kontribosyon ng Pilipinas sa isyung pandaigdig batay sa lokasyon nito sa mundo	*Nasusuri ang epekto ng kaisipang liberal sa pag-usbong ng damdaming nasyonalismo.	Week 1
			*Naipaliliwanag ang layunin at resulta ng pagkakatatag ng Kilusang Propaganda at Katipunan sa paglinang ng nasyonalismong Pilipino	Week 2
			*Nasusuri ang mga dahilan at pangyayaring naganap sa Panahon ng Himagsikang Pilipino <ul style="list-style-type: none"> • Sigaw sa Pugad-Lawin • Tejeros Convention • Kasunduan sa Biak-na-Bato 	Week 3
			Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyong Pilipino	Week 4
			*Napahahalagahan ang deklarasyon ng kasarinlan ng Pilipinas at ang pagkakatatag ng Unang Republika	Week 5



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	pag-usbong ng nasyonalismong Pilipino		<p>*Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano</p> <ul style="list-style-type: none"> • 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
2 nd Quarter	Ang mag-aaral ay...	Ang mag-aaral ay...	*Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano	Week 1
	naipamamalas ang mapanuring pag-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	nakapagpapahayag ng kritikal na pagsusuri at 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	*Naipaliliwanag ang mga pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan	Week 2
			*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
			*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

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	Ang mag-aaral ay... naipamamalas ang mas malalim na pag-unawa at pagpapahalaga sa pagpupunyagi ng mga Pilipino tungo sa pagtugon sa mga suliranin, isyu at hamon ng kasarinlan	Ang mag-aaral ay... nakapagpakita ng pagmamalaki sa kontribosyon ng mga nagpupunyaging mga Pilipino sa pagkamit ng ganap na kalayaan at hamon ng kasarinlan	*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972	Week 1-3
			*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
4 th Quarter	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	Week 2
			• People Power 1	
			*Napahahalagahan ang pagtatanggol at pagpapanatili sa karapatang pantao at demokratikong pamamahala	Week 3
			*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan	Week 4
			*Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang kasalukuyan	Week 5
			Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa	Week 6
			• Pampulitika (Hal., usaping pangteritoryo sa West Philippine Sea, korupsiyon, atbp)	
			• Pangkabuhayan (Hal., open trade, globalisasyon, atbp)	
			• Panlipunan (Hal., OFW, gender, drug at child abuse, atbp)	
			• Pangkapaligiran (climate change, atbp)	



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			*Natatalakay ang mga gampaning ng pamahalaan at mamamayan sa pagkamit ng kaunlaran ng bansa	Week 7
			*Napahalalagahan ang aktibong pakikilahok ng mamamayan sa mga programa ng pamahalaan tungo sa pag-unlad ng bansa	Week 8

Grade Level: Grade 7

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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
			Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano	Week 2
			Nailalarawan ang mga yamang likas ng Asya	Week 3
			*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
			*Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang-tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon	Week 7-8
2 nd Quarter	Ang mag-aaral ay... naipamamalas ng mag-aaral ang pag-unawa sa mga kaisipang Asyano,	Ang mag-aaral ay... kritikal na nakapagsusuri sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-	Natatalakay ang konsepto ng kabihasnan at mga katangian nito	Week 1
			Napaghahambing ang mga sinaunang kabihasnan sa Asya (Sumer, Indus, Tsina)	Week 2-3
			*Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya	Week 4



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano	daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano	*Napapahalagahan ang mga kaisipang Asyano na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang 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
3 rd Quarter	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 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
			*Napapahalagahan 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
			*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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
4 th Quarter	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 (ika-16 hanggang ika-20 Siglo)	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 (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 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
			*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
			*Napahalagahan 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
			*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



Grade Level: Grade 8

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	Ang mag-aaral ay... naipamamalas ang pag-unawa sa interaksyon 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
			Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)	Week 2-3
			Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko	Week 4
			Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasnan sa daigdig	Week 5
			<i>*Nasusuri ang mga sinaunang kabihasnan ng Egypt, Mesopotamia, India at China batay sa politika, ekonomiya, kultura, relihiyon, paniniwala at lipunan</i>	Week 6-7
			Napahahalagahan ang mga kontribusyon ng mga sinaunang kabihasnan sa daigdig	Week 8
2 nd Quarter	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 bansa at rehiyon sa daigdig	Ang mag-aaral ay... nakabubuo ng adbokasiya na nagsusulong ng pangangalaga at pagpapahalaga sa mga natatanging kontribusyon ng Klasiko at Transisyunal na Panahon na nagkaroon ng malaking impluwensya sa pamumuhay ng tao sa kasalukuyan	Nasusuri ang kabihasnang Minoan, Mycenaean at kabihasnang klasiko ng Greece	Week 1
			Naipapaliwanag ang kontribusyon ng kabihasnang Romano	Week 2
			<i>*Nasusuri ang pag-usbong at pag-unlad ng mga klasikong kabihasnan sa:</i> <ul style="list-style-type: none"> <i>Africa – Songhai, Mali, atbp.</i> <i>America – Aztec, Maya, Olmec, Inca, atbp.</i> <i>Mga Pulo sa Pacific – Nazca</i>	Week 3
			Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag-unlad ng pandaigdigang kamalayan	Week 4
			<i>*Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon</i> <ul style="list-style-type: none"> <i>Politika (Pyudalismo, Holy Roman Empire)</i> 	Week 5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			<ul style="list-style-type: none"> Ekonomiya (Manoryalismo) 	
			Sosyo-kultural (Paglakas ng Simbahang Katoliko, Krusada)	
			Natataya ang impuwensya ng mga kaisipang lumaganap sa Gitnang Panahon	
3 rd Quarter	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 tungo sa pagbuo ng pandaigdigang kamalayan	Ang mag-aaral ay... kritikal na nakapagsusuri sa naging implikasyon sa kaniyang bansa, komunidad, at sarili ng mga pangyayari sa panahon ng transpormasyon tungo sa makabagong panahon.	<i>*Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance</i>	Week 1
			<i>*Nasusuri ang dahilan, pangyayari at epekto ng unang Yugto ng Kolonyalismo</i>	Week 2-3
			<i>*Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal</i>	Week 4
			<i>*Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses.</i>	Week 5-7
			<i>*Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo)</i>	Week 8
			Naipapahayag ang pagpapahalaga sa pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig.	
4 th Quarter	Ang mag-aaral ay... naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikipag-ugnayan at sama-samang pagkilos sa kontemporaryong	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
			Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaigdig.	Week 3-4
			Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran.	Week 5
			Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.	Week 6
			Natataya ang epekto ng mga ideolohiya, ng <i>Cold War</i> at ng Neo-kolonyalismo sa iba't ibang bahagi ng daigdig.	Week 7



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	daigdig tungo sa pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran		*Napahahalagahan ang bahaging ginampanan ng mga pandaigdigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran.	Week 8

Grade Level: Grade 9

Subject: Araling Panlipunan

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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
			Natataya ang kahalagahan ng ekonomiks sa pang-araw- araw na pamumuhay ng bawat pamilya at ng lipunan	Week 2-3
			*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
			Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili	Week 8
2 nd Quarter	Ang mag-aaral ay... may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng	Ang mag-aaral ay... kritikal na nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at	*Natatalakay ang konsepto at salik na nakaaapekto sa demand sa pang araw-araw na pamumuhay	Week 1-2
			*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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay- kalakal tungo sa pambansang kaunlaran	suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay- kalakal tungo sa pambansang kaunlaran	*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
3 rd Quarter	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
4 th Quarter	Ang mag-aaral ay... may pag-unawa sa mga sektor ng ekonomiya at mga	Ang mag-aaral ay... aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at	Nasisiyasat ang mga palatandaan ng pambansang kaunlaran	Week 1
			Natutukoy ang iba't ibang gampanin ngmamamayang Pilipino upang makatulong sa pambansang kaunlaran	Week 2
			*Nasusuri ang bahaging ginagampanan ng agrikultura, pangingisda, at paggugubat sa ekonomiya	Week 3



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	patakarang pang-ekonomiya nito sa harap ng mga hamon at pwersa tungo sa pambansang pagsulong at pag-unlad	mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad	Nasusuri ang mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangingisda, at paggugubat	Week 4
			Nabibigyang-halaga ang mga patakarang pang-ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangingisda, at paggugubat)	Week 5
			Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng industriya at mga patakarang pang-ekonomiyang nakatutulong dito	Week 6
			Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng paglilingkod at mga patakarang pang-ekonomiyang nakatutulong dito	Week 6
			Nabibigyang-halaga ang mga ang mga gampanin ng impormal na sektor at mga patakarang pang-ekonomiyang nakatutulong dito	Week 7
			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
1 st Quarter	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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2 nd Quarter	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
3 rd Quarter	Ang mag-aaral ay... nakagagawa ng mga malikhaing hakbang na nagsusulong ng pagtanggap at paggalang sa iba't ibang kasarian upang maitaguyod ang pagkakapantay-pantay ng tao bilang kasapi ng pamayanan.	Ang mag-aaral ay... may pag-unawa sa mga epekto ng mga isyu at hamon na may kaugnayan sa kasarian at lipunan upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa kapwa bilang kasapi ng pamayanan.	*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 diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian , Gay , Bi – sexual , Transgender)	Week 3-4
			*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
4 th Quarter	Ang mag-aaral ay... ay may pag-unawa sa kahalagahan ng	Ang mag-aaral ay... nakagagawa ng pananaliksik tungkol sa kalagayan ng	*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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	pagkamamamayan at pakikilahok sa mg agawaing pansibiko tungo sa pagkakaroon ng pamayanan at bansang maunlad, mapayapa at may pagkakaisa.	pakikilahok sa mga gawaing pansibiko at politikal ng mga mamamayan sa kanilang pamayanan.	*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 pagkakaran ng isang mabuting pamahalaan	Week 7-8



Department of Education



EDUKASYON SA PAGPAPAKATAO



Gabay ng Guro sa Paggamit ng Most Essential Learning Competencies (MELCs) sa Edukasyon sa Pagpapakatao (EsP)

Bilang paghahanda sa mga krisis o emergency dulot ng mga kalamidad o pandemya, naghanda ang Bureau of Curriculum Development, Kagawaran ng Edukasyon, ng Most Essential Learning Competencies (MELCs) na magsisilbing batayan ng Bureau of Learning Delivery, Bureau of Learning Resources, mga dibisyon, at mga paaralan sa pagtukoy at paghahanda ng mga kagamitan sa pagkatuto. Ang mga MELC ay ang mga *lubhang mahalagang* kaalaman, pag-unawa, kasanayan, at pagpapahalaga na dapat matutuhan ng mga mag-aaral *sa panahon ng krisis, kalamidad o pandemya*, upang maging produktibo at mapanagutang mamamayan (Republic Act 10533, Section 2, Declaration of Policy). Kinalap ang mga LC na ito mula sa mga LC ng Gabay Pangkurikulum na naka-upload sa DepEd website. Binawasan lamang ang bilang ng mga paksa sa Junior High School at bilang ng mga LC sa Baitang 1 hanggang 6, ngunit hindi ang mensahe o esensya ng mga paksa o LC. Ang mga MELC ay magsisilbing *minimum essentials*, ngunit hindi dapat isakripisyo ang kalidad, lawak (breadth) at lalim (depth) ng mga dapat matutuhan ng mga mag-aaral sa panahon ng krisis o pandemya, kaya inaasahan pa rin ang ang pagkukusa, dedikasyon, at komitment ng mga guro, gabay ng mga taga-masid, sa pagpapatupad ng mga MELC na ito. Mahalaga ang matalinong paghuhusga (prudence) ng mga guro sa pagpapaunlad ng mga MELC na ito (kung kinakailangan), ayon sa konteksto ng mga mag-aaral at itinakdang panahon sa pagtuturo.

I. Mga Konsiderasyon at Paraan sa Pagpili ng mga MELC

A. *Mga Konsiderasyon sa Pagpili ng mga MELC.* Isinaalang-alang ang sumusunod sa pagpili ng mga MELC sa Edukasyon sa Pagpapakatao:

1. Mga Kraytirya sa Pagpili ng MELCs sa Batayang Edukasyon:

b. Endurance. Learning competency which is essential skill in many professions and in everyday life (Many and Horrell, 2014); applicable to real-life situations, e.g. social participation and integration; learning competency that goes beyond one course or grade level and is representative of a concept or skill that is important in life

2. Mga Pamantayan sa Pagkatuto (Learning Standards) sa bawat baitang:

a. Pangkalahatang Pamantayan

b. Pamantayang Pangnilalaman

c. Pamantayan sa Pagganap

3. Sa Baitang 1 hanggang 6: ang mga LC na 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.

4. Sa Junior High School: ang **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 *kahit isa* sa apat na LC. Narito ang mga uri ng kasanayang nililinaang 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?*

Tandaan: 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:

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

B. *Paraan sa Pagpili ng mga MELC.*

1. Sa Junior High School, inilatag ang lahat ng paksa sa bawat baitang at sinuri kung alin sa mga ito ang maaaring i-cluster, gabay ang mga kraytirya sa pagpili ng MELCs sa batayang edukasyon (Readiness, Endurance at Leverage). Ibinatay sa mga kraytiryang ito ang pagbabawas sa *bilang* ng mga paksa. **Paunawa:** Binawasan lamang ang *bilang* ng mga paksa (at ng mga LC), ngunit hindi ang *nilalaman o esensya* ng mga paksa o LC.

Sa Baitang 1- 6 naman, tumutugon sa mga kraytirya ng *Endurance* at *Leverage* ang lahat ng mga LC. Dahil dito, hindi binawasan ang mga paksa, kundi sinuri ang bawat LC ayon sa kraytirya ng *Readiness* (kung ito ay pre-requisite na nilalaman o kasanayan sa susunod na paksa o markahan). Kung hindi tumutugon ang isang LC sa ganitong kraytirya o paulit-ulit itong makikita sa markahang sinusuri, minabuting tanggalin na ito.



2. Dumaan sa deliberasyon ng team ng mga curriculum specialist sa EsP ang pagpapasya kung aling paksa o LC ang mananatili, gabay ang mga kraytiryang binanggit.
3. Nang mabuo na ang talaan ng mga MELC sa bawat baitang, itinakda na ang panahong gugugulin sa pagtuturo ng bawat MELC (time allotment).

II. Paano Gamitin ang MELCs ng EsP

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 makahahubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	<ul style="list-style-type: none">- 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

Grade Level: Grade 1

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			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
		Naisabubuhay nang may wastong pag-uugali ang iba’t ibang paraan ng pangangalaga sa sarili at kalusugan upang	3. Nakapaglalarawan ng iba’t ibang gawain na maaaring makasama o makabuti sa kalusugan	Week 3

		mapaunlad ang anumang kakayahan.	3.1 nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili	
		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
			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
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
			7. Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan	Week 2
				Week 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"	Week 4



			e. paggamit ng salitang “pakiusap” at “salamat”	
		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 9.4. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral	Week 5
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
			11. Nakapagpapakita ng pagpapahalaga sa mga karapatang tinatamasa Hal. Pagkain ng masusustansyang pagkain Nakapag-aaral	Week 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



			12.3.pagpapakumbaba	Week 4
			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	
		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
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
			16. Nakapagpapakita ng paggalang sa paniniwala ng kapwa	Week 2
			17. Nakasusunod sa mga gawaing panrelihiyon	Week 3

Grade Level: Grade 2

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplinang tungo sa pagkakabuklod-buklod o	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalaman ang anumang kahinaan	1. Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan: 1.1. pag-awit 1.2. pagguhit	Week 1

	pagkakaisa ng mga kasapi ng tahanan at paaralan		1.3. pagsayaw 1.4. pakikipagtalastasan 1.5. at iba pa	
			2. Napahahalagahan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent	Week 2
			3. Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully	Week 3
		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
		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 5.3. paggamit ng mga kagamitan 5.4. at iba pa	Week 5
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
			7. Nakapagbabahagi ng sarili sa kalagayan ng kapwa tulad ng: 7.1. antas ng kabuhatan 7.2. pinagmulan 7.3. pagkakaroon ng kapansanan	Week 2
			8. Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda	Week 3

		Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	9. Nakapagpapakita ng iba't ibang magalang na pagkilos sa kaklase o kapwa bata	Week 4
			10. Nakapagbabahagi ng gamit, talento, kakayahan o anumang bagay sa kapwa	
			11. Nakapaglalahad na ang paggawa ng mabuti sa kapwa ay pagmamahal sa sarili.	
			12. Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	Week 5
			13. Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan	
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
			15. Nakatutukoy ng mga karapatang maaaring ibigay ng pamilya o mga kaanak	Week 2
			16. Nakapagpapahayag ng kabutihang dulot ng karapatang tinatamasa	
			17. Nakapagbabahagi ng pasasalamat sa tinatamasang karapatan sa pamamagitan ng kuwento	Week 3
			18. Nakagagamit nang masinop ng anumang bagay tulad ng tubig, pagkain, enerhiya at iba pa	
		Naisasabuhay ang pagsunod sa iba't ibang paraan ng pagpapanatili ng kaayusan at kapayapaan sa pamayanan at bansa	19. Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	Week 4



			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 - pagtanim ng mga halaman sa paligid	Week 5
			21. Nakapagpapakita ng pagmamahal sa kaayusan at kapayapaan	Week 6
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos	Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon	22. Nakapagpapakita ng ibat-ibang paraan ngpagpapasalamat sa mga biyayang tinanggap, tinatanggap at tatanggapin mula sa Diyos	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

Grade Level: Grade 3

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga at	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



	pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan		Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili	Week 2
			Napahalagahan ang kakayahan sa paggawa	
			Nakatutukoy ng mga damdamin na nagpapamalas ng katatagan ng kalooban	
		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.	Week 3
		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	
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
			Nakapagpapakita ng malasakit sa mga kapansanan sa pamamagitan ng: 2.1.pagbibigay ng simpleng tulong sa kanilang pangangailangan 2.2.pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba	Week 2



			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
			Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. paglalaro programa sa paaralan (paligsahan, pagdiriwang at iba pa)	Week 4
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pananatili ng mga natatanging kaugaliang Pilipino kaalinsabay ng pagsunod sa mga tuntunin at batas na may kaugnayan sa kalikasan at pamayanan	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
			Nakapagpapahayag na isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan	Week 2
		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	
			Nakasusunod sa mga tuntuning may kinalaman sa kaligtasan tulad ng mga babala at batas trapiko pagsakay/pagbaba sa takdang lugar	Week 3
			Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	Week 4
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos, paggalang sa sariling paniniwala at paniniwala sa iba hinggil sa Diyos, pagkakaroon ng pag-asa at pagmamahal bilang isang nilikha	1. Naisabubuhay ang paggalang sa paniniwala ng iba tungkol sa Diyos 2. Naipakikita ang pagmamahal sa Diyos at sa lahat ng Kanyang nilikha kaakibat ang pag-asa	Nakapagpapakita ng pananalig sa Diyos	Week 1
			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
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
			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	Week 2

			2.4 pagsangguni sa taong kinauukulan	Week 3
			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	
			4. Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan	Week 4
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 5.3. pagpili ng mga salitang di-nakakasakit ng damdamin sa pagbibiro	Week 1
			6. Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapwa.	
			7. Naisasabuhay ang pagiging bukas-palad sa 7.1. mga nangangailangan 7.2. panahon ng kalamidad	Week 2
		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 8.5. paggamit ng pasilidad ng paaralan nang may pag-aalala sa kapakanan ng kapwa	Week 3



			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 pakikipagkapwatao	
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
			10. Naipagmamalaki/napahahalagahan ang nasuring kultura ng iba't ibang pangkat etniko tulad ng kuwentong-bayan, katutubong sayaw, awit, laro at iba pa	Week 2
	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 pinaliral tungkol sa pangangalaga ng kapaligiran kahit walang nakakakita	Week 3
			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)	
Ikaapat na Markahan	Nauunawaan at naipakikita ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha	Naisasabuhay ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha	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 13.1.2. paggalang sa kapwa-tao	Week 1
			13.2. Hayop:	Week 2



			13.2.1. pagkalinga sa mga hayop na ligaw at endangered	
			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	
			13.4. Mga Materyal na Kagamitan: 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao	Week 3

Grade Level: Grade 5

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			2. Nakasusuri ng mabuti at di-mabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin, napapakinggan at napanood 2.1. dyaryo 2.2. magasin 2.3. radyo 2.4. telebisyon 2.5. pelikula 2.6. Internet	Week 2

		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
			4. Nakapagpapakita ng matapat na paggawa sa mga proyektong pampaaralan	Week 4
			5. Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	
			6. Nakapagpapahayag nang may katapatan ng sariling opinyon/ideya at saloobin tungkol sa mga sitwasyong may kinalaman sa sarili at pamilyang kinabibilangan. Hal. Suliranin sa paaralan at pamayanan	Week 5
		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	
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
			Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan / kinukutya / binubully	Week 2

			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	
			Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion	Week 3
			Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa	
			Nakapagsasaalang-alang ng karapatan ng iba	Week 4
			Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan	
			Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto gamit ang anumang teknolohiya sa paaralan	Week 5
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
			Nakapagpapamalas ng pagkamalikhain sa pagbuo ng mga sayaw, awit at sining gamit ang anumang multimedia o teknolohiya	Week 2
			Napananatili ang pagkamabuting mamamayang Pilipino sa pamamagitan ng pakikilahok	
			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
		Naisasabuhay ang pagkakaisa at komitment bilang	Nakapagpapakita ng magagandang halimbawa ng pagiging responsableng tagapangalaga ng kapaligiran	Week 4

		responsableng 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	
			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
			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
			Nakagagawa ng isang proyekto gamit ang iba't ibang multimedia at 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	Week 7
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.	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



		- palagiang paggawa ng mabuti sa lahat	2. Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos	Week 2
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Grade Level: Grade 6

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito	Week 2
			3. Nakagagamit ng impormasyon (wasto / tamang impormasyon)	
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
			5. Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa	Week 2
Ikatlong Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa bansa	Naipakikita ang tunay na paghanga at pagmamalaki sa	6. Napahahalagahan ang magaling at matagumpay na mga Pilipino sa pamamagitan ng: 6.1 pagmomodelo ng kanilang pagtatagumpay;	Week 1



	at pandaigdigang pagkakaisa tungo sa isang maunlad, mapayapa at mapagkalingang pamayanan	mga sakripisyong ginawa ng mga Pilipino	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	
		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
			8. Nakapagpapakita ng tapat na pagsunod sa mga batas pambansa at pandaigdigang tungkol sa pangangalaga sa kapaligiran	Week 3
			9. Naipagmamalaki ang anumang natapos na gawain na nakasusunod sa pamantayan at kalidad	Week 4
		Naisasagawa ang mga gawaing nagbibigay inspirasyon sa kapwa upang makamit ang kaunlaran ng bansa	10. Naipakikita ang pagiging malikhain sa paggawa ng anumang proyekto na makatutulong at magsisilbing inspirasyon tungo sa pagsulong at pag-unlad ng bansa	Week 5
		Naisasagawa ang mga gawain na may kaugnayan sa kapayapaan at kaayusan tungo sa pandaigdigang pagkakaisa	11. Naisasakilos ang pagtupad sa mga batas pambansa at pandaigdigang: 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
Ikaapat na Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling kapayapaan (inner peace) para sa pakikitungo sa iba	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 pananaw, pag-asa, at pagmamahal sa kapwa at Diyos	Week 1-2



Grade Level: Grade 7

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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.	<p>Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan sa aspetong:</p> <ul style="list-style-type: none">a. Pagtatamo ng bago at ganap na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan)b. Pagtanggap ng papel o gampanin sa lipunanc. Pagtanggap sa mga pagbabago sa katawan at paglalapat ng tamang pamamahala sa mga itod. Pagnanais at pagtatamo ng mapanagutang asal sa pakikipagkapwa/ sa lipunane. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasya	Week 1



			f. Pagkilala ng tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata	
			Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata	
1			<p>NaipaliLiwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong sa:</p> <p>a. pagkakaroon ng tiwala sa sarili, at</p> <p>b. paghahanda sa limang inaasahang kakayahan at kilos na nasa mataas na antas (phase) ng pagdadalaga/pagbibinata (middle and late adolescence): (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</p>	Week 2
1			1.4. Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata	
1	Naipamamalas ng mag-aaral ang pag-	Naisasagawa ng mag-aaral ang mga	Natutukoy ang kanyang mga talento at kakayahan	Week 3

	unawa sa talento at kakayahan	gawaing angkop sa pagpapaunlad ng kanyang mga talento at kakayahan	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	
			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
			Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan	
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
			Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito	
1			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
			Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig	
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
			Nasusuri ang isang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob	
			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



			Naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa 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
			Nailalapat ang wastong paraan upang baguhin ang mga pasya at kilos na taliwas sa unang prinsipyo ng Likas na Batas Moral	
			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
			Nakabubuo ng tamang pangangatwiran batay sa Likas na Batas Moral upang magkaroon ng angkop na pagpapasiya at kilos araw-araw	
2	Naipamamalas ng mag-aaral ang pag-unawa sa kalayaan.	Naisasagawa ng mag-aaral ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan.	Nakikilala ang mga indikasyon / palatandaan ng pagkakaroon o kawalan ng kalayaan	Week 5
			Nasusuri kung nakikita sa mga gawi ng kabataan ang kalayaan	
			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
			Naisasagawa ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan	
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
			Nakabubuo ng mga paraan upang mahalin ang sarili at kapwa na may pagpapahalaga sa dignidad ng tao	
			Napatutunayan na ang	Week 8



			<p>a. paggalang sa dignidad ng tao ay ang nagsisilbing daan upang mahalin ang kapwa tulad ng pagmamahal sa sarili at</p> <p>b. ang paggalang sa dignidad ng tao ay nagmumula sa pagiging pantay at magkapareho nilang tao</p>	
			Naisasagawa ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan kaysa sa kanila	
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
			<p>Natutukoy</p> <p>a. ang mga birtud at pagpapahalaga na isasabuhay at</p> <p>b. ang mga tiyak na kilos na ilalapat sa pagsasabuhay ng mga ito</p>	
			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
			Naisasagawa ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/ nagbibinata	
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
			Nakagagawa ng hagdan ng sariling pagpapahalaga batay sa Hirarkiya ng mga Pagpapahalaga ni Max Scheler	
			Napatutunayang ang piniling uri ng pagpapahalaga batay sa hirarkiya ng mga pagpapahalaga ay gabay sa makatotohanang pag-unlad ng ating pagkatao	Week 4



			Naisasagawa ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga	
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 pagpapalano ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay b. pagkilala sa mga (a) mga kahalagahan ng pag-aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at ang (b) mga hakbang sa paggawa ng Career Plan	Week 5
			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	
			Naipaliliwanag na mahalaga ang a. pagtatakda ng malinaw at makatotohanang mithiin ay nagsisilbing gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap b. pagtutugma ng mga personal na salik at mga kailanganin (requirements) sa pinaplanong	Week 6



			<p>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</p> <p>c. pag-aaral ay naglilinang ng mga kasanayan, pagpapahalaga, talento at mga kakayahang makatutulong, sa pagtatagumpay sa pinaplanong buhay, negosyo o hanapbuhay</p>	
			Naisasagawa ang paglalapat ng pansariling plano sa pagtupad ng mga minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa 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
			Nasusuri ang ginawang Personal na Pahayag ng Misyon sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya	
			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
			Naisasagawa ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay batay sa mga hakbang sa mabuting pagpapasiya	



Grade Level: Grade 8

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1	Naipamamalas ng mag-aaral ang pag-unawa sa pamilya bilang natural na institusyon ng lipunan.	Naisasagawa ng mag-aaral ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya.	Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong impluwensya sa sarili	Week 1
			Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, naobserbahan o napanood	
			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
			Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya	
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	Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	Week 3
			Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	
			NaipaliLiwanag na: Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa pagpapasya at hubugin sa pananampalataya. Ang karapatan at tungkulin ng mga magulang na magbigay ng edukasyon ang bukod-tangi at pinakamahalagang gampanin ng mga magulang.	Week 4

			Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya	
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	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
			Nabibigyang-puna ang uri ng komunikasyon na umiiral sa isang pamilyang nakasama, naobserbahan o napanood	
			Nahihinuha na: Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa. Ang pag-unawa at pagiging sensitibo sa pasalita, di-pasalita at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa. Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos na pakikipag-ugnayan sa kapwa.	Week 6
			Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya	
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
			4.2. Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito	
			4.3. Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o pamayanan (papel na	Week 8

			panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampolitikal)	
			4.4. Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya	
2	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pakikipagkapwa.	Naisasagawa ng mag-aaral ang isang pangkatang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan.	Natutukoy ang mga taong itinuturing niyang kapwa	1 Week
			Nasusuri ang mga impluwensya ng kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal	
			Nahihinuha na: Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspetong intelektwal, panlipunan, pangkabuhayan, at politikal. Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na indikasyon ng pagmamahal.	Week 2
			Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa aspetong intelektwal, panlipunan, pangkabuhayan, o pulitikal	
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).	Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito	Week 3
			Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng pakikipagkaibigan ayon kay Aristotle	
			Nahihinuha na: Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan.	Week 4

			<p>Maraming kabutihang naidudulot ang pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan.</p> <p>Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad ng pakikipagkapwa.</p>	
			Naisasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)	
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa emosyon.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapamahalaan ang kanyang emosyon	Natutukoy ang magiging epekto sa kilos at pagpapasiya ng wasto at hindi wastong pamamahala ng pangunahing emosyon.	Week 5
			Nasusuri kung paano naiimpluwensyahan ng isang emosyon ang pagpapasiya sa isang sitwasyon na may krisis, suliranin o pagkalito	
			<p>Napangangatwiran na:</p> <p>Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa pagpapaunlad ng sarili at pakikipagkapwa.</p> <p>Ang katatagan (fortitude) at kahinahunan (prudence) ay nakatutulong upang harapin ang matinding pagkamuhi, matinding kalungkutan, takot at galit.</p>	Week 6
			Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon	
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
			Nasusuri ang katangian ng mapanagutang lider at tagasunod na nakasama, naobserbahan o napanood	
			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

			Naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod	
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 pangkatang gawain ng pasasalamat.	Natutukoy ang mga biyayang natatanggap mula sa kabutihang-loob ng kapwa at mga paraan ng pagpapakita ng pasasalamat	Week 1
			Nasusuri ang mga halimbawa o 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. Ang paggawa ng kabutihan sa kapwa ay ginagawa nang buong-puso. 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
			Naisasagawa ang mga angkop na kilos at pasasalamat sa kapwa	
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: mga paraan ng pagpapakita ng paggalang na ginagabayan ng katarungan at pagmamahal bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad	Week 3
			Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad	
			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
			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	
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.	Nakikilala ang kahalagahan ng katapatan, mga paraan ng pagpapakita ng katapatan, at bunga ng hindi pagpapamalas ng katapatan	Week 1
			Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan	
			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
			Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa	
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 kanyang bokasyon na magmahal	Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad	Week 3
			Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad	
			Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal	Week 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	
4		Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at	Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	Week 5



Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	matugunan ang mga karahasan sa kanyang paaralan.	Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	Week 6
		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 sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	
		Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	

Grade Level: Grade 9

Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			Nakapagsusuri ng mga halimbawa ng pagsasaalang-alang sa kabutihang panlahat sa pamilya, paaralan, pamayanan o lipunan	
			Napangangatwiran na ang pagsisikap ng bawat tao na makamit at mapanatili ang kabutihang panlahat sa pamamagitan ng pagsasabuhay ng	Week 2



			moral na pagpapahalaga ay mga puwersang magpapatatag sa lipunan	
			Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	
1	Naipamamalas ng mag-aaral ang pag-unawa kung bakit may lipunang pulitikal at ang Prinsipyo ng Subsidiarity at Pagkakaisa	Nakapagtataya o nakapaghuusga ang mag-aaral kung ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, baranggay/pamayanan, at lipunan/bansa gamit ang case study.	Naipaliliwanag ang: a. dahilan kung bakit may lipunang pulitikal b. Prinsipyo ng Subsidiarity c. Prinsipyo ng Pagkakaisa	Week 3
			Natataya ang pag-iral o kawalan sa pamilya, paaralan, baranggay, pamayanan, o lipunan/bansa ng: a. Prinsipyo ng Subsidiarity b. Prinsipyo ng Pagkakaisa	
			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 pagangat ng kahirapan, dahil nakasalalay ang kaniyang pag-unlad sa pag-unlad ng lipunan (Prinsipyo ng Pagkakaisa).	Week 4

			Nakapagtataya o nakapaghuusga kung umiiral ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, pamayanan (baranggay), at lipunan/bansa	
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 ang dokumentaryo o photo/video journal (hal.YouScoop).	Nakikilala ang mga katangian ng mabuting ekonomiya	Week 5
			Nakapagsusuri ng maidudulot ng magandang ekonomiya	
			<p>Napatutunayan na:</p> <p>a. Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap.</p> <p>b. Ang ekonomiya ay hindi para lamang sa sariling pag-unlad kundi sa pag-unlad ng lahat.</p> <p>Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop)</p>	Week 6
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	Week 7
			Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil upang kumilos tungo sa kabutihang panlahat	
			<p>Nahihinuha na :</p> <p>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</p>	Week 8



			<p>at kalalakihan (gender equality) at ispiritwalidad.</p> <p>b. Ang layunin ng media ay ang pagpapalutang ng katotohanang kailangan ng mga mamamayan sa pagpapasya.</p> <p>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.</p>	
			<p>Natataya ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang</p> <p>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 <i>sustainable</i>)</p> <p>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</p>	
2	Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan at tungkulin ng tao sa lipunan	Naisasagawa ng mag-aaral ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang tao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa	<p>Natutukoy ang mga karapatan at tungkulin ng tao</p>	Week 1
			<p>Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa</p>	
			<p>Napatutunayan na ang karapatan ay magkakaroon ng tunay na kabuluhan kung gagampanan ng tao ang kanyang tungkulin na kilalanin at unawain,</p>	Week 2

			gamit ang kanyang katwiran, ang pagkakapantay-pantay ng dignidad ng lahat ng tao	
			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	
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
			Nasusuri ang mga batas na umiiral at panukala tungkol sa mga kabataan batay sa pagsunod ng mga ito sa Likas na Batas Moral	
			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
			Naipahahayag ang pagsang-ayon o pagtutol sa isang umiiral na batas batay sa pagtugon nito sa kabutihang panlahat	
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 kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal.	Naipaliliwanag ang kahalagahan ng paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod	Week 5
			Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya, paaralan o baranggay/pamayanan ay nagtataguyod ng dignidad ng tao at paglilingkod	
			Napatutunayan na sa pamamagitan ng paggawa, nakapagpapamalas ang tao ng mga pagpapahalaga na makatutulong upang patuloy na maiangat,	Week 6

			bunga ng kanyang paglilingkod, ang antas kultural at moral ng lipunan at makamit niya ang kaganapan ng kanyang pagkatao	
			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	
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 1
			Nakapagsusuri ng kwentong buhay ng mga taong inilaan ang malaking bahagi ng kanilang buhay para sa pagboboluntaryo Hal. Efren Peñaflorida, greenpeace volunteers atbp.	
			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 2
			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	
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
			Nakapagsusuri ng mga paglabag sa katarungang panlipunan ng mga tagapamahala at mamamayan	
			Napatutunayan na may pananagutan ang bawat mamamayan na ibigay sa kapwa ang nararapat sa kanya	Week 2
			Natutugunan ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon	
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
			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	
			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
			Nakapagtatapos ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa at wastong pamamahala sa oras	
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
			Nakagagawa ng journal ng mga gawaing natapos nang pinaghandaan, ayon sa pamantayan at may motibasyon sa paggawa	
			Napatutunayan na:	Week 6

			<p>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</p> <p>b. Ang mga hira, pagod at pagdurusa ay nadadaig ng pagpupunyagi tungo sa pagtupad ng itinakdang mithiin</p>	
			Nakagagawa ng Chart ng pagsunod sa hakbang upang matupad ang itinakdang gawain nang may kasipagan at pagpupunyagi	
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
			Napagninilayan ang mga mahahalagang hakbang na ginawa upang mapaunlad ang kanyang talento at kakayahan ayon sa kanyang hilig, mithiin, lokal at global na <i>demand</i>	
			<p>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</p> <p>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)</p>	Week 2



4	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng Personal na Pahayag ng Misyong sa Buhay.	Nakabubuo ang mag-aaral ng Personal na Pahayag ng Misyong sa Buhay.	Nakapagpapaliwanag ng kahalagahan ng Personal na Pahayag ng Misyong sa Buhay	Week 3
			Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag ng Misyong sa Buhay	
			Nahihinuha na ang kanyang Personal na Pahayag ng Misyong sa Buhay ay dapat na nagsasalaman ng kanyang pagiging natatanging nilalang na nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat	Week 4
			Nakapagbubuo ng Personal na Pahayag ng Misyong sa Buhay	



Grade Level: Grade 10
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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 magmamahal.	1.1 Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob	Week 1
			1.2 Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upang malagpasan ang mga ito	
			1.3 Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/pagmamahal	Week 2
			1.4 Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmamahal	
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
			2.2 Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghusga ng konsiyensiya	
			2.3 Napatutunayan na ang konsiyensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos	Week 4



			2.4 Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa	
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
			3.2 Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng kalayaan	
			3.3 Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod	Week 6
			3.4 Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod	
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
			4.2 Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups	
			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
			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	



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
			5.2 Natutukoy ang mga kilos na dapat panagutan	
			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
			5.4 Nakapagsusuri ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos	
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
			6.2 Nakapagsusuri ng isang sitwasyong nakaaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan, gawi	
			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
			6.4 Nakapagsusuri 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 pagpapasiya	
2	Naipamamalas ng 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.	7.1 Naipaliliwanag ang bawat yugto ng makataong kilos	Week 5
			7.2 Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos	
			7.3 Naipaliliwanag na ang bawat yugto ng makataong kilos ay kakikitaan ng kahalagahan ng <i>deliberasyon</i> ng isip at kilos-loob sa paggawa ng moral na pasya at kilos	Week 6

			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	
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
			8.2 Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito	
			8.3 Napatutunayan na ang layunin, paraan at sirkumstansya ay nagtatakda ng pagkamabuti o pagkamasama ng kilos ng tao	Week 8
			8.4 Nakapagtataya ng kabutihan o kasamaan ng pasiya o kilos sa isang sitwasyong may dilemma batay sa layunin, paraan at sirkumstansya nito	
3	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.	9.1 Nakapagpapaliwanag ng kahalagahan ng pagmamahal ng Diyos	Week 1
			9.2 Natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongretong pangyayari sa buhay	
			9.3 Napangangatwiran na: Ang pagmamahal sa Diyos ay pagmamahal sa kapwa	Week 2
			9.4 Nakagagawa ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos	
3	Naipamamalas ng mag-aaral ang pag-unawa sa paggalang sa buhay.	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang paggalang sa buhay (i.e., maituwid ang “culture of death” na umiiral sa lipunan)	10.1 Natutukoy ang mga paglabag sa paggalang sa buhay	Week 3
			10.2 Nasusuri ang mga paglabag sa paggalang sa buhay	
			10.3 Napangangatwiran na: a. Mahalaga ang buhay dahil kung wala ang buhay, hindi mapahalagahan ang mas mataas na pagpapahalaga kaysa buhay; di makakamit ang higit na mahalaga kaysa buhay	Week 4

			<p>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.</p>	
			10.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paglabag sa paggalang sa buhay ayon sa moral na batayan	
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
			11.2 Natutukoy ang mga paglabag sa pagmamahal sa bayan (Patriyotismo) na umiiral sa lipunan	
			11.3 Napangangatwiran na: Nakaugat ang pagkakakilanlan ng tao sa pagmamahal sa bayan. a. ("Hindi ka global citizen kung hindi ka mamamayan.")	Week 6
			11.4 Nakagagawa ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo)	
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
			12.2 Nasusuri ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan	
			12.3 Napangangatwiran 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.	



			<p>b.Lahat tayo ay mamamayan ng iisang mundo, dahil nabubuhay tayo sa iisang kalikasan (Mother Nature)</p> <p>c. Inutusan tayo ng Diyos na alagaan ang kalikasan (stewards) at hindi maging tagapagdomina para sa susunod na henerasyon.</p> <p>b. Binubuhay tayo ng kalikasan.</p>	
			12.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan ayon sa moral na batayan	Week 8
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.	<p>13.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad</p> <p>13.2 Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad</p> <p>13.3 Napangangatwiran 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 dignidad at sekswalidad ng tao.</p> <p>13.4 Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad</p>	Week 1
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.	<p>14.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan</p> <p>14.2 Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan</p> <p>14.3 Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan ng paggalang sa katotohanan ay</p>	Week 2
				Week 3
				Week 4



			daan upang isulong at isabuhay ang pagiging mapanagutan at tapat na nilalang	
			14.4 Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan	



Department of Education



ENGLISH



GUIDING OUR TEACHERS: A Briefer on Using the English MELCs

About the Process

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has produced a list of the most essential learning competencies (MELCs). This was done in order to ensure that the Grade Level Standards set for each learning area are still attained. In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. 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 strongly advised to 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 character s based on the story heard	EN4OL-II- 10 Express one's ideas and feelings clearly	EN4V-II- 13.9 Use context clues (exemplif ication) to determin e the meaning of unfamilia r words	EN4RC-II- 2.8 Infer feelings and traits of character s 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 sentence s	EN4WC- II-6 Write a response to a story/po em 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
	<i>The learner...</i>	<i>The learner...</i>
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.

How to Use the 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.



Grade Level: Grade 1

Subject: English

Grade Level Standards: The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Grading Period	Most Essential Learning Competencies	Duration
Q3	Recognize rhyming words in nursery rhymes, poems, songs heard	
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 <ol style="list-style-type: none">note important details pertaining to<ol style="list-style-type: none">charactersettingeventsGive the correct sequence of three eventsInfer the character feelings and traitsIdentify cause and effect/or effect of eventsIdentify the speaker in the story or poemPredict possible ending of a story readRelate story events to one's experienceDiscuss, illustrate, dramatize specific eventsIdentify the problem and solutionRetell a story listened toAsk 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	
Q3	Talk about oneself, one's family and one's personal experiences	
Q4	Recognize common action words in stories listened to	
Q4	Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	
Q4	Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	
Q4	Give the meaning of words using clues (TPR, pictures, body movements, etc.)	
Q4	Follow one-to-two step directions	
Q4	Give one-to-two step directions	



Grade Level: Grade 2

Subject: English

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 like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	
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	
Q2	Give the beginning letter of the name of each picture	
Q2	Recognize common action words in retelling, conversation, etc.	
Q2	Identify and discuss the elements of a story (theme, setting, characters, and events)	
Q3	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	
Q3	Generate ideas through prewriting activities	
Q3	Writing some words, a phrase, or a sentence about an illustration or a character	
Q3	Discuss the illustrations on the cover and predict what the story may be about	
Q3	Identify title, author and book illustrator and tell what they do	
Q3	Spell high-frequency words with short a, e, i, o and u sound in CVC pattern	
Q3	Use common action words in retelling, conversations, etc.	
Q3	Identify the basic sequence of events and make relevant predictions about stories	
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	
Q3	Identify important details in expository text listened	
Q3	Retell and/or reenact events from a story	
Q3	Talk about texts identifying major points and key themes	

Grading Period	Most Essential Learning Competencies	Duration
Q3	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	
Q3	Listen and respond to texts to clarify meanings heard while drawing on personal experiences	
Q3	Read words with short e, a, i, o , and u sound in CVC pattern	
Q3	Match the picture with its sight word	
Q4	Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern	
Q4	Use personal pronouns(e.g. I, you, he, she, it, we, they) in dialogues	
Q4	Use demonstrative pronouns (this/that, these/ those)	
Q4	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	
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

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
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	
Q1	Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative)	
Q1	Use common and proper nouns in a sentence	
Q1	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	
Q1	Use plural from of frequently occurring irregular nouns (e.g. children, feet, teeth)	
Q1	Review reading and writing short e, a, i, o, and u words in CVC pattern	



Grading Period	Most Essential Learning Competencies	Duration
Q1	Read phrases, sentences and short stories consisting of 2-syllable words	
Q1	Initiate conversations with peers in a variety of school settings	
Q1	Summarize and restate information shared by others	
Q2	Use the be-verbs (am, is, are was, were) correctly in sentences	
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	
Q2	Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh)	
Q3	Identify commonly used possessive pronouns and use them in a sentence	
Q3	Identify several effects based on a given cause	
Q3	Make inferences and draw conclusions based on texts (pictures, title and content words)	
Q3	Distinguish fact from opinion	
Q3	Use different sources of information in reading	
Q3	Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	
Q3	Homonyms (e.g. flower/flour)	
Q3	Homographs (e.g., read-read)	
Q3	Hyponyms – type of (e.g. guava - type of fruit)	
Q3	Identify possible solutions to problems	
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	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.)	
Q3	Compare and contrast information heard	
Q3	Read word with affixes	
Q4	Write a simple story	
Q4	Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	
Q4	Recognize adverbs of manner	
Q4	Interpret simple maps of unfamiliar places, signs and symbols	



Grading Period	Most Essential Learning Competencies	Duration
Q4	Interpret simple graphs, tables, and pictographs	
Q4	Read word with affixes	
Q4	Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to	
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)	
Q4	Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)	

Grade Level: Grade 4

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
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)	
Q1	Identify different meanings of content specific words (denotation and connotation)	
Q1	Get the meaning of words through word association (analogy) and classification.	
Q2	Use context clues to find meaning of unfamiliar words: definition, exemplification	
Q2	Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, collective nouns	
Q2	Use personal pronouns in sentences	
Q2	Use adjectives (degrees of comparison, order) in sentences	



Grading Period	Most Essential Learning Competencies	Duration
Q2	Use simple present tense of verbs in sentences	
Q2	Use correct time expressions to tell an action in the present	
Q2	Use the past form of regular and irregular verbs	
Q3	Use adverbs (adverbs of manner, place and time) in sentences	
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	
Q3	Use appropriate graphic organizers in text read	
Q3	Infer the speaker's tone, mood and purpose	
Q3	Analyze a story in terms of its elements	
Q4	Write a short story (fiction/nonfiction) with its complete elements	
Q4	Write a reaction about the story read	
Q4	Distinguish fact from opinion in a narrative.	
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	
Q4	Write/compose an editorial	

Grade Level: Grade 5

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	
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	

Grading Period	Most Essential Learning Competencies	Duration
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	
Q2	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	
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	
Q3	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order	
Q3	Summarize various text types based on elements	
Q3	Make a stand	
Q3	Provide evidence to support opinion/fact	
Q4	Analyze how visual and multimedia elements contribute to the meaning of a text	
Q4	Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships	
Q4	Write a feature article	

Grade Level: Grade 6

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Identify real or make-believe, fact or non-fact images	
Q1	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance	
Q1	Make connections between information viewed and personal experiences	
Q2	Identify the purpose, key structural and language features of various types of informational/factual text	
Q2	Recognise evaluative word choices to detect biases and propaganda devices used by speakers	
Q2	Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)	
Q3	Present a coherent, comprehensive report on differing viewpoints on an issue	
Q3	Evaluate narratives based on how the author developed the elements	



Grading Period	Most Essential Learning Competencies	Duration
Q4	Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)	
Q4	Compose a persuasive essay on self-selected topic	

Grade Level: Grade 7

Subject: Subject

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Supply other words or expressions that complete an analogy	
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video	
Q1	Use the passive and active voice meaningfully in varied contexts	
Q1	Use the past and past perfect tenses correctly in varied contexts	
Q1	Use direct and reported speech appropriately in varied contexts	
Q1	Use phrases, clauses, and sentences appropriately and meaningfully	
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)	
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to	
Q2	Use a search engine to conduct a guided search on a given topic	
Q2	Navigate a website using essential features, e.g. using headings, links, etc.	
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material	
Q2	Summarize key information from a text	
Q2	Use analogy to describe or make a point	
Q2	Transcode information from linear to non-linear texts and vice-versa	
Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts	
Q3	Explain how a selection may be influenced by culture, history, environment, or other factors	



Grading Period	Most Essential Learning Competencies	Duration
Q3	Express one's beliefs/convictions based on a material viewed	
Q3	Cite evidence to support a general statement	
Q3	React to what is asserted or expressed in a text	
Q3	Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.	
Q4	Distinguish features of academic writing	
Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	
Q4	Determine the worth of ideas mentioned in the text listened to	
Q4	Determine the truthfulness and accuracy of the material viewed	
Q4	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways	
Q4	Discover literature as a tool to assert one's unique identity and to better understand other people	
Q4	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	
Q4	Compose an informative essay	

Grade Level: Grade 8

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Determine the meaning of words and expressions that reflect the local culture by noting context clues	
Q1	Use conventions in citing sources	
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	
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	



Grading Period	Most Essential Learning Competencies	Duration
Q2	Recognize positive and negative messages conveyed in a text	
Q3	Examine biases (for or against) made by the author	
Q3	Analyze intention of words or expressions used in propaganda techniques	
Q3	Determine various social, moral, and economic issues discussed in the text listened to	
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	
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none">● 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	
Q4	Synthesize essential information found in various sources	
Q4	Compose effective paragraphs	
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

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Express permission, obligation, and prohibition using modals	
Q1	Use conditionals in expressing arguments	
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	



Grading Period	Most Essential Learning Competencies	Duration
Q2	Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world	
Q3	Differentiate biases from prejudices	
Q3	Determine the relevance and the truthfulness of the ideas presented in the material viewed	
Q3	Judge the validity of the evidence listened to	
Q4	Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	
Q4	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions	

Grade Level: Grade 10

Subject: English

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.

Grading Period	Most Essential Learning Competencies	Duration
Q1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges	
Q1	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	
Q1	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	
Q1	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	
Q1	Employ analytical listening in problem solving	
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	
Q2	Identify key structural elements, e.g.: <ul style="list-style-type: none">• Exposition - Statement of position,• Arguments,• Restatement of Positions	

Grading Period	Most Essential Learning Competencies	Duration
	and language features of an argumentative text, e.g.: <ul style="list-style-type: none"> • 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	
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	
Q3	Use a variety of informative, persuasive, and argumentative writing techniques	
Q3	Compose an independent critique of a chosen selection	
Q3	Critique a literary selection based on the following approaches: <ul style="list-style-type: none"> - structuralist/formalist - moralist - Marxist - feminist - historical - reader-response 	
Q4	Distinguish technical terms used in research	
Q4	Give technical and operational definitions	
Q4	Give expanded definitions of words	
Q4	Observe correct grammar in making definitions	
Q4	Compose a research report on a relevant social issue	



Department of Education



FILIPINO



Gabay sa Paggamit ng Pinakamahalagang Kasanayang Pampagkatuto o *Most Essential Learning Competencies (MELCs)* sa Filipino

Ang Kagawaran ng Edukasyon sa pamamagitan ng Bureau of Curriculum Development ay bumuo ng talaan ng mga pinakamahalagang kasanayang pampagkatuto o *Most Essential Learning Competencies* (MELCs). Binuo ito upang tugunan ang mga pangangailangan ng mga guro at mag-aaral kaugnay ng mga hamong dala ng COVID19. Gamit ang MELCs, inaasahan na makatutulong ito sa anumang *mode of instructional delivery* na gagamitin ng guro upang punan ang pinaikling panahon ng pag-aaral at limitadong interaksyon ng mga mag-aaral sa paaralan.

Ang MELCs ay tumutugon din sa pangunahing layunin ng pag-aaral ng Filipino, ang makalinang ng isang buo at ganap na Filipinong may kapaki - pakinabang na literasi.

Proseso ng pagpili at pagbuo ng MELCs ng Filipino

Sa proseso ng pagtukoy ng mga pinakamahalagang kasanayang pampagkatuto o MELCs, ang ENDURANCE o katatagan ang nagging batayan upang piliin ang mga kompetensiyang isasama sa listahan:

- nagagamit sa totoong buhay;
- higit na mahalaga kaysa ibang kompetensi; at
- lubhang kailangan upang matutunan ang iba pang asignatura o propesyon

Bukod sa mga pamantayang nabanggit, isinaalang-alang din ang pagsasakatuparan ng mga pamantayan sa bawat baitang at ang kasama nitong pamantayang pangnilalaman at pamantayan sa pagganap.

Paano gagamitin ang MELCs sa pagtuturo?

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

- 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	<ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none">✓ 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
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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 pagtangg	
	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.

At bilang karagdagan, minabuti ng mga espesyalista sa erya ng 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. Sa huli, dapat bigyang pansin na ang mga kompetensong 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 kompetensong mas kinakailangan ng mga mag-aaral sa Taong Panuruang 2020-2021. Sa huli, hinihikayat pa rin ang mga guro na sumangguni sa *curriculum guide ng Filipino* kung sa tingin nilang hindi sapat ang mga kompetensong tinukoy sa MELCs.



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
2nd Quarter	Nasasagot ang mga tanong tungkol sa napakinggang pabula, tugma/tula, at tekstong pang-impormasyon	
	Nakapagtatanong tungkol sa isang larawan, kuwento, at napakinggang balita	
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpapakilala ng sarili, pagpapahayag ng sariling karanasan at pagbati	
	Nasasabi ang mensaheng nais ipabatid ng nabasang pananda, patalastas, babala, o paalala	
	Nakasusulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra	
	Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	
	Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan; o kasalungat	
	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	
	Natutukoy ang kailanan ng pangngalan	
	Nakasusunod sa napakinggang panuto na may 1-2 hakbang	
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	
	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto	
	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	
	Nabibilang ang pantig sa isang salita	
	Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong	
	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)	
3rd Quarter	Nababaybay nang wasto ang mga salitang natutuhan sa aralin at salitang may tatlo o apat na pantig	



	Nabibigay ang susunod na mangyayari sa napakinggang kuwento	
	Nakapagsasalaysay ng orihinal na kuwento na kaugnay ng napakinggang kuwento	
	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)	
	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	
	Naibibigay ang paksa ng talata at tula	
	Natutukoy ang salita/pangungusap sa isang talata	
	Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan	
	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa kuwento, tekstong pang-impormasyon at tula	
	Natutukoy ang kasarian ng pangngalan	
	Naiuugnay ang sariling karanasan sa napakinggang kuwento	
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	
	Natutukoy ang ugnayan ng teksto at larawan	
	Nababasa ang mga salita at babala na madalas makita sa paligid	
	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	
	Nakapaglalarawan ng mga bagay, tao, hayop, pangyayari, at lugar *	
4 th Quarter	Natutukoy ang mga salitang magkakatugma	
	Natutukoy ang simula ng pangungusap, talata at kuwento	
	Naisusulat nang may wastong baybay at bantas ang salita at pangungusap na ididikta ng guro *	
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	
	Natutukoy ang kahulugan ng salita batay sa kasingkahulugan	
	Nakapagbibigay ng sariling hinuha	
	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	
	Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap.	
	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu	
	Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	
	Natutukoy ang gamit ng maliit at malaking letra	



	Nagagamit nang wasto ang mga pang-ukol	
	Natutukoy ang gamit ng iba't ibang bantas	
	Nakapagbibigay ng maikling panuto	
	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	
	Naibibigay ang paksa ng napakinggang tekstong pang-impormasyon paliwanag	

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
1st Quarter	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	
	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 reaksiyon o komento)	
	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)*	
	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*	
	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*	
	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat	
	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	
2nd Quarter	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento	
	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster	
	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	
	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma	



	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)	
	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon	
	Nababasa ang mga salita sa unang kita	
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod sa tulong ng mga larawan, pamatnubay na tanong at story grammar	
	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	
3rd Quarter	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	
	Nagagamit ang pangngalan nang tama sa pangungusap.	
	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)	
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto	
	Nailalarawan ang mga tauhan sa napakinggang testo batay sa kilos, sinabi o pahayag	
	Naipahahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula	
	Naiuugnay sa sariling karanasan ang nabasang teksto *	
	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)*	
	Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin	
	Nakapagbibigay ng mga salitang magkakatugma	
	Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	
4th Quarter	Napapantig ang mga mas mahahabang salita	
	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	
	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	
	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	
	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento	



	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa	
	Naisusulat nang wasto ang mga idiniktang mga salita	
	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap	
	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	

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
1st Quarter	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	
	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggan at nabasang teksto	
	Nasasagot ang mga tanong tungkol sa kuwento, usapan, teksto, balita at tula	
	Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	
	Nababasa ang mga salitang may tatlong pantig pataas, klaster, salitang iisa ang baybay ngunit magkaiba ang bigkas at salitang hiram	
	Nakasusunod sa nakasulat na panuto na may 2-4 hakbang	
	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	
	Nakakagamit ng diksyunaryo	
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, kami, tayo, kayo at sila,)	
	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)	
	Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay)	
	Naisasalaysay muli ang teksto nang may tamang pagkakasunod-sunod ng mga pangyayari sa tulong ng pamatnubay na tanong at balangkas	

	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	
	Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyan/iyon/nito/niyan/ noon/niyon)	
	Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento	
2nd Quarter	Nakapagbibigay ng wakas ang binasang kuwento	
	Naiuulat ang mga naobserbahang pangyayari sa pamayanan	
	Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto	
	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	
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpapaliwanag)	
	Natutukoy ang mga salitang magkakatugma	
	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)	
	Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba	
	Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu	
	Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto	
	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari, ano, sino, saan, ilan, kailan, ano-ano, at sino-sino	
	Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin	
	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan	
3rd Quarter	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	
	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	
	Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang isyu	
	Nasasabi ang paksa o tema ng teksto, kuwento o sanaysay	
	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	
	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	
	Nasisipi nang wasto at maayos ang mga liham	
	Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto	



	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	
	Nakapagbibigay ng angkop na pamagat sa binasang teksto	
	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	
	Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)	
4th Quarter	Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)	
	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	
	Nasisipi nang wasto at maayos ang mga talata	
	Naiuugnay ang binasa sa sariling karanasan	
	Nakasusulat ng isang talata	
	Naiuugnay ang binasa sa sariling karanasan	
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	
	Nababasa ang mga salitang hiram/natutuhan sa aralin	
	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	
	Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood	
	Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig	
	Naibibigay ang buod o lagom ng tesktong binasa	
	Naibibigay ang paksa ng kuwento o sanaysay na napakinggan	



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
1st Quarter	Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili at ibang tao sa paligid	
	Nabibigyang kahulugan ang salita sa pamamagitan ng pormal na depinisyon	
	Natutukoy ang mga elemento ng kuwento (tagpuan, tauhan, banghay)	
	Natutukoy ang bahagi ng binasang kuwento- simula-kasukdulan-katapusan	
	Nakasusulat ng talata tungkol sa sarili	
	Naisasalaysay muli nang may wastong pagkakasunod-sunod ang napakinggang teksto gamit ang mga larawan, signal words at pangungusap	
	Nasasagot ang mga tanong sa napakinggan at nabasang kuwento, tekstong pang-impormasyon, at SMS (Short Messaging Text).	
	Nakasusulat ng natatanging kuwento tungkol sa natatanging tao sa pamayanan, tugma o maikling tula	
	Nababasa ang maikling tula nang may tamang bilis, diin, ekspresyon at intonasyon	
	Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggan/napanood na isyu o usapan	
	Nasusunod ang napakinggang panuto o hakbang ng isang gawain	
	Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-alihw, panghikayat)	
	Nagagamit ang iba't ibang uri ng panghalip (panao) sa usapan at pagsasabi tungkol sa sariling karanasan	
	Nagagamit ang iba't ibang uri ng panghalip (pananong) - isahan-- maramihan sa usapan at pagsasabi tungkol sa sariling karanasan	
	Nagagamit ang iba't ibang uri ng panghalip (panaklaw)-tiyakan-isahan/kalahatan-di-tiyakan sa usapan at pagsasabi tungkol sa sariling karanasan	
	Nabibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon	
	Naibibigay ang kahulugan ng salita ayon sa: -Kasingkahulugan	



	-Kasalungat -Gamit ng Pahiwatig (context clues) -Diksyunaryong kahulugan	
	Nakasusulat ng liham na nagbabahagi ng karanasan/pangyayari sa nabasang kuwento	

QUARTER	Most Essential Learning Competencies	Duration
2 nd Quarter	Nasasagot ang mga tanong mula sa napakinggan at nabasang alamat, tula, at awit.	
	Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin; salitang hiram; at salitang kaugnay ng ibang asignatura	
	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto	
	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	
	Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan	
	Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman	
	Naibibigay ang paksa ng napakinggang teksto	
	Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari	
	Nasasabi ang sanhi at bunga ayon sa nabasang pahayag, napakinggang teksto, at napakinggang ulat	
	Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto	
	Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood	
	Nailalarawan ang elemento ng kuwento (tagpuan, tauhan, banghay, at pangyayari)	
	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	
	Nagagamit ang iba't ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan paturol sa usapan at pagsasabi tungkol sa sariling karanasan	
	Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari	
	Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan	
	Nakasusulat ng talatang naglalarawan	
	Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin	
	Nagagamit ang pangaano ng pandiwa-pawatas- pautos, pagsasalaysay ng napakinggang usapan	
	Nakasusunod sa nakasulat na panuto	
	Nakasusulat ng panuto gamit ang dayagram	



	Nasasabi ang paksa ng napanood na maikling pelikula	
	Naibibigay ang sariling wakas ng napakinggang teksto, tekstong pang-impormasyon at talambuhay	
	Nakasusulat ng sariling talambuhay at liham na humihingi ng pahintulot na magamit ang silid-aklatan	
	Nasusuri ang damdamin ng mga tauhan sa napanood	
	Napagsusunod-sunod ang mga detalye/ pangyayari sa tekstong napakinggan sa pamamagitan ng tanong	
	Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos	
	Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	
	Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap	
	Nagagamit nang wasto ang pang-abay at pang-uri sa pangungusap	

Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Nakapagbibigay ng hakbang ng isang gawain	
	Nakasusulat ng simpleng resipi at patalastas	
	Nagagamit ang pang-abay sa paglalarawan ng kilos	
	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	
	Nasasagot ang mga tanong sa nabasa o napakinggang editorial, argumento, debate, pahayagan, at ipinapahayag sa isang editorial cartoon.	
	Naisasalaysay ang mahahalagang detalye sa napakinggang editorial	
	Nasusuri kung opinyon o katotohanan ang isang pahayag	
	Nagagamit sa pagpapahayag ang magagalang na salita sa hindi pagsang-ayon pakikipag-argumento o pakikipagdebate	
	Nakasusulat ng argumento at editorial	
	Nakasusulat ng paliwanag; usapan ; puna tungkol sa isang isyu; opinyon tungkol sa isang isyu; ng mga isyu/argumento para sa isang debate;	
	Nakapagbibigay ng reaksiyon sa napakinggang paliwanag; sa isyu mula sa napakinggang ulat	
	Natutukoy ang kaibahan ng pang-abay at pang-uri	
	Nagagamit ang pariralang pang-abay at pandiwa, pariralang pang-abay at pang-uri sa paglalarawan	
	Nagagamit nang wasto ang pang-angkop (–ng, –g at na) sa pangunguap at pakikipagtalastasan	
	Nakapagbibigay ng angkop na pamagat sa napakinggang teksto	
	Naiuugnay ang sariling karanasan sa napakinggang teksto	



Nabibigyan ng angkop na pamagat ang talatang binasa	
Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	
Nagagamit nang wasto at angkop ang pangatnig <ul style="list-style-type: none">- o, ni, maging, man- kung, kapag, pag, atbp.- ngunit, subalit, atbp.- dahil sa, sapagkat, atbp.- 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	
Nagagamit nang wasto at angkop ang simuno at panaguri sa pangungusap	
Nakasusulat ng talata na may sanhi at bunga	
Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng paggamit ng una, pangalawa, sumunod at panghuli	
Nakasusulat ng balita na may huwaran/ padron/ balangkas nang may wastong pagkakasunod-sunod ng mga pangyayari	

Quarter	Most Essential Learning Competencies	Duration
4 th Quarter	Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at pangalawang direksyon	
	Nasasagot ang mga tanong sa napanood na patalastas	
	Nakapaghahambing ng iba't ibang patalastas na napanood	
	Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap	
	Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan	
	Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa	
	Naibibigay ang paksa ng napakinggang teksto	
	Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon ng salita	
	Nagagamit sa panayam ang iba't ibang uri ng pangungusap	



	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon; Pagbibigay ng puna sa editorial cartoon	
	Nakaguguhit ng sariling editorial cartoon	
	Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	
	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto	
	Nasasagot ang mga tanong sa nabasa o napakinggang pagpupulong (pormal at di pormal), katitikan (minutes) ng pagpupulong	
	Naipahahayag ang sariling opinyon o reaskyon batay sa napakinggang pagpupulong (pormal at di-pormal)	
	Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong	
	Nakasusulat ng minutes ng pagpupulong	
	Nasasagot ang tanong sa binasang iskrip ng radio broadcasting at teleradyo	
	Nakasusulat ng script para sa radio broadcasting	
	Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting	
	Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo	
	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasagawa ng radio broadcast	
	Naibibigay ang buod o lagom ng tekstong script ng teleradyo	
	Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw	
	Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate	
	Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu	
	Naibibigay ang buod o lagom ng debateng binasa	
	Nakapaghahambing ng iba't ibang debateng napanood	
	Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	
	Nakakukuha ng tala buhat sa binasang teksto	



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
1st Quarter	Naiuugnay ang sariling karanasan sa napakinggang teksto	
	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	
	Nasasagot ang mga tanong sa binasa/napakinggang kuwento at tekstong pang-impormasyon	
	Nakasusulat ng isang maikling tula, talatang nagsasalaysay, at talambuhay	
	Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang balita, isyu o usapan	
	Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	
	Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	
	Naibibigay ang paksa ng napakinggang kuwento/usapan	
	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	
	Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa	
2nd Quarter	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 pagtanggì	
	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan	
	Naipapahayag ang sariling opinyon o reaksiyon 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	

Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Nagagamit ang pang-abay sa paglalarawan ng kilos	
	Nagagamit ang pang-abay at pang-uri sa paglalarawan	
	Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod-sunod)	
	Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay	
	Nakapag-uulat tungkol sa napanood	
	Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula	
	Naibabahagi ang isang pangyayaring nasaksihan	
	Nakagagawa ng isang timeline batay sa nabasang kasaysayan	
	Naisasalaysay muli ang napakinggang teksto	
	Nasusuri kung ang pahayag ay opinyon o katotohanan	
	Nagagamit nang wasto ang pang-angkop sa pakikipagtalastasan	
	Nagbibigay ang mga salitang magkakasalungat at magkakasingkahulugan	
	Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	
	Nasasabi ang simuno at panag-uri sa pangungusap	
	Nakasusulat ng isang sulating pormal, di pormal (email) at liham na nagbibigay ng mungkahi	
	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang isyu	
	Naibibigay ang datos na hinihingi ng isang form	
4 th Quarter	Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	
	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasalaysay ng napakinggang balita	
	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	
	Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu	
	Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin	



	Napaghahambing ang iba't ibang dokumentaryo	
	Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)	
	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	
	Naibibigay ang mahahalagang pangyayari	
	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview	
	Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto	
	Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon	
	Nakapagtatanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, at mapa	
	Nakasusulat ng maikling balita, editoryal, at iba pang bahagi ng pahayagan	
	Nakasusulat ng iskrip para sa radio broadcasting at teleradyo.	
	Nakapipili ng angkop na aklat batay sa interes	



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
1st Quarter	Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan	
	Nasasagot ang tanong na bakit at paano	
	Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	
	Nabibigyang kahulugan ang kilos at pahayag ng mga tauhan sa napakinggang pabula	
	Nabibigyang kahulugan ang sawikain	
	Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas at pamatnubay na tanong	
	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari bago, habang at matapos ang pagbasa	
	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon: <ul style="list-style-type: none"> sa pagpapahayag ng saloobin/damdamin, pagbabahagi ng obserbasyon sa paligid pagpapahayag ng ideya pagsali sa isang usapan pagbibigay ng reaksiyon 	
	Nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon	
	Nasusuri ang mga kaisipan/tema/layunin/tauhan/tagpuan at pagpapahalagang nakapaloob sa napanood na maikling pelikula	
	Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid	
	Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata	
	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	
	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik	
	Nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay	
2nd	Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota	



Quarter	Naibabahagi ang isang pangyayaring nasaksihan	
	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	
	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	
	Nasasabi ang paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto	
	Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, gamit, sanhi, direksiyon) sa pakikipag-usap sa ibat ibang sitwasyon	
	Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa ibat ibang sitwasyon	
	Napag-uugnay ang sanhi at bunga ng mga pangyayari	
	Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	
	Nakapagtatala ng datos mula sa binasang teksto	
	Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto	
3rd Quarter	Nasasagot ang mga tanong tungkol sa napakinggang/ binasang ulat at tekstong pang-impormasyon	
	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	
	Naiisa-isa ang mga argumento sa binasang teksto	
	Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas	
	Nagagamit nang wasto ang pang-angkop at pangatnig	
	Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	
	Nasusuri kung ang pahayag ay opinyon o katotohanan	
	Nakapag-uulat tungkol sa pinanood	
	Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	
	Naiuugnay ang binasa sa sariling karanasan	
	Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	
	Nakasusulat ng tula at sanaysay na naglalarawan	
4th Quarter	Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	
	Napapangkat ang mga salitang magkakaugnay	
	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	



	Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction)	
	Napaghahambing-hambing ang iba't ibang uri ng pelikula	
	Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon	
	Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph	
	Naipapahayag ang sariling opinyon o reaksiyon sa isang napakinggang balita isyu o usapan	
	Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo	
	Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan	

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
1st Quarter	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan	
	Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay	
	Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan	
	Naipaliliwanag ang sanhi at bunga ng mga pangyayari	
	Nasusuri ang isang <i>dokyu-film</i> batay sa ibinigay na mga pamantayan	
	Naisasalaysay nang maayos at wasto ang buod, pagkakasunod-sunod ng mga pangyayari sa kuwento, mito, alamat, at kuwentong-bayan	
	Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (<i>kung, kapag, sakali, at iba pa</i>), 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)	
	Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan	
	Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag	
	Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang <i>promo coupon</i> o <i>brochure</i>)	



	Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (halimbawa ang paggamit ng acronym sa promosyon)	
	Naibabahagi ang isang halimbawa ng napanood na <i>video clip</i> mula sa youtube o ibang <i>website</i> na maaaring magamit	
	Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo	

Quarter	Most Essential Learning Competencies	Duration
2 nd 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	
	Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamín sa tradisyon ng mga taga-Bisaya	
	Nasusuri ang antas ng wika batay sa pormalidad na ginamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal)	
	Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan	
	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	
	Nagagamit nang maayos ang mga pahayag sa paghahambing (<i>higit/mas, di-gaano, di-gasino, at iba pa</i>)	
	Naisusulat ang isang editoryal na nanghihikayat kaugnay ng paksa	
	Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura	
	Nasusuri ang kulturang nakapaloob sa awiting-bayan	
	Nagagamit ang mga kumbensyon sa pagsulat ng awitin (sukat, tugma, tayutay, talinghaga, at iba pa)	

Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Naipaliliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala)	
	Naihahambing ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan	
	Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagpapangkat, batay sa konteksto ng pangungusap, denotasyon at konotasyon, batay sa kasing kahulugan at kasalungat nito	
	Naisusulat ang sariling tula/awiting panudyo, tugmang de gulong at palaisipan batay sa itinakdang mga pamantayan	
	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)	
	Nagagamit nang wasto ang angkop na mga pahayag sa panimula, gitna at wakas ng isang akda	



	Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan	
	Nasusuri ang mga elemento at sosyo-historikal na konteksto ng napanood na dulang pantelebisyon	
	Nagagamit ang wastong mga panandang anaporik at kataporik ng pangngalan	
	Nasusuri ang mga salitang ginamit sa pagsulat ng balita ayon sa napakinggang halimbawa	
	Natutukoy ang datos na kailangan sa paglikha ng sariling ulat-balita batay sa materyal na binasa	
4th Quarter	Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda	
	Naibibigay ang kahulugan at mga katangian ng “korido”	
	Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna	
	Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong Adarna	
	Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda	
	Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon	
	Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye na may pagkakatulad sa akdang tinalakay	
	Naiuugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa	
	Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/pampelikula	
	Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulugan sa mga kaisipan sa akda	
	Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip	
	Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan	
	Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuong iskrip	



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
1st Quarter	Naiiugnay ang mahahalagang kaisipang nakapaloob sa mga karunungan-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan	
	Nabibigyang-kahulugan ang mga talinghaga, eupimistiko o masining na pahayag ginamit sa tula, balagtas, alamat, maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan	
	Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan	
	Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)	
	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	
	Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: -paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa	
	Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyon -pagsusuri	
	Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapahayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas	
	Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil, sapagkat, kaya, bunga nito, iba pa)	
	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggang pag-uulat	
	Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos	
	Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino	



	Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)	
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Quarter	Most Essential Learning Competencies	Duration
2 nd Quarter	Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa	
	Nabubuo ang mga makabuluhang tanong batay sa napakinggang palitan ng katuwiran	
	Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtas	
	Nakapaglalalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento	
	Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyon	
	Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning inilalahad sa tekstong binasa	
	Naibibigay ang denotatibo at konotatibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng malalalim na salitang ginamit sa akda	
	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	
	Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay	
	Naipaliliwanag nang maayos ang pansariling kaisipan, pananaw, opinyon at saloobin kaugnay ng akdang tinalakay*	
	Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay	
	Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig	
	Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda	
	Nakasusulat ng wakas ng maikling kuwento*	
	Nabibigyang interpretasyon ang tulang napakinggan	
	Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula	
	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	

Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Naihahambing ang tekstong binasa sa iba pang teksto batay sa:	

	<ul style="list-style-type: none"> - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata - pagbuo ng pangungusap 	
	Nabibigyang-kahulugan ang mga <i>lingo/termino</i> na ginagamit sa mundo ng <i>multimedia</i>	
	Naiuulat nang maayos at mabisa ang nalikom na datos sa pananaliksik	
	Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa	
	Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)	
	Nag-iiba ang katotohanan (<i>facts</i>) sa hinuha (<i>inferences</i>), opinyon at personal na interpretasyon ng kausap	
	Naiisa-isa ang mga positibo at negatibong pahayag	
	Naiuugnay ang balitang napanood sa balitang napakinggan	
	Nabibigyang-kahulugan ang mga salitang ginagamit sa radio broadcasting	
	Naisusulat nang wasto ang isang dokumentaryong panradyo	
	Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa)	
	Nahihinuha ang paksa, layon at tono ng akdang nabasa	
	Natutukoy ang mga tamang salita sa pagbuo ng isang <i>puzzle</i> na may kaugnayan sa paksa	
	Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan	
	Naipahahayag sa lohikal na paraan ang mga pananaw at katuwiran	
	Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan-bunga, paraan-resulta)	
	Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita	
	Nasusuri ang napanood na pelikula batay sa: <ul style="list-style-type: none"> - Paksa/tema -layon -gamit ng mga salita 	



	-mga tauhan	
	Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng pelikula	
	Naihayag ang sariling pananaw tungkol sa mahahalagang isyung mahihinuha sa napanood na pelikula	
	Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula	
	Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon	
	Naipaliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan	
	Nakasusulat ng isang malinaw na social awareness campaign tungkol sa isang paksa na maisasagawa sa tulong ng multimedia*	
	Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang <i>social awareness campaign</i>	

Quarter	Most Essential Learning Competencies	Duration
4 th Quarter	Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura batay sa napakinggang mga pahiwatig sa akda	
	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa 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	
	Nailalahad ang mahahalagang pangyayari sa napakinggang aralin	
	Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa	
	Nabibigyang-kahulugan ang : - matatalinghang ekspresyon - tayutay - simbolo	
	Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa: - pagkapoot	



	- pagkatakot - iba pang damdamin	
	Nailalarawan ang tagpuan ng akda batay sa napakinggan	
	Nailalahad ang mahahalagang pangyayari sa aralin	
	Nakasusulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa	
	Nagagamit nang wasto ang mga salitang nanghihikayat	
	Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan	
	Nasusuri ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan	
	Nakasusulat ng isang islogan na tumatalakay sa paksang aralin	
	Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito	
	Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast	
	Nailalapat sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita	
	Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal.: totoo, ngunit)	

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
1st Quarter	Maikling Kuwento	
	Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda	
	Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda	
	Nabibigyang kahulugan ang malalim na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan	

	Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan	
	Nasusuri ang maikling kuwento batay sa: - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari - estilo sa pagsulat ng awtor - iba pa	
	Napagsusunod-sunod ang mga pangyayari sa akda	
	Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pag-ugnay	
	Nobela Nauuri ang mga tiyak na bahagi sa akda na nagpapakita ng katotohanan, kabutihan at kagandahan batay sa napakinggang bahagi ng nobela	
	Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela	
	Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda	
	Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan	
	Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili	
	Nagagamit ang mga pahayag na ginagamit sa pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa)	
	Tula Naiuugnay ang sariling damdamin sa damdaming inihayag sa napakinggang tula	
	Nailalahad ang sariling pananaw ng paksa sa mga tulang Asyano	
	Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan	
	Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng rehiyong Asya	
	Sanaysay Naipaliliwanag ang salitang may higit sa isang kahulugan	
	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	
	Nagagamit ang mga pang-ugnay sa pagpapahayag ng sariling pananaw	

	Dula	
	Nakabubuo ng paghuhusga sa karakterisasyon ng mga tauhan sa kasiningan ng akda	
	Naipaliliwanag ang kahulugan ng salita habang nababago ang estruktura nito	
	Nasusuri ang pagiging makatotohanan ng ilang pangyayari sa isang dula	
	Nagagamit ang mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga, tunay, iba pa)	
	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?"	

Quarter	Most Essential Learning Competencies	Duration
2nd Quarter	Tanka at Haiku	
	Nasusuri ang tono ng pagbigkas ng napakinggang tanka at haiku	
	Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku	
	Nabibigyang kahulugan ang matatalingha-gang mahahalagang salitang ginamit sa tanka at haiku	
	Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat	
	Nagagamit ang suprasegmental na antala/hinto, diin at tono sa pagbigkas ng tanka at haiku	
	Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakinggan	
	Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos	
	Naiaantas ang mga salita (clining) batay sa tindi ng emosyon o damdamin	
	Naisusulat muli ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito	
	Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin	
	Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakinggan	
	Naipaliliwanag ang mga: <ul style="list-style-type: none"> - kaisipan - layunin - paksa; at - paraan ng pagkakabuo ng sanaysay 	
	Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap	

	Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati	
	Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan	
	Nakasusulat ng isang argumento hinggil sa napapanahong isyu sa lipunang Asya	
	Nagagamit ang angkop na mga pahayag sa pagbibigay ng opinyon, matibay na paninindigan at mungkahi	
	Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakinggang salaysay	
	Nahihinuha ang kulturang nakapaloob sa binasang kuwento	
	Nabibigyang-kahulugan ang mga imahe at simbolo sa binasang kuwento	
	Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula	
	Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento	
	Naisusulat ang isang paglalarawan ng sariling kultura na maaaring gamitin sa isang pagsasalaysay	
	Nagagamit ang mga pahayag sa pagsisimula, pagpapatuloy ng mga pangyayari at pagtatapos ng isang kuwento	
	Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyalogo o pag-uusap	
	Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito	
	Napaghahambingang mga napanood na dula batay sa mga katangian at elemento ng bawat isa	
	Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang pangkat ng tao sa ilang bansa sa Asya	
	Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula	
	Naipahahayag ang damdamin at pag-unawa sa napakinggang akdang orihinal	
	Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin	
	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;	
	Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano	
	Nagagamit ang linggwistikong kahusayan sa pagsulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano	



Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan	
	Naisusulat ang isang anekdota o liham na nangangaral; isang halimbawang elehiya;	
	Nagagamit nang wasto sa pangungusap ang matatalinghagang pahayag	
	Nasusuri ang mga elemento ng elehiya batay sa: <ul style="list-style-type: none">- Tema- Mga tauhan- Tagpuan- Mga mahihiwatigang kaugalian o tradisyon- Wikang ginamit- Pahiwatig o simbolo- Damdamin	
	Nabibigyang-puna ang nakitang paraan ng pagbigkas ng elehiya o awit	
	Nagagamit ang mga angkop na pang-uri na nagpapasidhi ng damdamin	
	Nasusuri ang mga tunggalian (tao vs. tao, at tao vs. sarili) sa kuwento batay sa napakinggang pag-uusap ng mga tauhan	
	Napatutunayang ang mga pangyayari at/o transpormasyong nagaganap sa tauhan ay maaaring mangyari sa tunay na buhay	
	Natutukoy ang pinagmulan ng salita (etimolohiya)	
	Naiuugnay sa kasalukuyan ang mga tunggaliang (tao vs. tao at tao vs. sarili) napanood na programang pantelebisyon	
	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	
	Nagagamit ang angkop na pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari sa lilikhaing kuwento	
	Nabibigyang-kahulugan ang kilos, gawi at karakter ng mga tauhan batay sa usapang napakinggan	
	Napatutunayan ang pagiging makatotohanan/ di makatotohanan ng akda	
	Nagagamit ang mga pang-abay na pamanahon , panlunan at pamaraan sa pagbuo ng alamat	
	Nahuhulaan ang maaaring mangyari sa akda batay sa ilang pangyayaring napakinggan	
	Nailalarawan ang natatanging kulturang Asyano na masasalamain sa epiko	
	Nabibigyang-katangian ang isa sa mga itinuturing na bayani ng alinmang bansa sa Kanlurang Asya	



	Nagagamit ang mga angkop na salita sa paglalarawan ng kulturang Asyano at bayani ng Kanlurang Asya	
	Naiisa-isa ang kultura ng Kanluraning Asyano mula sa mga akdang pampanitikan nito -*	

Quarter	Most Essential Learning Competencies	Duration
4 th 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	
	Nailalarawan ang mga kondisyong panlipunan bago at matapos isinulat ang akda	
	Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan	
	Nabibigyang-patunay na may pagkakatulad / pagkakaiba ang binasang akda sa ilang napanood na telenobela*	
	Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami	
	Naitatala ang nalikom na datos sa pananaliksik	
	Nagagamit ang mga angkop na salita / ekspresyon sa: - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa pagpapatunay	
	Natutukoy ang kahalagahan ng bawat tauhan sa nobela	
	Naisusulat ang isang makahulugan at masining na iskrip ng isang monologo tungkol sa isang piling tauhan	
	Nagagamit ang tamang pang-uri sa pagbibigay- katangian	
	Naibabahagi ang sariling damdamin sa tinalakay na mga pangyayaring naganap sa buhay ng tauhan	
	Nailalahad ang sariling pananaw sa kapangyarihan ng pag-ibig sa magulang, sa kasintahan, sa kapwa at sa bayan	
	Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito (<i>level of formality</i>)	
	Nakasusulat ng iskrip ng Mock Trial tungkol sa tunggalian ng mga tauhan sa akda*	
	Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng: - damdamin - matibay na paninindigan	
	Natitiyak ang pagkamakatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan	



	Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano	
	Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan	
	Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: <ul style="list-style-type: none"> • pamamalakad ng pamahalaan • paniniwala sa Diyos • kalupitan sa kapuwa • kayamanan • kahirapan at iba pa 	
	Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula	
	Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak	
	Nagagamit ang mga angkop na ekspresyon sa: <ul style="list-style-type: none"> • pagpapaliwanag • paghahambing • pagbibigay ng opinyon 	
	Nasusuri ang pinanood na dulang panteatro na naka- <i>video clip</i> batay sa pamantayan	

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
1 st Quarter	Naipahahayag mahahalagang kaisipan/pananaw sa napakinggan, mitolohiya	
	Naiuugnay ang mga mahahalagang kaisipang nakapaloob sa binasang akda sa nangyayari sa: <ul style="list-style-type: none"> • Sariling karanasan • pamilya • pamayanan • lipunan 	

<ul style="list-style-type: none"> daigdig 	
Naiuugnay ang kahulugan ng salita batay sa kayarian nito	
Natutukoy ang mensahe at layunin ng napanood na cartoon ng isang mitolohiya	
Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay	
<p>Nagagamit nang wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaanan at kagamitan)</p> <ol style="list-style-type: none"> sa pagsasaad ng aksyon, pangyayari at karanasan; sa pagsulat ng paghahambing; sa pagsulat ng saloobin; sa paghahambing sa sariling kultura at ng ibang bansa; at isinulat na sariling kuwento 	
Nasusuri ang tiyak na bahagi ng napakinggang parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal	
Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong at binasang mitolohiya	
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	
<p>Nagagamit ang angkop na mga piling pang-ugnay sa pagsasalaysay</p> <p>(pagsisimula, pagpapatuloy, pagpapadaloy ng mga pangyayari at pagwawakas)</p>	
Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakinggang impormasyon sa radyo o iba pang anyo ng media	
Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda, ang pagiging makatotohanan/di-makatotohanan ng mga pangyayari sa maikling kuwento	
Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan	
Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig	
Naitatala ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig	
Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw	
Nahihinuha ang katangian ng tauhan sa napakinggang epiko	
Naibibigay ang sariling interpretasyon sa mga kinaharap na suliranin ng tauhan	
Napapangatuwiran ang kahalagahan ng epiko bilang akdang pandaigdig na sumasalamín ng isang bansa	
Naipaliliwanag ang mga alegoryang ginamit sa binasang akda	
Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan	
<p>Naisusulat nang wasto ang pananaw tungkol sa:</p> <ol style="list-style-type: none"> pagkakaiba-iba at pagkakatulad ng mga epikong pandaigdig; 	



	b. ang paliwanag tungkol sa isyung pandaigdig na iniuugnay sa buhay ng mga 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	
	Naipaliliwanag ang ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig	
	Nakapagbibigay ng mga halimbawang pangyayari sa tunay na buhay kaugnay ng binasa	
	Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap	
	Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan	
	Naibibigay ang katangian ng isang tauhan batay sa napakinggang diyalogo	
	Nasusuri ang binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw	
	Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa antas o tindi ng kahulugang ipinahahayag nito (clining)	
	Naihahambing ang ilang pangyayari sa napanood na dula sa mga pangyayari sa binasang kabanata ng nobela	
	Nailalarawan ang kultura ng mga tuhan na masasalamain sa kabanata	
	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggan	
	Nakabubuo ng isang suring-basa sa alinmang akdang pampanitikang Mediterranean	
	Naibibigay ang kaugnay na mga konsepto ng piling salitang critique at simposyum	

Quarter	Most Essential Learning Competencies	Duration
2 nd Quarter	Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan	
	Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (<i>collocation</i>)	
	Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood	
	Naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino	
	Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan	
	Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	
	Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito(epitimolohiya)	
	Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito	
	Naisusulat nang wasto ang ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa	

	Tula: Naibibigay ang puna sa estilo ng napakinggang tula	
	Nasusuri ang iba't ibang elemento ng tula	
	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula	
	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay	
	Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula	
	Maikling Kuwento: Nasusuri sa diyalogo ng mga tauhan ang kasiningan ng akda	
	Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan	
	Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig	
	Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento	
	Nasusuri ang nobela sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan	
	Naihahambing ang akda sa iba pang katulad na <i>genre</i> batay sa tiyak na mga elemento nito	
	Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan	
	Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa	
	Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan	
	Nagagamit ang iba't ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan	
	Sanaysay: Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa	
	Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	
	Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editorial)	
	Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng <i>word association</i>	
	Nasusuri ang napanood na pagbabalita batay sa: - paksa - paraan ng pagbabalita at iba pa	
	Naipahahayag ang sailing kaalaman at opinyon tungkol sa isang paksa sa isang talumpati	
	Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu	
	Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap	
	Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, <i>internet</i> tulad ng <i>fb</i> , <i>e-mail</i> , at iba	



	pa)	
	Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa <i>social media</i>	
	Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga <i>social media</i>	
	Naisusulat at naibabahagi sa iba ang sariling akda	
	Nagagamit ang kahusayan sa gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda	

Quarter	Most Essential Learning Competencies	Duration
3 rd Quarter	Mitolohiya: Naipaliliwanag ang pagkakaiba at pagkakatulad ng mitolohiya ng Africa at Persia	
	Nasusuri ang mga kaisipang nakapaloob sa mitolohiya batay sa: - suliranin ng akda - kilos at gawi ng tauhan - desisyon ng tauhan	
	Nabibigyang-puna ang napanood na <i>video clip</i>	
	Napangangatuwiran ang sariling reaksiyon tungkol sa akdang binasa sa pamamagitan ng debate/pagtatalo)	
	Nagagamit nang angkop ang mga pamantayan sa pagsasaling-wika	
	Anekdotang: Nahihinuha ang damdamin ng sumulat ng napakinggang anekdota	
	Nasusuri ang binasang anekdota batay sa: paksa- tauhan tagpuan motibo ng awtor paraan ng pagsula at iba pa	
	Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi	
	Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa <i>you tube</i>	
	Naisusulat ang isang orihinal na komik strip batay sa isang anekdota	
	Nagagamit ang kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orihinal na anekdota	
	Tula:Nasusuri ang kasiningan at bisa ng tula batay sa napakinggan	
	Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalinghagang pahayag sa tula	
	Naiaantas ang mga salita ayon sa damdaming ipinahahayag ng bawat isa	
	Epiko/ Maikling Kuwento: Naiuugnay ang suliraning nangingibabaw sa akda sa pandaigdigang pangyayari sa lipunan	
	Naihanayan ang mga salita batay sa kaugnayan ng mga ito sa isa't isa	

	Nabibigyang-puna ang napanood na <i>teaser</i> o <i>trailer</i> ng pelikula na may paksang katulad ng binasang akda	
	Naipahahayag ang damdamin at saloobin tungkol sa kahalagahan ng akda sa: - sarili - panlipunan pandaigdig	
	Nasusuri nang pasulat ang damdaming nakapaloob sa akdang binasa at ng alinmang <i>socila media</i>	
	Nabibigyang-kahulugan ang damdaming nangingibabaw sa akda	
	Naipaliliwanag ang mga likhang sanaysay batay sa napakinggan	
	Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda	
	Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)	
	Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa <i>youtube</i>	
	Naisusulat ang isang talumpati na pang-SONA	
	Nagagamit ang angkop na mga tuwiran at di-tuwirang pahayag sa paghahatid ng mensahe	
	Nobela: Natutukoy ang tradisyong kinamulatan ng Africa at/o Persia batay sa napakinggang diyalogo	
	Nasusuri ang binasang kabanata ng nobela batay sa pananaw / teoryang pampanitikan na angkop dito	
	Nasusuri ang napanood na <i>excerpt</i> ng isang isinapelikulang nobela	
	Nailalapat nang may kaisahan at magkakaugnay na mga talata gamit ang mga pag-ugnay sa panunuring pampelikula*	
	Nagagamit ang iba't ibang batis ng impormasyon tungkol sa magagandang katangian ng bansang Africa at/o Persia	

Quarter	Most Essential Learning Competencies	Duration
4 th Quarter	Kailigirang Pangkasaysayan ng El Filibusterismo: Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo	
	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	
	Naiiugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito	
	Napahalalagahan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa	

	pamamagitan ng pagbubuod nito gamit ang <i>timeline</i>	
	Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo	
	Naisusulat ang buod ng kaligirang pangkasaysayan ng EL Filibusterismo batay sa ginawang <i>timeline</i>	
	Naitatala ang mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian	
	Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik	
	Natutukoy ang papel na ginampanan ng mga tauhan sa akda sa pamamagitan ng: <ul style="list-style-type: none"> - pagtunton sa mga pangyayari - pagtukoy sa mga tunggaliang naganap - pagtiyak sa tagpuan - pagtukoy sa wakas 	
	Nabibigyang-kahulugan ang matatalingha-gang pahayag na ginamit sa binasang kabanata ng nobela sa pamamagitan ng pagbibigay ng halimbawa	
	Naiuugnay sa kasalukuyang mga pangyayaring napanood sa <i>video clip</i> ang pangyayari sa panahon ng pagkakasulat ng akda	
	Naibabahagi ang ginawang pagsusuri sa napakinggang buod ng binasang akda batay sa: <ul style="list-style-type: none"> - katanpagkamakato-tohanan ng mga pangyayari - tunggalian sa bawat kabanatagian ng mga tauhan 	
	Naisusulat ang buod ng binasang mga kabanata	
	Nagagamit sa pagbubuod ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/ talata	
	Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda	
	Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang)	
	Natatalakay ang mga kaisipang ito: <ul style="list-style-type: none"> - kabuluhan ng edukasyon - pamamalakad sa pamahalaan - pagmamahal sa: <ul style="list-style-type: none"> - Diyos - Bayan - Pamilya - kapwa-tao - kabayanihan - karuwagan 	

	<ul style="list-style-type: none"> - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo at iba pa 	
	<p>Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng :</p> <ul style="list-style-type: none"> - karanasang pansarili - gawaing pangkomunidad - isyung pambansa - pangyayaring pandaigdig 	
	<p>Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda</p>	
	<p>Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda</p>	
	<p>Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/ damdamin</p>	
	<p>Naisasaad ang pagkamakatotohanan ng akda sa pamamagitan ng pag-uugnay ng ilang pangyayari sa kasalukuyan</p>	
	<p>Naipaliliwanag ang kahulugan ng mga salitang hiram sa wikang Espanyol</p>	
	<p>Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa</p>	
	<p>Nagagamit ang angkop na mga salitang naghahambing</p>	
	<p>Nasusuri ang tauhan na may kaugnayan sa: mga hilig/interes kawilihan/kagalakan/ kasiglahan /pagkainip/ pagkayamot; pagkatakot; Pagkapoot; pagkaaliw/ pagkalibang at iba pa</p>	
	<p>Nasusuri ang nobela batay sa pananaw/ teoryang:</p> <ul style="list-style-type: none"> • romantismo • humanismo • naturalistiko • at iba pa 	
	<p>Nabibigyang-pansinang ilang katangiang klasiko sa akda</p>	



	Nabibigyan ng kaukulang pagpapakahulugan ang mahahalagang pahayag ng awtor/ mga tauhan	
	Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang-alang ang artistikong gamit ng may-akda sa mga salitang panlarawan	
	Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin	
	Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama	



Department of Education



MATHEMATICS



Guiding our Teachers: A Briefer on Using The Math MELCs

About the Process

Though the country is placed under health emergency brought about by the COVID-19 pandemic, the Department of Education strongly believes that education must continue and not be hampered despite this global crisis. Learners should be given opportunities for learning experiences to continually develop foundational concepts and skills which are crucial in their formative years.

To ensure continuous learning of young Filipino learners in spite of shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, identified the most essential learning competencies (MELCs) per quarter of each grade level for all learning areas. This is to ensure that the grade level standards with its corresponding content and performance standards are covered and are still achieved.

Hence, the Bureau specialists considered ENDURANCE as a criterion in identifying the MELCS in Mathematics (Grades 1-10, SHS subjects). Endurance as a criterion is necessary for lifelong learning. In classroom instruction, this happens when concepts and skills that play an important part in the succeeding lessons, consequently building a solid foundation to acquiring higher skills. This is also in recognition of competencies articulated in the Math curriculum that once mastered, learners are better problem solvers and critical thinkers. As such, the focus of the MELCs is more on the development of numeracy skills and higher-order thinking skills in Math rather than the development of its content-knowledge. Actions taken on identifying the MELCs may be one or a combination of the following:

1. Learning competencies having the same mathematical focus or foundational skills are merged/clustered and rephrased.
2. Learning competencies that may be subsumed to a preceding learning competency are recommended for omission.
3. Learning competencies that may be learned through other readily available software are recommended for omission.
4. Learning competencies that can stand alone or need not be clustered or rephrased are retained.

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	

Learning Competencies	Comments/Recommendation	Identified MELCs
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	Clustered and rephrased; the mathematical focus is on the comparing measures	Compares the following unit of measures: a. Length in meters or centimeters b. Mass in grams or kilograms c. Capacity in mL or L
Compares mass in grams or kilograms		
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	



Learning Competencies	Comments/Recommendation	Identified MELCs
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 and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope
Graphs a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope		

As Math competencies are recurring and progressing from simple to complex content, teachers should ensure that the foundational skills are developed. Bear in mind that the mathematical focus is more on developing the learning competency or the math concept and skill rather than on the learning content.



Grade Level: Grade 1
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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 and represents numbers from 0 to 100 using a variety of materials.	Week 1
			identifies the number that is one more or one less from a given number.	Week 2
			regroups sets of ones into sets of tens and sets of tens into hundreds using objects.	Week 3
			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
			visualizes and gives the place value and value of a digit in one- and two-digit numbers.	Week 6
			renames numbers into tens and ones.	
			compares numbers up to 100 using relation symbol and orders them in increasing or decreasing 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
Q2	demonstrates understanding of addition and subtraction of whole numbers up to 100 including money	is able to apply addition and subtraction of whole numbers up to 100 including money in mathematical problems and real-life situations.	recognizes and compares coins and bills up to PHP100 and their notations.	Week 9
			illustrates addition as “putting together or combining or joining sets”	Week 1 to 2
			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	
			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
			illustrates subtraction as “taking away” or “comparing” elements of sets.	Week 4
			illustrates that addition and subtraction are inverse operations.	
			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

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.	Week 7
			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
Q3	demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ 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
			visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50. e.g. 10 grouped by 5s	
			visualizes, represents, divides a whole into halves and fourths and identifies $\frac{1}{2}$ and $\frac{1}{4}$ 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 $\frac{1}{2}$ and/or $\frac{1}{4}$	Week 4
	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
			draws the four basic shapes.	Week 6
			constructs three dimensional objects (solid) using manipulative materials.	
	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
			identifies and creates patterns to compose and decompose using addition. e.g. $7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$	
			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
Q4	demonstrates understanding of time and non-	is able to apply knowledge of time and non-standard measures	tells the days in a week; months in a year in the right order.	Week 1
			determines the day or the month using a calendar.	Week 2
			tells and writes time by hour, half-hour and quarter-hour using analog clock.	Week 3



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	standard units of length, mass and capacity.	of length, mass, and capacity in mathematical problems and real-life situations	solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour)	Week 4
			compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	Week 5 to 6
			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
			solves routine and non-routine problems using data presented in pictograph without scales.	Week 9

Grade Level: Grade 2

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
Q1	1. demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100. 2. demonstrates understanding of addition of whole	1. is able to recognize, represent, compare, and order 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	visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials.	Week 1
			gives the place value and finds the value of a digit in three-digit numbers.	
			visualizes and counts numbers by 10s, 50s, and 100s.	Week 2
			reads and writes numbers up to 1 000 in symbols and in words.	
			visualizes and writes three-digit numbers in expanded form.	Week 3
			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.	
			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

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	numbers up to 1000 including money.	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.	compares values of different denominations of coins and paper bills through PHP100 using relation symbols.	Week 6
			illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.	
			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 following 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) d. 3-digit numbers and hundreds (multiples of 100 up to 900)	Week 7 to 8
			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
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
			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
			performs orders of operations involving addition and subtractions of small numbers.	Week 4
			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



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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.	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 apply 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 and 10.	Week 8
			multiplies mentally 2,3,4,5 and 10 using appropriate strategies.	
			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
			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
			divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10).	Week 3
			illustrates that multiplication and division are inverse operations.	
			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
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, represents and identifies unit fractions with denominators of 10 and below.	Week 5 to 6
			reads and writes unit fractions.	
			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.	
			visualizes (using group of objects and number line), reads and writes similar fractions	Week 7
			compares similar fractions using relation symbols.	
			arranges similar fractions in increasing or decreasing order.	
			constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids.	Week 8
	demonstrates understanding of	is able to recognize and construct straight and		



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	straight and curved lines, flat and curved surfaces and basic shapes.	curved lines, flat and curved surfaces and basic shapes	identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object.	
	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
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
			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 length in m or cm.	Week 3
			estimates and measures length using meter or centimeter.	
			solves routine and non-routine problems involving length.	Week 4
			measures objects using appropriate measuring tools and measuring units in g or kg.	Week 5
			estimates and measures mass using gram or kilogram.	
			solves routine and non-routine problems involving mass.	Week 6
			measures objects using appropriate measuring tools in mL or L.	
			finds the area of a given figure using square-tile units i.e. number of square-tiles needed.	Week 7
			estimates the area of a given figure using any shape.	
			solves routine and non-routine problems involving any figure using square tiles.	Week 8



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	deepens understanding of pictographs without and with scales	is able to interpret simple representations of data (pictographs without and with scales)	<p>infers and interprets data presented in a pictograph without and with scales.</p> <p>solves routine and non-routine problems using data presented in a pictograph without and with scales.</p>	Week 9

Grade Level: Grade 3

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
Q1	<p>1. demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100th, and money up to PhP1000.</p> <p>2. demonstrates understanding of addition and subtraction of whole numbers including money</p>	<p>1. is able to recognize, represent, compare, and order whole numbers up to 10 000, and money up to PhP1000 in various forms and contexts.</p> <p>2. is able to recognize and represent, ordinal numbers up to 100th in various forms and contexts.</p> <p>3. is able to apply addition and subtraction of whole numbers including money in</p>	visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	Week 1
			gives the place value and value of a digit in 4- to 5-digit numbers.	
			reads and writes numbers up to 10 000 in symbols and in words.	
			rounds numbers to the nearest ten, hundred and thousand..	Week 2
			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 100 th with emphasis on the 21 st to 100 th object in a given set from a given point of reference.	Week 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
			adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.	
			estimates the sum of 3- to 4-digit addends with reasonable results.	Week 5
			adds mentally the following numbers using appropriate strategies: <ul style="list-style-type: none"> a. 2-digit and 1-digit numbers without or with regrouping b. 2- to 3-digit numbers with multiples of hundreds 	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
		mathematical problems and real-life situations.	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
			subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	Week 7
			estimates the difference of two numbers with three to four digits with reasonable results.	
			subtracts mentally the following numbers using appropriate strategies: a. 1- to 2-digit numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping	Week 8
			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
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
			visualizes and states basic multiplication facts for numbers up to 10.	
			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 .	
			multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	Week 4
			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.	
			visualizes and states the multiples of 1- to 2-digit numbers.	Week 6

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).	Week 7
			visualizes and states basic division facts of numbers up to 10.	
			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
			divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	
			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
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
			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
			Represents, compares and arranges dissimilar fractions in increasing or decreasing order.	Week 3
			visualizes and generates equivalent fractions.	Week 4
	demonstrates understanding of lines and symmetrical designs	is able to recognize and represent lines in real objects and designs or drawings and complete symmetrical designs	recognizes and draws a point, line, line segment and ray.	Week 5
			recognizes and draws parallel, intersecting and perpendicular lines.	
			visualizes, identifies and draws congruent line segments.	Week 6
			identifies and visualizes symmetry in the environment and in design.	
			identifies and draws the line of symmetry in a given symmetrical figure.	Week 7
			completes a symmetric figure with respect to a given line of symmetry.	
	demonstrates understanding of continuous and repeating patterns and mathematical	is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication	determines the <u>missing term/s</u> in a given combination of <u>continuous and repeating pattern</u> . e.g. 4A,5B, 6A,7B,___ 1 2 3 4 ___	Week 8




Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	sentences involving multiplication and division of whole numbers.	or division of whole numbers in various situations.	finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. $n \times 7 = 56$ $56 \div n = 8$	Week 9
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
			visualizes, and represents, and solves routine and non-routine problems involving conversions of common units of measure.	
			solves routine and non-routine problems involving capacity measure.	Week 4
			visualizes, and represents, and measures area using appropriate unit.	Week 5
			solves routine and non-routine problems involving areas of squares and rectangles.	
	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
			sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.	
			infers and interprets data presented in different kinds of bar graphs (vertical/horizontal).	Week 7
			solves routine and non-routine problems using data presented in a single-bar graph.	Week 8
			tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	Week 9
			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”.	



Grade Level: Grade 4
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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
			gives the place value and value of a digit in numbers up to 100 000.	
			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
			orders numbers up to 100 000 in increasing or decreasing order.	
			multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.	Week 3
			estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.	
			multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	Week 4
			solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.	
			solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.	Week 5
			divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	Week 6
			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
			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
			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.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			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, mixed numbers and decimals	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 fractions, mixed numbers and decimals	identifies factors of a given number up to 100.	Week 1
			identifies the multiples of a given number up to 100.	
			differentiates prime from composite numbers.	
			writes a given number as a product of its prime factors.	Week 2
			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
			changes improper fraction to mixed numbers and vice versa.	Week 4
			changes fractions to lowest forms.	
			visualizes addition and subtraction of similar and dissimilar fractions.	Week 5
			visualizes subtraction of a fraction from a whole number.	
			performs addition and subtraction of similar and dissimilar fractions.	Week 6
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	
			visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.	Week 7
			renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.	
			gives the place value and the value of a digit of a given decimal number through hundredths.	Week 8
			reads and writes decimal numbers through hundredths.	
			rounds decimal numbers to the nearest whole number and tenth.	Week 9
			compares and arranges decimal numbers.	
Q3	demonstrates understanding of the concepts of parallel	is able to describe parallel and perpendicular lines,	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

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	and perpendicular lines, angles, triangles, and quadrilaterals.	angles, triangles, and quadrilaterals	describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.	Week 3
			identifies and describes triangles according to sides and angles.	
			identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.	
			relates triangles to quadrilaterals	Week 4
			relates one quadrilateral to another quadrilateral (e.g. square to rhombus).	
	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 <u>missing term/s</u> 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.) 1 2 3 4 5 6 7 _____ 	Week 5
			finds the missing number in an equation involving properties of operations. (e.g. $(4 + \underline{\hspace{1cm}}) + 8 = 4 + (5 + \underline{\hspace{1cm}})$)	
	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
			estimates the duration of time in minutes.	
			solves problems involving elapsed time.	
			visualizes the perimeter of any given plane figure in different situations.	Week 7
			measures the perimeter of any given figure using appropriate tools.	
			finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.	
			solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.	Week 8
			differentiates perimeter from area.	Week 9
			converts sq. cm to sq. m and vice versa.	
Q4			finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m.	Week 1
			finds the area of triangles, parallelograms and trapezoids using sq. cm and sq. m.	
			solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	Week 2



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	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.	visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc.) and standard units.	Week 3
			finds the volume of a rectangular prism using cu. cm and cu. m.	
			solves routine and non-routine problems involving the volume of a rectangular prism.	Week 4
			collects data on two variables using any source.	Week 5
			organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.	
			interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars).	Week 6
			solves routine and non-routine problems using data presented in a single or double-bar graph.	Week 7
			draws inferences based on data presented in a double-bar graph.	
			records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.)	Week 8
			expresses the outcome in a simple experiment in words, symbols, tables, or graphs.	
			explains the outcomes in an experiment.	Week 9
			solves routine and non-routine problems involving a simple experiment.	

Grade Level: Grade 5

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
Q1	demonstrates understanding of divisibility, order of operations, factors	is able to apply divisibility, order of operations, factors and multiples, and the four	uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	Week 1
			uses divisibility rules for 3, 6, and 9 to find common factors.	
			uses divisibility rules for 4, 8, 12, and 11 to find common factors.	Week 2
			solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	and multiples, and the four fundamental operations involving fractions	fundamental operations involving fractions in mathematical problems and real-life situations.	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.	
			adds and subtracts fractions and mixed fractions without and with regrouping.	Week 5
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	
			visualizes multiplication of fractions using models.	Week 6
			multiplies a fraction and a whole number and another fraction.	
			multiplies mentally proper fractions with denominators up to 10.	
			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
			shows that multiplying a fraction by its reciprocal is equal to 1.	
			visualizes division of fractions.	Week 8
			divides simple fractions and whole numbers by a fraction and vice versa	
			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
Q2	1. demonstrates understanding of decimals. 2. demonstrates understanding of the four fundamental operations involving	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	gives the place value and the value of a digit of a given decimal number through ten thousandths.	Week 1
			reads and writes decimal numbers through ten thousandths.	
			rounds decimal numbers to the nearest hundredth and thousandth.	
			compares and arranges decimal numbers.	Week 2
			adds and subtracts decimal numbers through thousandths without and with regrouping.	
			solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools.	Week 3



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	decimals and ratio and proportion.	proportion in mathematical problems and real-life situations.	multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.	Week 4
			multiplies decimals with factors up to 2 decimal places.	
			estimates the products of decimal numbers with reasonable results.	Week 5
			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.	
			divides decimals with up to 2 decimal places.	
			divides whole numbers with quotients in decimal form.	Week 6
			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
			visualizes the ratio of 2 given numbers.	
			identifies and writes equivalent ratios.	Week 8
			expresses ratios in their simplest forms.	
			finds the missing term in a pair of equivalent ratios.	Week 9
			defines and describes a proportion.	
			recognizes when two quantities are in direct proportion.	
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
			defines percentage, rate or percent, and base.	
			identifies the base, percentage, and rate in a problem.	
			finds the percentage in a given problem.	Week 2
			solves routine and non-routine problems involving percentage using appropriate strategies and tools.	
	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
			describes and compares properties of polygons (regular and irregular polygons).	
			visualizes congruent polygons.	
			identifies the terms related to a circle.	Week 4
			draws circles with different radii using a compass.	
			visualizes and describes solid figures.	Week 5

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.	
	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) 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)	Week 6
	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. calculates time in the different world time zones in relation to the Philippines. solves problems involving time. visualizes circumference of a circle. measures circumference of a circle using appropriate tools. finds the circumference of a circle. solves routine and non-routine problems involving circumference of a circle.	Week 7 Week 8 Week 9
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. solves routine and non-routine problems involving the area of a circle. visualizes the volume of a cube and rectangular prism. names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism. converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa. finds the volume of a given cube and rectangular prism using cu. cm and cu. m. estimates and uses appropriate units of measure for volume. solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools. reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius. solves routine and non-routine problems involving temperature in real-life situations.	Week 1 Week 2 Week 3 Week 4 Week 5
			organizes data in tabular form and presents them in a line graph.	Week 6



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	demonstrates understanding of line graphs and experimental probability.	is able to create and interpret representations of data (tables and line graphs) and apply experimental probability in mathematical problems and real-life situations.	interprets data presented in different kinds of line graphs (single to double-line graph).	
			solves routine and non-routine problems using data presented in a line graph.	Week 7
			draws inferences based on data presented in a line graph.	
			describes experimental probability.	Week 8
			performs an experimental probability and records result by listing.	
			analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20).	Week 9
			solves routine and non-routine problems involving experimental probability.	

Grade Level: Grade 6

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	
			multiplies simple fractions and mixed fractions.	Week 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.	
			divides simple fractions and mixed fractions.	Week 3
			solves routine or non-routine problems involving division without or with any of the 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



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			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.	Week 5
			multiplies decimals and mixed decimals with factors up to 2 decimal places.	
			multiplies mentally decimals up to 2 decimals places by 0.1, 0.01, 10, and 100.	
			solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.	Week 6
			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.	
			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 b. up to 2 decimal places by 10, 100, and 1 000 mentally	Week 8
			differentiates terminating from repeating, non-terminating decimal quotients.	Week 9
			solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.	
			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
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
			defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.	
			finds a missing term in a proportion (direct, inverse, and partitive).	Week 2
			solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.	
			finds the percentage or rate or percent in a given problem.	Week 3



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.	Week 4
			solves percent problems such as percent of increase/decrease (discounts, original price, 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
			gives the value of numbers expressed in exponential notation.	
			interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	Week 6
			performs two or more different operations on whole numbers with or without exponents and grouping symbols.	
			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.	
			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.	
			performs the basic operations on integers.	Week 9
			solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.	Week 10
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.	
			identifies the faces of a solid figure.	
	demonstrates understanding of sequence in forming	is able to apply knowledge of sequence, expressions, and equations in	formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4,7,13,16,...n (the nth term is $3n+1$)	Week 2
			differentiates expression from equation.	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	rules, expressions and equations.	mathematical problems and real-life situations.	gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.	Week 3
			defines a variable in an algebraic expression and equation.	
			represents quantities in real-life situations using algebraic expressions and equations.	Week 4
			solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$.	
	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
			solves problems involving average rate and speed.	
			finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	Week 6
			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.	
			visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.	Week 7
			finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	Week 8
			solves word problems involving measurement of surface area.	Week 9
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
			finds the volume of cylinders, pyramids, cones, and spheres.	Week 2
			solves routine and non-routine problems involving volumes of solids.	
			reads and interprets electric and water meter readings.	Week 3
			solves routine and non-routine problems involving electric and water consumption.	
	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	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
			describes the meaning of probability such as 50% chance of rain and one in a million chance of winning.	Week 6
			performs experiments and records outcomes.	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
		in mathematical problems and real-life situations.	makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	Week 7
			makes simple predictions of events based on the results of experiments.	Week 8
			solves routine and non-routine problems involving experimental and theoretical probability.	Week 9

Grade Level: Grade 7

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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
			performs fundamental operations on integers.	
			illustrates the different properties of operations on the set of integers.	Week 4
			expresses rational numbers from fraction form to decimal form and vice versa.	
			performs operations on rational numbers	Week 5
			describes principal roots and tells whether they are rational or irrational.	Week 6
			determines between what two integers the square root of a number is.	
			estimates the square root of a whole number to the nearest hundredth.	Week 7
			plots irrational numbers (up to square roots) on a number line.***	
			illustrates the different subsets of real numbers.	Week 8
			arranges real numbers in increasing or decreasing order and on a number line.	
			writes numbers in scientific notation and vice versa.	Week 9
			represents real-life situations and solves problems involving real numbers.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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
			converts measurements from one unit to another in both Metric and English systems.	Week 2
			solves problems involving conversion of units of measurement.	
	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
			adds and subtracts polynomials.	Week 5
			derives the laws of exponent.	
			multiplies and divides polynomials.	Week 6
			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.	
			solves problems involving algebraic expressions.	Week 7 to 8
			differentiates algebraic expressions, equations and inequalities.	
			illustrates linear equation and inequality in one variable.	Week 9
			finds the solution of linear equation or inequality in one variable.	
			solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods.	
			solves problems involving equations and inequalities in one variable.	
Q3	demonstrates understanding of key concepts of	is able to create models of plane figures and formulate and solve	represents point, line and plane using concrete and pictorial models.	Week 1
			illustrates subsets of a line.	
			classifies the different kinds of angles.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	geometry of shapes and sizes, and geometric relationships.	accurately authentic problems involving sides and angles of a polygon	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
			derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	Week 3
			uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	Week 4
			illustrates polygons: (a) convexity; (b) angles; and (c) sides.	Week 5
			derives inductively the relationship of exterior and interior angles of a convex polygon.	Week 6
			illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	Week 7
			constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.	Week 8
			solves problems involving sides and angles of a polygon.	Week 9
Q4	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.	poses real-life problems that can be solved by Statistics.	Week 1
			formulates simple statistical instruments.	
			gathers statistical data.	Week 2
			organizes data in a frequency distribution table.	Week 3
			uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	Week 4 to 5
			illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	Week 6
			calculates the measures of central tendency of ungrouped and grouped data.	
			illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	Week 7
			calculates the measures of variability of grouped and ungrouped data.	
			uses appropriate statistical measures in analyzing and interpreting statistical data.	Week 8 to 9
			draws conclusions from graphic and tabular data and measures of central tendency and variability.	



Grade Level: Grade 8
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
Q1	demonstrates understanding of key concepts of factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions.	is able to formulate real-life problems involving factors 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.	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
			solves problems involving factors of polynomials.	
			illustrates rational algebraic expressions.	Week 3
			simplifies rational algebraic expressions.	
			performs operations on rational algebraic expressions.	Week 4
			solves problems involving rational algebraic expressions.	
			illustrates the rectangular coordinate system and its uses.	Week 5
			illustrates linear equations in two variables.	
			Illustrates and finds the slope of a line given two points, equation, and graph.	Week 6
			writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.	
			graphs a linear equation given (a) any two points; (b) the x – and y – intercepts; (c) the slope and a point on the line.	Week 7
			describes the graph of a linear equation in terms of its intercepts and slope.	
			finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	Week 8
			solves problems involving linear equations in two variables.	
			illustrates a system of linear equations in two variables.	Week 9
			graphs a system of linear equations in two variables.	
			categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	Week 10
			solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c) elimination.	
Q2	demonstrates key concepts of linear inequalities in two	is able to formulate and solve accurately real-life problems involving linear	differentiates linear inequalities in two variables from linear equations in two variables.	Week 1
			Illustrates and graphs linear inequalities in two variables.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	variables, systems of linear inequalities in two variables and linear functions.	inequalities in two variables, systems of linear inequalities in two variables, and linear functions.	solves problems involving linear inequalities in two variables.	
			solves problems involving systems of linear inequalities in two variables.	Week 2
			illustrates a relation and a function.	Week 3
			verifies if a given relation is a function.	
			determines dependent and independent variables.	
			finds the domain and range of a function.	Week 4
			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
	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
			transforms a statement into an equivalent if-then statement.	
			determines the inverse, converse, and contrapositive of an if-then statement.	Week 7
			illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement.	Week 8
			uses inductive or deductive reasoning in an argument.	Week 9
			writes a proof (both direct and indirect).	
Q3	demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	1. is able to formulate an organized plan to handle a real-life situation. 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.	describes a mathematical system.	Week 1 to 2
			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.	
			illustrates triangle congruence.	Week 3 to 4
			illustrates the SAS, ASA and SSS congruence postulates.	
			solves corresponding parts of congruent triangles	Week 5
			proves two triangles are congruent.	Week 6
			proves statements on triangle congruence.	Week 7
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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 of lines using appropriate and accurate representations.	illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).	Week 1
			applies theorems on triangle inequalities.	Week 2
			proves inequalities in a triangle.	Week 3
			proves properties of parallel lines cut by a transversal.	Week 4
			determines the conditions under which lines and segments are parallel or perpendicular.	Week 5
	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
			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
			finds the probability of a simple event.	Week 8
			illustrates an experimental probability and a theoretical probability.	Week 9
			solves problems involving probabilities of simple events.	

Grade Level: Grade 9

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
Q1	demonstrates understanding of key concepts of quadratic equations,	is able to investigate thoroughly mathematical relationships in various situations, formulate	illustrates quadratic equations.	Week 1
			solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.	
			characterizes the roots of a quadratic equation using the discriminant.	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
	inequalities and functions, and rational algebraic equations.	real-life problems involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies.	describes the relationship between the coefficients and the roots of a quadratic equation.	Week 2 to 3
			solves equations transformable to quadratic equations (including rational algebraic equations).	
			solves problems involving quadratic equations and rational algebraic equations.	Week 4
			illustrates quadratic inequalities	Week 5
			solves quadratic inequalities.	
			solves problems involving quadratic inequalities.	
			models real-life situations using quadratic functions.	Week 6
			represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.	
			transforms the quadratic function defined by $y = ax^2 + bx + c$ into the form $y = a(x - h)^2 + k$.	
			graphs a quadratic function: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola.	Week 7 to 8
			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.	
			determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.	
			solves problems involving quadratic functions.	Week 9
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
			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.	
			solves problems involving variation.	
			applies the laws involving positive integral exponents to zero and negative integral exponents.	Week 3
			simplifies expressions with rational exponents.	Week 4
			writes expressions with rational exponents as radicals and vice versa.	
			derives the laws of radicals.	Week 5
			simplifies radical expressions using the laws of radicals.	Week 6

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
			performs operations on radical expressions.	Week 7
			solves equations involving radical expressions.	Week 8
			solves problems involving radicals.	Week 9
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
			uses properties to find measures of angles, sides and other quantities involving parallelograms.	
			proves theorems on the different kinds of parallelogram (rectangle, rhombus, square).	Week 2
			proves the Midline Theorem.	Week 3
			proves theorems on trapezoids and kites.	Week 4
			solves problems involving parallelograms, trapezoids and kites.	
			describes a proportion.	Week 5
			applies the fundamental theorems of proportionality to solve problems involving proportions.	
			illustrates similarity of figures.	Week 6 to 7
			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	
			applies the theorems to show that given triangles are similar.	
			proves the Pythagorean Theorem.	Week 8
			solves problems that involve triangle similarity and right triangles.	Week 9
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
			finds the trigonometric ratios of special angles.	
			illustrates angles of elevation and angles of depression.	Week 3 to 5
			uses trigonometric ratios to solve real-life problems involving right triangles.	
			illustrates laws of sines and cosines.	Week 6 to 9
			solves problems involving oblique triangles.	



Grade Level: Grade 10
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
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
			illustrates an arithmetic sequence	
			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
			differentiates a geometric sequence from an arithmetic sequence.	
			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
			performs division of polynomials using long division and synthetic division.	Week 6
			proves the Remainder Theorem, Factor Theorem and the Rational Root Theorem.	
			factors polynomials.	Week 7
			illustrates polynomial equations.	Week 8
Q2	demonstrates understanding of key concepts of polynomial function.	is able to conduct systematically a mathematical investigation involving polynomial functions in different fields.	solves problems involving polynomials and polynomial equations.	Week 9
			illustrates polynomial functions.	Week 1 to 2
			understand, describe and interpret the graphs polynomial functions.	
	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	solves problems involving polynomial functions.	
			derives inductively the relations among chords, arcs, central angles, and inscribed angles.	Week 3 to 4
			proves theorems related to chords, arcs, central angles, and inscribed angles.	
			illustrates secants, tangents, segments, and sectors of a circle.	Week 5 to 6
			proves theorems on secants, tangents, and segments.	
			solves problems on circles.	
			applies the distance formula to prove some geometric properties.	Week 7
			illustrates the center-radius form of the equation of a circle.	Week 8



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner...	The learner...	The learner...	
		accurate representations. 2. is able to formulate and solve problems involving geometric figures on the rectangular coordinate plane with perseverance and accuracy.	determines the center and radius of a circle given its equation and vice versa. 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
			solves problems involving permutations	
			illustrates the combination of objects.	Week 3 to 4
			differentiates permutation from combination of n objects taken r at a time.	
			solves problems involving permutations and combinations	Week 5
			illustrates events, and union and intersection of events.	Week 6
			illustrates the probability of a union of two events.	Week 7
			finds the probability of $(A \cup B)$.	Week 8
			illustrates mutually exclusive events.	Week 9
			solves problems involving probability.	
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
			calculates a specified measure of position (e.g. 90 th percentile) of a set of data.	Week 2
			interprets measures of position.	Week 3
			solves problems involving measures of position.	Week 4 to 5
			formulates statistical mini-research.	Week 6 to 7
			uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.	Week 8 to 9



Department of Education





Department of Education



MUSIC



GUIDING OUR TEACHERS: A Briefer on Using the MAPEH MELCs

The Process

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has produced a list of the most essential learning competencies (MELCs). This was done in order to ensure that the grade level standards, along with the corresponding content and performance standards set for each learning area are still attained. In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. 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, artistic expression, skills necessary in acquiring the knowledge, and values to live a more meaningful 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.

How to Use the MELCs

The MELCs serve as a reference to assist the teachers in identifying the most important learning competencies to be developed/acquired by the learners and must be prioritized in this crisis situation.

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



Grade Level: Grade 1

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1 st Quarter	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 <i>sound</i> and <i>silence</i> accurately	Week 1
			relates images to sound and silence within a rhythmic pattern	Week 2
			performs steady beat and accurate rhythm through clapping, tapping chanting, walking and playing musical instruments in response to sound <ul style="list-style-type: none"> ○ in groupings of 2s ○ in groupings of 3s ○ in groupings of 4s 	Week 3-5
			creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements	Week 6-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2 nd QUARTER	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
			sings simple melodic patterns (so –mi, mi –so, mi – re-do)	Week 2
			sings the melody of a song with the correct pitch e.g. greeting songs, counting songs, or action songs	Week 3
	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
			identifies the beginning, ending, and repeated parts of a recorded music sample	Week 5
			Performs songs with the knowledge when to start, stop, repeat or end the song.	Week 6-8






Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3 rd QUARTER	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
			Produces sounds with different timbre using a variety of local materials	Week 2-3
	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 <i>loud</i> and <i>soft</i>	Week 4
			relates the concepts of dynamics to the movements of animals e.g. big animals/movement = loud; small animals/movement = soft	Week 5-6
			applies the concept of dynamic levels to enhance poetry, chants, songs, drama or musical stories	Week 7-8



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4 th QUARTER	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
			uses body movements or dance steps to respond to varied tempo - slow movement with slow music - fast movement with fast music	Week 2
			uses varied tempo to enhance poetry, chants, drama, and musical stories	Week 3
	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
			distinguishes single musical line and multiple musical lines which occur simultaneously in a given song	Week 4-6
			sings two-part round songs e.g. Are You Sleeping, Brother John? Row, Row, Row Your Boat	Week 7-8

Grade Level: Grade 2

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1 st QUARTER	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	relates visual images to sound and silence using quarter note  , beamed eighth notes  and quarter rest  in a rhythmic pattern	Week 1
			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
			reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s	Week 3-4

			writes stick notations to represent the heard rhythmic patterns	Week 5-6
			creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	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
			responds to ranges of pitch through body movements, singing, or playing instruments	Week 1-2
			sings children's songs with accurate pitch	Week 3-4
			* demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery	Week 3-4
	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 and repeats through body movement, vocal sounds, and instrumental sounds	demonstrates the beginning, ending and repeats of a song with - movements - vocal sounds - instrumental sounds	Week 5-6
			identifies musical lines as - similar - dissimilar	Week 5-6
			* creates melodic or rhythmic introduction and ending of songs	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
3rd QUARTER		determines accurately the sources of sounds heard, and produce sounds using	replicates different sources of sounds with body movements	Week 1






	demonstrates understanding of the basic concepts of timbre	voice, body, and objects, and be able to sing in accurate pitch	identifies the common musical instruments by their sounds and image	Week 2
			recognizes the difference between speaking and singing	Week 2
			performs songs with appropriate vocal or sound quality (from available instruments)	Week 3-4
	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
			uses the words “loud”, “louder”, “soft” and “softer” to identify variations in volume	Week 5
			Performs songs with appropriate dynamics	Week 6-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4th QUARTER	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
			distinguishes “slow,” “slower,” “fast,” and “faster” in recorded music	Week 1-2
	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
			distinguishes between single musical line and multiple musical lines which occur simultaneously	Week 5-6
			distinguishes between thinness and thickness of musical sound in recorded or performed music	Week 7-8



Grade Level: Grade 3

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1st Quarter	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
			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
			plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources	Week 5-6
			creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	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
			matches the correct pitch of tones - with the voice - with an instrument	Week 2
			recreates simple patterns and contour of a melody	Week 3
	demonstrates understanding of the	sings, plays, and performs (through body movements) a chosen song showing the	identifies the beginning, middle, ending and repetitions within a song or music sample	Week 4
			identifies musical lines as	Week 5

	basic concepts of musical form	basic concepts of musical lines, beginnings, endings and repeats	- similar - same - different	Week 6-8
			performs songs with accurate pitch from beginning to end including repetitions	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
3rd QUARTER	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	recognizes musical instruments through sound	Week 1
			uses the voice and other sources of sound to produce a variety of timbres	Week 2
	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
			responds to conducting gestures of the teacher for “loud” and “soft”	Week 6
			applies varied dynamics to enhance poetry, chants, drama, songs and musical stories	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
4th QUARTER	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
			distinguishes among fast, moderate, and slow in music	Week 2
			performs songs with appropriate tempo (use songs from the locality)	Week 3-4
	demonstrates understanding of the basic concepts of texture	sings: 1. “two-part rounds” 2. “partner songs”	distinguishes between thinness and thickness of musical sound	Week 5-6
			demonstrates the concept of texture by singing “partner songs” (local or foreign song samples)	Week 7-8



			<ol style="list-style-type: none"> 1. “Leron, Leron Sinta” 2. “Pamulinawen” 3. “It’s A Small World” 4. “He’s Got the Whole World in His Hands” 	
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Grade Level: Grade 4

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1st QUARTER	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
			reads different rhythmic patterns	Week 2-3
			performs rhythmic patterns in time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$	Week 4-5
			uses the bar line to indicate groupings of beats in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$	Week 5-6
			identifies accented and unaccented pulses	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	analyzes melodic movement and range and be able to create and perform simple melodies	recognizes the meaning of the G-Clef (treble clef)	Week 1
			identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C)	Week 2-3
			identifies the movement of the melody as: <ul style="list-style-type: none"> - no movement - ascending stepwise - descending stepwise 	Week 4



			<ul style="list-style-type: none"> - ascending skipwise - descending skipwise 	
			identifies the highest and lowest pitch in a given notation of a musical piece to determine its range	Week 5
			sings with accurate pitch the simple intervals of a melody	Week 6
			creates simple melodic lines	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3 rd QUARTER	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 <i>introduction</i> and <i>coda</i> (ending) of a musical piece	Week 1
			identifies aurally and visually the <i>antecedent</i> and <i>consequent</i> in a musical piece	Week 2
			recognizes similar and contrasting phrases in vocal and instrumental music 1. melodic 2. rhythmic	Week 3
			performs similar and contrasting phrases in music 1. melodic 2. rhythmic	Week 4
	demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music	participates actively in a group performance to demonstrate different vocal and instrumental sounds	identifies as vocal or instrumental, a recording of the following: 1. solo 2. duet 3. trio 4. ensemble	Week 5
			identifies aurally and visually various musical ensembles in the community	Week 6
	recognizes the musical symbols and demonstrates understanding of	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 <i>p</i> (piano) and <i>f</i> (forte)	Week 7-8



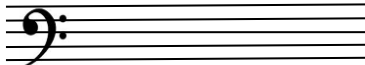
	concepts pertaining to volume in music			
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Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4 th QUARTER	demonstrates understanding of concepts pertaining to speed/flow of music demonstrates 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. <i>largo</i> 2. <i>presto</i>	Week 1
	demonstrates understanding of concepts pertaining to texture in music	sings two-part rounds and partner songs with others	identifies aurally and visually an <i>ostinato</i> or <i>descant</i> in a music sample	Week 2
			recognizes solo or 2-part vocal or instrumental music	Week 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
			writes samples of harmonic intervals (2 pitches)	Week 5
			performs a song with harmonic intervals (2 pitches)	Week 6-8



Grade Level: Grade 5
Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1st QUARTER	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
			recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures	Week 2
			identifies accurately the duration of notes and rests in 2 3 4 time signatures 4, 4, 4	Week 3-5
			creates different rhythmic patterns using notes and rests in time signatures	Week 6-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	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
			identifies the pitch names of each line and space on the F-Clef staff	Week 1
			describes the use of the symbols: sharp (#), flat (b), and natural (n)	Week 2
			recognizes aurally and visually, examples of melodic intervals	Week 3
			identifies the notes in the C major scale	Week 4
			determines the range of a musical example 1. wide 2. narrow	Week 5



			reads notes in different scales : Pentatonic scale, C major scale, G major scale	Week 6
			creates simple melodies	Week 7-8
			performs his/her own created melody	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
3rd QUARTER	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
			creates a 4- line unitary song	Week 2
			creates a 4 –line strophic song with 2 sections and 2 verses	Week 3-4
	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
			identifies aurally and visually different instruments in: 1. rondalla 2. drum and lyre band 3. bamboo group/ensemble (<i>Pangkat Kawayan</i>) 4. other local indigenous ensembles	Week 6
			creates music using available sound sources	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		



4 th QUARTER	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 (<i>p</i>) 2. mezzo piano (<i>mp</i>) 3. forte (<i>f</i>) 4. mezzo forte (<i>mf</i>) 5. crescendo < 6. decrescendo >	Week 1-2
	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
	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
			performs 3-part rounds and partner songs	Week 5
	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



Grade Level: Grade 6

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
1st QUARTER	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 2 3 4 6 4, 4, 4 and 8	identifies the values of the notes / rests used in a particular song	Week 1
			differentiates aurally among 2 3 4 6 4, 4, 4 and 8 time signatures	Week 2-3
			demonstrates the conducting gestures in time signatures of: 2 3 4 and 6 4, 4, 4 8	Week 4-5
			creates rhythmic patterns in time signatures of 2 3 4 6 4 4 4 and 8	Week 6-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
2nd QUARTER	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
			sings or plays instruments in solo or with group, melodies/songs in C Major, G Major, and F Major	Week 3-4
			creates simple melodies	Week 5-6
			sings self-composed melodies	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
3rd QUARTER	demonstrates understanding of	performs accurately the design or structure of a given musical piece	identifies simple musical forms of songs from the community:	Week 1-2

	the concept of musical forms and musical symbols (repeat marks) indicated		<ol style="list-style-type: none"> 1. binary (AB) -has 2 contrasting sections (AB) 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) 	
			<p>uses the different repeat marks that are related to form:</p> <ol style="list-style-type: none"> 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. $\parallel : \quad : \parallel$ 6. $\overbrace{\quad\quad}^{\quad} \overbrace{\quad\quad}^{\quad}$ 1 2 (ending 1, ending 2) 	Week 3
	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
			distinguishes various musical ensembles seen and heard in the community	Week 5
	demonstrates understanding of the concept of dynamics through a wide variety of dynamic levels	applies the appropriate dynamic levels in vocal and instrumental music	<p>uses varied dynamics in a song performance</p> <ol style="list-style-type: none"> 1. piano (<i>p</i>) 2. mezzo piano (<i>mp</i>) 3. pianissimo (<i>pp</i>) 4. forte (<i>f</i>) 5. mezzo forte (<i>mf</i>) 6. fortissimo (<i>ff</i>) 7. crescendo < 8. decrescendo > 	Week 6-8



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4th QUARTER	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 3. ritardando 4. accelerando 5. largo 6. presto 7. vivace	Week 1
			demonstrates the different kinds of tempo by following tempo marks in a song from the community e.g.: “ <i>Pandangguhan</i> ”	Week 2
	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
			distinguishes monophonic, homophonic, and polyphonic textures	Week 5
	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
			uses major or minor chords as accompaniment to simple songs	Week 7-8



Grade Level: Grade 7

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1st QUARTER	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
			analyzes the musical elements of some Lowland vocal and instrumental music selections;	Week 2
			* identifies the musical instruments and other sound sources from the lowlands of Luzon	Week 3
			explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4
			improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	Week 5
			performs music from Luzon lowlands with own accompaniment;	Week 6
			evaluates music and music performances with rubrics on musical elements and styles.	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	demonstrates understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas	performs selected vocal and instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style	describes the musical characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas after listening;	Week 1
			explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography;	Week 2



			identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas;	Week 3
			discovers ways of producing sounds on a variety of sources similar to instruments being studied;	Week 4
			improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;	Week 5
			performs music from Cordillera, Mindoro, Palawan and of the Visayas, with accompaniment	Week 6
			evaluates music and music performances using rubrics on musical elements and style.	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3rd QUARTER	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
			identifies the musical instruments and other sound sources of representative music selections from Mindanao	Week 2
			analyzes the musical elements of some Mindanao vocal and instrumental music;	Week 3
			discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4
			improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	Week 5
			perform music from Mindanao with own accompaniment	Week 6
			evaluates music selections and music performances using rubrics on musical elements and style.	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			



4th QUARTER	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
			describes the origins and cultural background of selected Philippine festival/s;	Week 2
			describes how the music contributes to the performance of the musical production;	Week 3
			describes how a specific idea or story is communicated through music in a particular Philippine musical theater	Week 4
			improvises music accompaniment in relation to a particular Philippine festival;	Week 5-6
			performs selection/s from chosen Philippine musical theater;	Week 7-8

Grade Level: Grade 8

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st QUARTER	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
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3
			improvises simple accompaniment to selected Southeast Asian music;	Week 4
			performs music from Southeast Asia with own accompaniment;	Week 5-6
			* evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
2nd QUARTER	demonstrates understanding of common and distinct musical characteristics of East Asian countries	performs East Asian music with appropriate pitch, rhythm, expression and style	listens perceptively to music of East Asia;	Week 1
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3
			improvises simple accompaniment to selected East Asian music;	Week 4
			* performs music from East Asia with own accompaniment;	Week 5-6
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3rd QUARTER	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
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3
			improvises simple accompaniment to selected South Asia and the Middle East music;	Week 4
			* performs music from South Asia and Middle East with own accompaniment;	Week 5-6
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4th QUARTER	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
			describes the instruments that accompany Kabuki, <i>Wayang Kulit</i> , Peking Opera;	Week 2
			describes how a specific idea or story is communicated through music in a particular Asian musical theater;	Week 3
			improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	Week 4
			performs selection/s from chosen Asian musical theater;	Week 5-6
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8

Grade Level: Grade 9

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st QUARTER	demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music	performs selected songs from Medieval, renaissance and baroque periods a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) troubadour.	describes the musical elements of selected vocal and instrumental music of Medieval, Renaissance and Baroque music;	Week 1
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque periods;	Week 2
			* relates Medieval, Renaissance and Baroque music to other art forms and its history within the era;	Week 3



			* improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque Period;	Week 4-5
			* performs music from Medieval, Renaissance and Baroque Period;	Week 6-7
			* evaluates music and music performances using guided rubrics	Week 8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
2nd QUARTER	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
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical Period	Week 2
			relates Classical music to other art forms and its history within the era;	Week 3
			improvises appropriate accompaniment to selected music from Classical Period	Week 4-5
			performs selected music from the Classical period;	Week 6-7
			evaluates music and music performances using guided rubrics.	Week 8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
3rd QUARTER	demonstrates understanding of characteristic features of instrumental Romantic music	sings and performs themes of selected instrumental pieces	describes musical elements of given Romantic period pieces;	Week 1
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Romantic Period	Week 2
			relates Romantic music to other art forms and its history within the era;	Week 3



			improvises appropriate accompaniment to selected music from Romantic Period	Week 4-5
			performs selected music from the Romantic period;	Week 6-7
			evaluates music and music performances using guided rubrics.	Week 8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4th QUARTER	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
			performs themes or melodic fragments of given selected songs;	Week 3-4
			improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	Week 5-6
			evaluates music performances using guided rubrics	Week 7-8

Grade Level: Grade 10

Subject: Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st QUARTER	demonstrates understanding of 20th century music styles and characteristic features.	creates musical pieces using particular style/s of the 20th Century.	describes distinctive musical elements of given pieces in 20 th century styles;	Week 1
			explains the performance practice (setting, composition, role of composers/performers, and audience) of 20 th century music;	Week 2-3
			relates 20 th Century music to other art forms and media during the same time period;	Week 4-5
			performs music sample from the 20 th century	Week 5-6



			evaluates music and music performances using guided rubrics	Week 7-8
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Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
2nd QUARTER	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
			analyzes musical characteristics of Afro-Latin American and popular music through listening activities;	Week 2-3
			explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	Week 4-5
			performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	Week 6-7
			evaluates music and music performances using guided rubrics	Week 8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3rd QUARTER	demonstrates understanding of characteristic features of contemporary music	sings contemporary songs	narrates the life of selected contemporary Filipino composer/s ;	Week 1
			analyzes the musical characteristics of traditional and contemporary Philippine music;	Week 2
			improvises simple vocal/instrumental accompaniments to selected contemporary Philippine music;	Week 3-5
			performs selections of contemporary Philippine music;	Week 6-7
			evaluates music and music performances using guided rubrics.	Week 8



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
4th QUARTER	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
			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
			creates appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play;	Week 4-6
			performs an excerpt from a 20 th or 21 st century Philippine musical and highlight its similarities and differences to other western musical play.	Week 7-8



Department of Education



ARTS



Grade Level: Grade 1

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	The learner... demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing 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 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/ 1 st Q
			2. identifies different lines, shapes, texture used by artists in drawing	Week 2/1 st Q
			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	Weeks 3, 4, & 5/ 1 st Q
			4. draws different kinds of plants showing a variety of shapes, lines and color	Weeks 6, 7, & 8/1 st Q
2nd Quarter	The learner... demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting 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 creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony	1. identifies colors, both in natural and man-made objects, seen in the surrounding	Week 1/ 2 nd Q
			2. discusses the landscape that the learner and that others painted.	Week 2/ 2 nd Q
			3. creates a design inspired by Philippine flowers or objects found in school	Weeks 3 & 4/ 2 nd Q
			4. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	Weeks 5 & 6/ 2 nd Q
			5. appreciates and talks about the landscape he painted and the landscapes of others	Weeks 7 & 8/ 2 nd Q



3rd Quarter	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	1. differentiates between a print and a drawing or painting	Week 1 / 3rd Q
	demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking		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
			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
			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
			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
			6. narrates experiences in experimenting different art materials	Week 7 / 3rd Q
			7. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8 / 3rd Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
4th Quarter	The learner...	The learner	1. differentiates between 2-dimensional and 3-dimensional artwork and states the difference	Week 1 / 4th Q
	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. identifies the different materials that can be used in creating a 3-dimensional object:	Week 2 / 4th Q
			2.1 clay or wood (human or animal figure)	Week 3 / 4th Q
			2.2 bamboo (furniture, bahay kubo)	Week 4 / 4th Q
			2.3 softwood (trumpo)	Week 5 / 4th Q
			2.4 paper, cardboard, (masks)	Week 6 & 7 / 4th Q
	demonstrates understanding of texture and 3-D shapes, and principle of proportion and		2.5 found material (parol, sarangola)	



	emphasis through 3-D works and sculpture	creates a useful 3-Dimensional object/sculpture using found objects and recycled materials		
			3. selects 3D objects that are well proportioned, balanced and show emphasis in design	Week 8 / 4th Q
			4. describes the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the parol, maskara, local toys, masks	Week 9 / 4th Q

Grade Level: Grade 2

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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 / 1 st Q
			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 / 1 st Q
			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 / 1 st Q
			4. draws from an actual still life arrangement	Week 5 & 6 / 1 st Q
			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 / 1 st Q
			6. narrates stories related to the output	Week 8 / 1 st Q

2nd Quarter	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 / 2 nd Q
			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 / 2 nd Q
			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 / 2 nd Q
			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 / 2 nd Q
			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 / 2 nd Q
3rd Quarter	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 shows skills in making a clear print from natural and man-made objects	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/ 3 rd Q
			2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	Week 2/ 1 st Q
			3. carves a shape or letter on an eraser or <i>kamote</i> , which can be painted and printed several times	Week 3-4 / 1 st Q
			4. creates a print on paper or cloth using cut-out designs	Week 5-6 / 1 st Q
			5. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 7-8 / 1 st Q
4th Quarter	The learner... demonstrates understanding of shapes, texture, proportion and	The learner creates a 3-dimensional free-standing, balanced figure using	1. discusses the artistry of different local craftsmen in creating: 1.1 <i>taka</i> of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> or kites	Week 1/ 4 th Q



	balance through sculpture and 3-dimensional crafts	different materials (found materials, recycled, local or manufactured)	1.3 banca, native boats from Cavite, and coastal towns	
			2. Answer a brief diagnostic assessment on giving value and importance to the craftsmanship of local artists.	Week 2/ 1 st Q
	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	3. identifies 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	3-4/ 1 st Q
			4. executes the steps in making a paper mache with focus on proportion and balance	Week 5-6/ 1 st Q
		creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	5. creates a clay human figure that is balanced and can stand on its own	Week 7-8/ 1 st Q

Grade Level: Grade 3

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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	1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	Week 1/ 1 st Q
			2. shows the illusion of space in drawing the objects and persons in different sizes	Week 2/1 st Q
			3. explains that artist create visual textures by using a variety of lines and colors	Week 3/1 st Q
			4. discusses what foreground, middle ground, and background, are all about in the context of a landscape	Week 4/1 st Q
			5. describes the way of life of people in the cultural community	Week 5/1 st Q



		his/her surrounding noting its size, shape and texture	6. Creates a geometric design by contrasting two kinds of lines in terms of type or size.	Week 6/1 st Q
			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 7/1 st Q
			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 8/1 st Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter	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	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/ 2 nd Q
			2. Discusses the concept that nature is so rich for no two animals have the same shape, skin covering and color	Week 2/ 2 nd Q
			3. demonstrates how harmony is created in an artwork because of complementary colors and shapes	Weeks 3 & 4/ 2 nd Q
			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/ 2 nd Q



		sketching of plants, trees and building and geometric line designs	5. creates new tints and shades of colors by mixing two or more colors	Weeks 7 & 8/ 2 nd Q
		applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	
			7. discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	
			8. appreciates the truism that Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	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 concept that a print made from objects found in nature can be realistic or abstract	Week 1 / 3 rd Q
			2. explains the importance and variety of materials used for printing	Week 2 / 3 rd Q
			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 / 3 rd Q
			4. Demonstrates the concept that a print design can be duplicated many times by hand or by machine and can be shared with others	Week 4 / 3 rd Q
			5. explains the meaning of the design created	Week 5 / 3 rd Q
			6. stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper	Week 6 / 3 rd Q
			7. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	Week 7 / 3 rd Q
			8. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 1 / 4 th Q

4 th Quarter	<p>The learner...</p> <p>demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p> <p>demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p>	<p>The learner...</p> <p>creates a single puppet based on character in legends, myths or stories using recycled and hard material</p> <p>creates a mask or headdress that is imaginary in design using found and recycled materials</p> <p>demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated</p>	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	Week 1 /4 th Q
			2. discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	Weeks 2-4 / 4 th Q
			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 / 4 th Q
			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 / 4 th Q
			5. manipulates a puppet to act out a character in a story together with the puppets	Week 5 / 4 th Q
			6. constructs a mask out of cardboard, glue, found materials, <i>bilao</i> , paper plate, string, seeds and other found materials for a celebration like the Maskara Festival of Bacolod	Week 6 / 3 rd Q
			7. utilizes masks in simple role play or skit	
			8. performs as puppeteer together with others, in a puppet show, to tell a story using the puppet he/she created	Week 7 / 3 rd Q



Grade Level: Grade 4

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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. writes a comparative description of houses and utensils used by selected cultural groups from different provinces.	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 / 1 st Q
			2. Draws specific clothing, objects, and designs of at least one the cultural communities by applying an indigenous cultural motif into a contemporary design through crayon etching technique.	Weeks 2-4/1 st Q
			3. role plays ideas about the practices of the different cultural communities.	Weeks 4/1 st Q
			4. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	Week 5- 6/1 st Q
			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 7/1 st Q
			6. uses crayon resist technique in showing different ethnic designs or patterns.	Week 8/1 st Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration



2nd Quarter	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/ 2 nd Q
			2. explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	Week 2/ 2 nd Q
			3. appreciates the importance of communities and their culture.	Week 3/ 2 nd Q
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	Week 4/ 2 nd Q
			5. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	Week 5/ 2 nd Q
			6. tells a story or relates experiences about cultural communities seen in the landscape.	Week 6/ 2 nd Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3rd Quarter	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 / 3 rd Q
			2. analyzes how existing ethnic motif designs are repeated and alternated.	Week 1 / 3 rd Q
			3. demonstrates the process of creating relief prints and how these relief prints makes the work more interesting and harmonious in terms of the elements involved.	Week 2 / 3 rd Q
			4. designs ethnic motifs by repeating, alternating, or by radials arrangement.	Week 2 / 3 rd Q
			5. creates a relief master or mold using additive and subtractive processes.	Week 3 / 3 rd Q
			6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	Week 4 / 3 rd Q
			7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	Week 5 / 3 rd Q
			8. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and	Weeks 6-7 / 3 rd Q

			buttons, old screws, and metal parts glued on wood or cardboard.	
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	Weeks 8/ 3 rd Q
4th Quarter	<p>The learner... demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p> <p>demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p>	<p>The learner... creates a single puppet based on character in legends, myths or stories using recycled and hard material</p> <p>creates a mask or headdress that is imaginary in design using found and recycled materials</p> <p>demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated</p>	1. differentiates textile traditions in other Asian Countries like China, India, Japan, Indonesia, and in the Philippines in the olden times and presently.	Week 1 / 4 th Q
			2. discusses pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	Week 1 / 4 th Q
			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 / 4 th Q
			4. explains the steps to produce good tie-dye designs.	Week 3 / 4 th Q
			5. explains the meaning of designs, colors, and patterns used in the artworks.	Week 4 / 4 th Q
			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 / 4 th Q Week 7 / 4 th Q
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	Week 8 / 4 th Q



Grade Level: Grade 5

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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/ 1 st Q
			2. designs an illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	Week 1/1 st Q
			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.	Week 2/1 st Q
			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, balanghail, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	Week 2 /1 st Q
			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 /1 st Q
			6. creates mural and drawings of the old houses, churches or buildings of his/her community.	Weeks 5- 6/1 st Q
			7. participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	Weeks 7- 8/1 st Q

			8. tells something about his/her community as reflected on his/her artwork.	Week 8/1 st Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter	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 in Vigan, Ilocos Norte; and the torogan in Marawi)	Week 1/ 2 nd Q
			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, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)	Weeks 2 & 3/ 2 nd Q
			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/ 2 nd Q
			4. sketches using complementary colors in painting a landscape.	Weeks 4- 5/ 2 nd Q
			5. demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	Weeks 6- 7/ 2 nd Q
			6. discusses details of the landscape significant to the history of the country.	Week 8/2 nd Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3rd Quarter	The learner... demonstrates understanding of new printmaking techniques with the use	The learner...	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/ 3 rd Q

	of lines, texture through stories and myths.	creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	2. discusses possible uses of the printed artwork	Week 2 / 3 rd Q
			3. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	Week 2 / 3 rd Q
			4. creates variations of the same print by using different colors of ink in printing the master plate.	Week 3 / 3 rd Q
			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 5.7 repeating the process to get several editions of the print	Weeks 4-5 / 3 rd Q
	demonstrates understanding of new 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.	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 / 3 rd Q
			7. demonstrates contrast in a carved or textured area in an artwork.	Week 6 / 3 rd Q
			8. produces several editions of the same print that are well-inked and evenly printed.	Weeks 7/ 3 rd Q
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8/3 rd
4th Quarter	The learner...	The learner...	1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors	Week 1 / 4 th Q

	demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	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 secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape mobile	1.1 mobile 1.2 papier-mâché jar 1.3 paper beads	
			2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads	Week 1 / 4 th Q
			3. discusses possibilities on the use of created 3-D crafts.	Week 2 / 4 th Q
			4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	Week 3 / 4 th Q
			5. demonstrates artistry in making mobiles with varied colors and shapes.	Week 4 / 4 th Q
			6. creates designs for making 3-dimensional crafts 6.1 mobile 6.2 papier-mâché jar 6.3 paper beads	Week 5 & 6 / 4 th Q
			7. shows skills in making a papier-mâché jar	Week 7 / 4 th Q
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	Week 8 / 4 th Q



Grade Level: Grade 6

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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 technologies in drawing.	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. creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo.	1. discusses the concept that art processes, elements and principles still apply even with the use of new technologies.	Week 1/ 1 st Q
			2. explains the elements and principles applied in commercial art.	Week 1/1 st Q
			3. applies concepts on the use of the software (commands, menu, etc.).	Week 2 / 1 st Q
			4. utilizes art skills in using new technologies (hardware and software).	Week 2 / 1 st Q
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	Week 3 / 1 st Q
			6. explains ideas about the logo	Weeks 4 / 1 st Q
			7. explains the elements and principles applied in comic art.	Week 5 / 1 st Q
			8. applies concepts on the steps/procedures in cartoon character making.	Week 6 / 1 st Q
			9. utilizes art skills in using new technologies (hardware and software) in cartoon character making.	Week 6 / 1 st Q

		designs cartoon character on-the spot using new technologies.	10. creates own cartoon character to entertain, express opinions, ideas, etc.	Week 7 / 1 st Q
			11. explains ideas about the cartoon character	Week 8 / 1 st Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter	The learner... demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies.	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/ 2 nd Q
			2. explains the elements and principles applied in digital art.	Week 1/ 2 nd Q
			3. applies concepts on the use of the software (commands, menu, etc.)	Week 2/ 2 nd Q
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	Week 2/ 2 nd Q
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	Weeks 3 -4 / 2 nd Q
			6. discusses the elements and principles applied in layouting.	Weeks 5-6 / 2 nd Q
			7. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	Weeks 5-6 / 2 nd Q
			8. creates an advertisement/commercial or announcement poster.	Weeks 7-8 / 2 nd Q
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3rd Quarter	The learner...	The learner...	1. Explains the truism that design principles still apply for any new design (contrast of colors, shapes, and	Week 1 / 3 rd Q

	demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	creates simple printmaking (silkscreen) designs on t-shirts and posters.	lines produces harmony) whether done by hand or machine (computer).	
			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 / 3 rd Q
			3. applies concepts on the steps/procedure in silkscreen printing.	Week 2 / 3 rd Q
			4. produces own prints from original design to silkscreen printing to convey a message or statement.	Week 2 / 3 rd Q
			5. Discusses the concepts and principles of photography.	Week 3 / 3 rd Q
			6. discusses the parts and functions of the camera (point and shoot or phone camera).	Week 4 / 3 rd Q
			7. applies composition skills to produce a printed photograph for a simple photo essay.	Week 5-6 / 3 rd Q
			8. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Weeks 7-8 / 3 rd Q
4th Quarter	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 / 4 th Q
			2. explains the elements and principles applied in product design.	Week 1 / 4 th Q
			3. manifests understanding of concepts on the use of software (commands, menu, etc.)	Week 2 / 4 th Q
			4. utilizes art skills in using new technologies (hardware and software) in package design.	Week 2 / 4 th Q
			5. creates an actual 3-D digitally-enhanced product design for a paper bag.	Week 4 / 4 th Q
			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	Week 3 / 4 th Q



			audio-video art.	
			7. shows skills in making a papier-mâché jar	Week 7 / 4 th Q
			8. applies concepts on the use of the software (commands, menu, etc.)	Weeks 4-5 / 4 th Q
			9. utilizes art skills in using new technologies (hardware and software)	Weeks 5-6 / 4 th Q
			10. creates an audio-video art /animation promoting a product.	Weeks 7-8 / 4 th Q

Grade Level: Grade 7

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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	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
			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
			3. reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 2 -4
			4. appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles	Week 2



	3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times		5. incorporates the design, form, and spirit of the highland/lowland artifact and object in one's creation	Week 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
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 5-8
			8. Discusses the elements from traditions/history of a community for one's artwork	Week 6
			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
			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
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills	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 /
			2. identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul	Week 1

<p>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 communities in the country</p> <p>the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>		Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.	
		3. reflects on and derive the mood, idea or message emanating from selected artifacts and art objects	Weeks 3-5
		4. appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles	Week 2
		5. incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	Weeks 3-4
		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
		7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6
		8. discusses elements from traditions/history of a community for one's artwork	Weeks 7
		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
		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)	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	The learner... 1. art elements and processes by 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	The learner... 1. create artworks showing the characteristic elements of the arts of Mindanao 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	Weeks 1-2
			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
			3. reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 3-5
			4. appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	Week 2
			5. incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation	Week 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
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6-8
			8. derives elements from traditions/history of a community for one's artwork	Weeks 6
			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)	
			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
			11. participates in exhibit using completed Mindanao-inspired arts and crafts in an organized manner	Week 8
4 th Quarter	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
			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	
			3. discusses the elements and principles of arts as seen in Philippine Festivals	
			4. explains what makes each of the Philippine festivals unique through a visual presentation	Weeks 3-4
			5. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	Weeks 5-8
			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	
			7. shows skills in making a papier-mâché jar	
			8. improvises accompanying sound and rhythm of the Philippine festival/theatrical form	
			9. performs in a group showcase of the selected Philippine festival/theatrical form	



Grade Level: Grade 8

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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/
			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.	
			3. reflects on and derive the mood, idea, or message from selected artifacts and art objects	Weeks 3-5
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles	
			5. incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation	
			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	Weeks 6-8
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	
			8. derives elements from traditions/history of a community for one's artwork	



			<p>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)</p> <p>10. shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture</p>	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2 nd Quarter	The learner... <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills 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 East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	The learner... <ol style="list-style-type: none"> create artworks showing the characteristic elements of the arts of East Asia 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
			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)	
			3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles	
			5. incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation	
			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	
			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
			8. derives elements from traditions/history of a community for one's artwork	



			<p>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)</p> <p>10. shows the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture</p>	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	The learner... <ol style="list-style-type: none"> 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 a rich, artistic and cultural tradition from prehistoric to present times 	The learner... <ol style="list-style-type: none"> 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
			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	
			3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles	
			5. incorporates the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation	
			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	
			7. creates arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)	Weeks 6-8
			8. derives elements from traditions/history of a	



			community for one's artwork	
			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	
			10. shows the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture	
			11. participates in an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner	
4th Quarter	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 2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian 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 selected festivals and theatrical forms celebrated all over the Asian region	Weeks 1-2
			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 3-4
			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
			6. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	
			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
1st Quarter	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 phenomena	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, process, elements, and principles of art)	1. analyzes art elements and principles in the production of work following the style of a western and classical art	Weeks 1-2
			2. identifies distinct characteristics of arts during the different art periods	
			3. identifies representative artists from various art periods	
			4. reflects on and derives the mood, idea, or message from selected artworks	Weeks 3-5
			5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles	
			6. uses artworks to derive the traditions/history of an art period	
			7. compares the characteristics of artworks produced in the different art periods	



			8. creates artworks guided by techniques and styles of Western Classical art traditions	Weeks 6-8
			9. describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms	
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions	
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions	
			12. shows the influences of the Western Classical art traditions to Philippine art form	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter	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 phenomena	The learner... 1. performs/ participate competently in a presentation of a creative impression (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)	1. analyzes art elements and principles in the production of work following a specific art style	Weeks 3-5
			2. identifies distinct characteristics of arts during the Renaissance and Baroque periods	
			3. identifies representative artists from Renaissance and Baroque periods	
			4. reflects on and derive the mood, idea or message from selected artworks	Weeks 6-8
			5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles	
			6. uses artworks to derive the traditions/history of an art period	
			7. compares the characteristics of artworks produced in the different art periods	



			<p>8. creates artworks guided by techniques and styles of the Renaissance and the Baroque periods</p> <p>9. explains the influence of iconic artists belonging to the Renaissance and the Baroque periods</p> <p>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.)</p> <p>11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods</p> <p>12. shows the influences of the Renaissance and Baroque periods on the Philippine art form</p>	Weeks 3-5
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	The learner... <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena 	The learner... <ol style="list-style-type: none"> perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods recognize the difference and uniqueness of the art styles of the different periods (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 Neoclassic and Romantic periods	Weeks 1-2
			2. identifies distinct characteristics of arts during the Neoclassic and Romantic periods	
			3. identifies representative artists from the Neoclassic and Romantic periods	
			4. reflects on and derive the mood, idea, or message from selected artworks	Week 3
			5. explains the use or function of artworks by evaluating their utilization and combination of art elements and principles	
			6. uses artworks to derive the traditions/history of the Neoclassic and Romantic periods	
			7. compares the characteristics of artworks produced in the Neoclassic and Romantic periods	Weeks 4-7
			8. creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)	



			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods	Week 8
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods	
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods	
			12. shows the influences of Neoclassic and Romantic periods on Philippine art forms	
			13. participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics	
4th Quarter	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
			2. researches on the history of the theatrical forms and their evolution	
			3. identifies the elements and principles of arts as manifested in Western Classical plays and opera	
			4. defines what makes selected western classical plays and operas unique through visual representation	Week 2
			5. designs the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.	
			6. analyzes the uniqueness of each group's performance of its selected Western classical theater play and opera	
			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
			8. choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	



			9. improvises accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas	Weeks 4 -6 / 4 ^t Q
			10. performs in a group showcase of the selected piece from Western Classical plays and operas	Weeks 7-8

Grade Level: Grade 10

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	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
			2. identifies distinct characteristics of arts from the various art movements	
			3. identifies representative artists and Filipino counterparts from the various art movements	
			4. reflects on and derive the mood, idea, or message from selected artworks	Weeks 3-5
			*5. explains the role or function of artworks by evaluating their utilization and combination of art elements and principles	
			6. uses artworks to derive the traditions/history of the various art movements	
			7. compares the characteristics of artworks produced in the various art movements	
			8. creates artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	Weeks 6-8



			<p>9. discusses the influence of iconic artists belonging to the various art movements</p> <p>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.)</p> <p>11. evaluates works of art in terms of artistic concepts and ideas using criteria from the various art movements</p> <p>12. shows the influences of Modern Art movements on Philippine art forms</p>	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2 nd Quarter	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
			2. identifies distinct characteristics of arts during in the 21st century in terms of: 1.1 production 1.2 functionality range of audience reach	
			3. identifies artworks produced by technology from other countries and their adaptation by Philippine artists	
			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
			5. explains the role or function of artworks by evaluating their utilization and combination of art elements and principles	



			6. uses artworks to derive the traditions/history of a community (e.g., landscapes, images of people at work and play, portrait studies, etc.)	
			7. compares the characteristics of artworks in the 21st century	
			8. creates artworks that can be locally assembled with local materials, guided by 21st-century techniques	
			9. explains the influence of technology in the 21st century on the evolution of various forms of art	
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)	Weeks 5-8
			11. evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form	
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	<p>The learner...</p> <ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. new technologies that allow new expressions in the arts 	<p>The learner...</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. identifies art elements in the various media-based arts in the Philippines 2. identifies representative artists as well as distinct characteristics of media-based arts and design in the Philippines 3. discusses the truism that Filipino ingenuity is distinct, exceptional, and on a par with global standards 4. discusses the role or function of artworks by evaluating their utilization and combination of art elements and principles 5. uses artworks to derive the traditions/history of a community 6. creates artworks that can be assembled with local materials 7. explains the characteristics of media-based arts and design in the Philippines 	<ol style="list-style-type: none"> Weeks 1-2 Weeks 3-5 Weeks 5-7

			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.)	
			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/
4th Quarter	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 Philippine stories, myths, and events relevant to current issues	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
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance	
			3. illustrates how the different elements are used to communicate the meaning	Week 2
			4. Explains the uniqueness of each original performance	
			5. designs with a group the visual components of a school play (stage design, costume, props, etc.)	Week 3 Week 4
			6. assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	
			7. analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection	
			8. contributes to the conceptualization of an original performance	
			9. choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media	Week 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



Department of Education



PE



Grade Level: Grade 1

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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.	3. Creates shapes by using different body parts	Weeks 1&3
			4. Shows balance on one, two, three, four and five body parts	Weeks 4&6
			5. Exhibits transfer of weight	Weeks 7&8
			6. Engages in fun and enjoyable physical activities with coordination <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	This competency is already embedded in other LCs.
2 nd Quarter	The learner demonstrates understanding of space awareness in preparation for participation in physical activities	<i>The learner</i> performs movement skills in a given space with coordination	1. Moves within a group without bumping or falling using locomotor skills	Weeks 1&4
			2. Executes locomotor skills while moving in different directions at different spatial levels	Weeks 5&8
			3. Engages in fun and enjoyable physical activities with coordination	This competency is already embedded in other LCs.



3 rd Quarter	<i>The learner demonstrates understanding of qualities of effort in preparation for participation in physical activities.</i>	<i>The learner performs movements of varying qualities of effort with coordination.</i>	1. Demonstrates the difference between slow and fast, heavy and light, free and bound movements	Weeks 1&2
			2. Demonstrates contrast between slow and fast speeds while using locomotor skills	Weeks 3&8
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
			4. Demonstrates the characteristics of sharing and cooperating in physical activities	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner demonstrates understanding of relationships of movement skills in preparation for participation in physical activities</i>	<i>The learner performs movements in relation to a stationary or moving object/person with coordination.</i>	1. Demonstrates relationship of movement	Weeks 1&4
			2. Performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns	Weeks 5&8



			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
			4. Follows simple instructions and rules	This competency is already embedded in other LCs.

Grade Level: Grade 2

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learner demonstrates understanding of body shapes and body actions in preparation for various movement activities</i>	<i>The learner performs body shapes and actions properly.</i>	1. Creates body shapes and actions	Weeks 1&4
			2. Demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	Weeks 5&8
			3. Demonstrates movement skills in response to sound and music	This competency is already embedded in other LCs.
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner demonstrates understanding of locations, directions, levels, pathways and planes</i>	<i>The learner performs movements accurately involving locations, directions, levels, pathways and planes.</i>	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2



			<p>2. Moves in:</p> <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways <p>diagonal and horizontal planes</p>	Weeks 3&8
			<p>3. Demonstrates movement skills in response to sounds and music</p>	This competency is already embedded in other LCs.
			<p>4. Engages in fun and enjoyable physical activities</p>	This competency is already embedded in other LCs.
			<p>5. Maintains correct posture and body mechanics while performing movement</p>	This competency is already embedded in other LCs.
3 rd Quarter	<i>The learner demonstrates understanding of movement in relation to time, force and flow</i>	<i>The learner performs movements accurately involving time, force, and flow.</i>	<p>1. Moves: at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness</p>	Weeks 1&8
			<p>2. Demonstrates movement skills in response to sound and music</p>	This competency is already embedded in other LCs.
			<p>3. Engages in fun and enjoyable physical activities</p>	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner demonstrates understanding of movement</i>	<i>The learner performs movement activities involving person,</i>	<p>1. Moves: individually, with partner, and with group with ribbon, hoop, balls, and any</p>	Weeks 1&8



	activities relating to person, objects, music and environment	objects, music and environment correctly	available indigenous/improvised materials, with sound, in indoor and outdoor settings	
			2. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
			4. Maintains correct body posture and body mechanics while performing movement activities	This competency is already embedded in other LCs.

Grade Level: Grade 3

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learner demonstrates understanding of body shapes and body actions in preparation for various movement activities</i>	<i>The learner performs body shapes and actions properly.</i>	1. Describes body shapes and actions	Week 1
			2. Performs body shapes and actions	Weeks 3&8
			3. Demonstrates proper manipulative activity management like holding, throwing and catching ball	Week 2
			4. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.

			5. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner demonstrates understanding of locations, directions, levels, pathways and planes</i>	<i>The learner performs movements accurately involving locations, directions, levels, pathways and planes.</i>	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2
			2. Moves in: <ul style="list-style-type: none"> ➤ 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
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
3 rd Quarter	<i>The learner demonstrates understanding of movement in relation to time, force and flow</i>	<i>The learner performs movements accurately involving time, force, and flow.</i>	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2
			2. Moves: <ul style="list-style-type: none"> ➤ at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness	Weeks 3&8



			3. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner demonstrates understanding of movement activities relating to person, objects, music and environment</i>	<i>The learner performs movement activities involving person, objects, music and environment correctly</i>	1. Participates in various movement activities involving person, objects, music and environment	Weeks 1&2
			2. 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 3&8
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.



Grade Level: Grade 4

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learner demonstrates understanding of participation and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Describes the physical activity pyramid	Week 1
			2. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.
			3. Observes safety precautions	This competency is already embedded in other LCs.
			4. Executes the different skills involved in the game	Weeks 2&8
			5. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner demonstrates understanding of participation in and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.
			2. Executes the different skills involved in the game	Weeks 1 to 8
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.

3 rd Quarter	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.
			2. Executes the different skills involved in the dance	Weeks 1 to 8
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on Philippines physical activity pyramid	This competency is already embedded in other LCs.
			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the dance	Weeks 1 to 7/4 th
			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.

Grade Level: Grade 5

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> 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.

			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the game	Weeks 1 to 8
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner</i> demonstrates understanding of participation in and assessment of physical activity and physical fitness	<i>The learner</i> 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.
			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the game	Weeks 1 to 8
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.
3 rd Quarter	<i>The learner</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner</i> 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.



			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the dance	Weeks 1 to 8
			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner</i> 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.
			2. Executes the different skills involved in the dance	Weeks 1 to 8
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.



Grade Level: Grade 6

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learner</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner</i> 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.
			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the game	Weeks 1 to 8
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner</i> demonstrates understanding of participation in and assessment of physical activities and physical fitness	<i>The learner</i> 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.
			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the game	Weeks 1 to 8
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.
3 rd Quarter	<i>The learner</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner</i> participates and assesses performance in physical activities.	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.



		assesses physical fitness		
			2. Observes safety precautions	This competency is already embedded in other LCs.
			3. Executes the different skills involved in the dance	Weeks 1 to 8
			4. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.
4 th Quarter	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> 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.
			2. Executes the different skills involved in the dance	Weeks 1 to 8
			3. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.

Grade Level: Grade 7

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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.
			2. Sets goals based on assessment results	Week 1
			3. Prepares an exercise program	Week 2

			4. Describes the nature and background of the sport	Week 3
			5. Executes the skills involved in the sport	Weeks 4 to 8
			6. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.
2 nd Quarter	<i>The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</i>	<i>The learner modifies the individualized exercise program to achieve personal fitness</i>	1. Undertakes physical activity and physical fitness assessments	Week 1
			Reviews goals based on assessment results	
			2. Describes the nature and background of the sport	Week 2
			3. Executes the skills involved in the sport	Weeks 3 to 8
3 rd Quarter	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
			2. Reviews goals based on assessment results	
			3. Describes the nature and background of the dance	Week 2
			4. Executes the skills involved in the dance	Weeks 3 to 8
4 th Quarter	The learner demonstrates understanding of guidelines and principles in exercise	The learner modifies the individualized exercise	1. Undertakes physical activity and physical fitness assessments	Week 1



	program design to achieve personal fitness	program to achieve personal fitness		
			2. Reviews goals based on assessment results	
			3. Describes the nature and background of the dance	Week 2
			4. Executes the skills involved in the dance	Weeks 3 to 8

Grade Level: Grade 8

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	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
			Sets goals based on assessment results	
			2. Conducts physical activity and physical fitness assessments of family/school peers	Week 2
			3. Prepares a physical activity program	Week 3
			4. Describes the nature and background of the sport	Week 4
			5. Executes the skills involved in the sport	Weeks 5 to 8
			6. Monitors periodically progress towards the fitness goals	This competency is already embedded in other LCs.
			7. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.

2 nd Quarter	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.
			2. Conducts physical activity and physical fitness assessments of family/school peers	Week 1
			3. Prepares a physical activity program	Week 2
			4. Executes the skills involved in the sport	Weeks 3 to 8
			5. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.
3 rd Quarter	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.
			2. Reviews goals based on assessment results	Week 1
			3. Executes the skills involved in the sport	Weeks 3 to 8
			4. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.
4 th Quarter	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.
			2. Reviews goals based on assessment results	Week 1
			3. Describes the nature and background of the dance	Week 2
			4. Executes the skills involved in the dance	Weeks 3 to 8



			5. Exerts best effort to achieve positive feeling about self and others	This competency is already embedded in other LCs.
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Grade Level: Grade 9

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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.
			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
			3. Involves oneself in community service through sports officiating and physical activity programs	This competency is already embedded in other LCs.
			4. Officiates practice and competitive games	Weeks 3 & 8
2 nd Quarter	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.



			2. Executes the skills involved in the dance	Weeks 1 to 8
			3. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.
			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.
			5. Involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.
3 rd Quarter	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.
			2. executes the skills involved in the dance	Weeks 1 to 8
			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.
			4. involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.
4 th Quarter	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. Discusses the nature and background of indoor and outdoor recreational activities	Week 1



		practices healthy eating habits that support an active lifestyle		
			2. Participates in active recreation	Weeks 2 to 8
			3. Advocates community efforts to increase participation in physical activities and improve nutrition practices	This competency is already embedded in other LCs.
			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.

Grade Level: Grade 10

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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.
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8
			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.
2 nd Quarter	The learner demonstrates understanding of lifestyle and weight	The learner maintains an active lifestyle to influence the	1. Assesses physical activities, exercises and eating habits	This competency is already

	management to promote societal fitness	physical activity participation of the community and society practices healthy eating habits that support an active lifestyle		embedded in other LCs.
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8
3 rd Quarter	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.
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 7
			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.
4 th Quarter	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	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.



		practices healthy eating habits that support an active lifestyle		
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8



Department of Education



HEALTH



Grade Level: Grade 1

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			tells the consequences of eating less healthful foods	Week 3 to Week 4
			*practices good decision making exhibited in eating habits that can help one become healthy	Week 5 to Week 6
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
			demonstrates proper hand washing	Week 3 to Week 4
			realizes the importance of washing hands	Week 5
			practices habits of keeping the body clean & healthy	Week 6 to Week 7
			realizes the importance of practicing good health habits	Week 8
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
			discusses the effect of clean water on one's health	Week 2
			discusses how to keep water at home clean	Week 3
			practices water conservation	Week 4
			explains the effect of indoor air on one's health	Week 5 to Week 6
			identifies sources of indoor air pollution	
			practices ways to keep indoor air clean	



			explains the effect of a home environment to the health of the people living in it	Week 7
			demonstrates how to keep the home environment healthful	Week 8
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
			gives personal information, such as name and address to appropriate persons	Week 2
			identifies appropriate persons to ask for assistance	Week 3
			demonstrates ways to ask for help	
			follows rules at home and in school.	Week 4
			follows rules during fire and other disaster drills	Week 5
			observes safety rules with stray or strange animals	Week 6
			describes what may happen if safety rules are not followed	Week 7
			describes ways people can be intentionally helpful or harmful to one another	Week 8
			distinguishes between good and bad touch	Week 9
			practices ways to protect oneself against violent or unwanted behaviors of others	Week 10

* 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
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
			*discusses the important function of food and a balanced meal	Week 2 to Week 3
			considers Food Pyramid and Food Plate in making food choices	Week 4 to Week 6
			displays good decision-making skills in choosing the right kinds of food to eat	Week 7 to Week 8
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
			describes ways of caring for the mouth/teeth	Week 5 to Week 6
			displays self-management skills in caring for the sense organs	Week 7
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
			demonstrates good family health habits and practices	Week 3 to Week 4
			explains the benefits of healthy expressions of feelings	Week 5



			expresses positive feelings in appropriate ways	Week 6
			demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	Week 7 to Week 8
			displays respect for the feelings of others	
4 th	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
			identifies hazardous areas at home	Week 2
			identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	Week 3
			recognizes warning labels that identify harmful things and substances	Week 4
			explains rules for the safe use of household chemicals	Week 5
			follows rules for home safety	Week 6
			identifies safe and unsafe practices and conditions in the school	Week 7
			practices safety rules during school activities	Week 8

* 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
1st Quarter	The learner...	The learner...	describes a healthy person	Week 1 to Week 2
			explains the concept of malnutrition	
			identifies nutritional problems	Week 3



	demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health	consistently demonstrates good decision-making skills in making food choices	describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	Week 4 to Week 5
			discusses ways of preventing the various forms of malnutrition	
			*discusses the different nutritional guidelines <ul style="list-style-type: none"> nutritional guidelines for Filipino 	Week 6 to Week 7
			describes ways of maintaining healthy lifestyle	Week 8
			evaluates one's lifestyle	
			adopts habits for a healthier lifestyle	
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
			*discusses the different risk factors for diseases and example of health condition under each risk factor	
			explains the effects of common diseases	
			explains measures to prevent common diseases	Week 4 to Week
			explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases	Week 6
			demonstrates good self-management and good-decision making-skills to prevent common diseases	Week 7 to Week 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
			explain the components of consumer health	
			discusses the different factors that influence choice of goods and services	Week 3 Week 4
			describes the skills of a wise consumer	

			demonstrates consumer skills for given simple situations	Week 5 to Week 6
			identifies basic consumer rights	Week 7 to Week 8
			practices basic consumer rights when buying	
			discusses consumer responsibilities	Week 9
			identifies reliable sources of health information	Week 10
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
			demonstrates road safety practices for pedestrian	
			explains basic road safety practices as a passenger	Week 3 to Week 4
			demonstrates road safety practices as a passenger	
			explains the meaning of traffic signals and road signs	Week 5
			describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	Week 6
			displays self-management skills for road safety.	Week 7
			identifies hazards in the community	Week 8
			follows safety rules to avoid accidents in the community	Week 9
			recommends preventive action for a safe community	Week 10

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.



Grade Level: Grade 4

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			analyzes the nutritional value of two or more food products by comparing the information in their food labels	Week 3 to Week 4
			describes ways to keep food clean and safe	
			discusses the importance of keeping food clean and safe to avoid disease	Week 5 to Week 6
			identifies common food-borne diseases	Week 7 to Week 8
			describes general signs and symptoms of food-borne diseases	
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
			identifies the various disease agents of communicable diseases	Week 2 to Week 3
			enumerates the different elements in the chain of infection	Week 4 to Week 5
			describes how communicable diseases can be transmitted from one person to another.	Week 6 to Week 7
			demonstrates ways to stay healthy and prevent and control common communicable diseases	Week 8 to Week 9
			identifies ways to break the chain of infection at respective	
			practices personal habits and environmental sanitation to prevent	



			and control common communicable diseases	
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
			Differentiates prescription from non-prescription medicines	Week 2
			describes the potential dangers associated with medicine misuse and abuse	Week 3 to Week 4
			describes the proper use of medicines	Week 5 to Week 6
			explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	Week 7 to Week 8
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
			demonstrates proper response before, during, and after a disaster or an emergency situation	Week 2 to Week 3
			relates disaster preparedness and proper response during emergency situations in preserving lives	Week 4
			describes appropriate safety measures during special events or situations that may put people at risk	Week 5 to Week 6
			describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	Week 7 to Week 8
			advocates the use of alternatives to firecrackers and alcohol in celebrating special events	

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.



Grade Level: Grade 5
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			suggests ways to develop and maintain one's mental and emotional health	Week 3
			recognizes signs of healthy and unhealthy relationships	Week 4
			explains how healthy relationships can positively impact health	Week 5
			discusses ways of managing unhealthy relationships	Week 6
			discusses the effects of mental, emotional and social health concerns on one's health and wellbeing	Week 7
			demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	Week 8
			identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns	Week 9
2nd Quarter			*Recognizes the changes during Puberty as a normal part of growth and development <ul style="list-style-type: none"> - Physical Change - Emotional Change - Social Change 	Week 1 and Week 2
			*assesses common misconceptions related to puberty in terms of	Week 3 to Week 4



			scientific basis and probable effects on health	Week 5 to Week 6
			describes the common health issues and concerns during puberty	
			accepts that most of these concerns are normal consequence of bodily changes 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
			demonstrates ways to manage puberty-related health issues and concerns	Week 9
			practices proper self-care procedures	
			discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	
			differentiates sex from gender	Week 10
			identifies factors that influence gender identity and gender roles	
			discusses how family, media, religion, school and society in general reinforce gender roles	
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	gives examples of how male and female gender roles are changing	
			explains the concept of gateway drugs	Week 1
			identifies products with caffeine	Week 2
			describes the general effects of the use and abuse of caffeine, tobacco and alcohol	Week 3 to Week 4



			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
			demonstrates life skills in keeping healthy through the non-use of gateway drugs	Week 7
			follows school policies and national laws related to the sale and use of tobacco and alcohol	Week 8 to Week 9
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
			discusses basic first aid principles	Week 2
			demonstrates appropriate first aid for common injuries or conditions	Week 3 to Week 8

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 6

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them	practices self-management skills to prevent and control personal health issues and concerns	describes personal health issues and concerns	Week 1 to Week 3
			demonstrates self-management skills	
			explains the importance of undergoing health appraisal procedures	Week 4 to Week 5
			regularly undergoes health appraisal procedures	
			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

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
			explains the effect of living in a healthful school and community	Week 2 to Week 3
			demonstrates ways to build and keep school and community environments healthy	Week 4 to Week 5
			practices proper waste management at home, in school, and in the community	Week 6
			advocates environmental protection through proper waste management	Week 7 to Week 8
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
			discusses ways to keep water and air clean and safe	Week 2
			explains the effect of a noisy environment	Week 3
			suggests ways to control/manage noise pollution	Week 4 to Week 5
			practices ways to control/manage noise pollution	Week 6
			explains the effect of pests and rodents to one's health	Week 7 to Week 8
			practice ways to prevent and control pests and rodents	
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
			*explains the different components of consumer health	Week 2
			differentiates over-the-counter from prescription medicines	Week 3 to week 4
			gives example of over the counter and prescription medicines	



			explains the uses of some over the counter and prescription medicines	Week 5
			identifies the common propaganda techniques used in advertising	Week 6
			analyzes packaging and labels of health products	Week 7
			practices good decision making skills in the selection of health products	Week 8
			discusses ways to protect oneself from fraudulent health products	Week 9 to Week 10

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 7

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			analyzes the interplay among the health dimensions in developing holistic health	
			practices health habits to achieve holistic health	Week 2
			*Recognize changes in different aspects of growth that normally happen during adolescence years.	Week 3 to Week 4
			recognizes that changes in different dimensions are normal during adolescence'	Week 5 to Week 6
			explains the proper health appraisal procedures	Week 7 to Week 8



			demonstrates health appraisal procedures during adolescence in order to achieve holistic health	
			avails of health services in the school and community in order to appraise one's health	
			applies coping skills in dealing with health concerns during adolescence	
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
			follows the appropriate nutritional guidelines for adolescents for healthful eating <ul style="list-style-type: none"> 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
			describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	Week 4 to Week 6
			discusses ways of preventing and controlling malnutrition and micronutrient deficiencies	
			explains the characteristics, signs and symptoms of eating disorders	
			discusses ways of preventing and controlling eating disorders	Week 7 to Week 8
			applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	



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
			explains that stress is normal and inevitable	
			differentiates eustress from distress	
			identifies situations that cause feelings of anxiety or stress	
			identifies physical responses of the body to stress	Week 3
			identifies people who can provide support in stressful situations	
			differentiates healthful from unhealthful strategies in coping with stress	Week 4 to Week 5
			demonstrates various stress management techniques that one can use every day in dealing with stress	
			explains the importance of grieving	
			demonstrates coping skills in managing loss and grief	
4th Quarter	demonstrates understanding of non-communicable diseases for a healthy life	consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases	recognizes triggers and warning signs of common mental disorders	Week 6 to Week 8
			discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders	
			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
			corrects myth and fallacies about non-communicable diseases	Week 4
			practices ways to prevent and control non-communicable diseases	Week 5



			demonstrates self-monitoring to prevent non-communicable diseases	Week 6 to Week 8
			promotes programs and policies to prevent and control non-communicable and lifestyle diseases	
			identifies agencies responsible for non-communicable disease prevention and control	

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 8

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			explains the dimensions of human sexuality	
			analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors	Week 2
			assesses personal health attitudes that may influence sexual behavior	Week 3 to Week 4
			relates the importance of sexuality to family health	
			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
			applies decision-making skills in managing sexuality-related issues	Week 8



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
			analyzes behaviors that promote healthy relationship in marriage and family life	
			describes the factors that contribute to a successful marriage	Week 2
			discusses various maternal health concerns (pre-during-post pregnancy)	Week 3 to Week 4
			explains the importance of maternal nutrition during pregnancy	Week 5 to Week 6
			discusses the importance of newborn screening, and the APGAR scoring system for newborns	
			explains the importance of prenatal care and post-natal care	
			*discusses the essential newborn protocol (<i>Unang Yakap</i>) and advantages of breastfeeding for both mother and child	
			recognizes the importance of immunization in protecting children's health	
			analyzes the importance of responsible parenthood	Week 7 to Week 8
			*explains the effects of rapid population growth and family size on health of the nation	
			examines the important roles and responsibilities of parents in child rearing and care	



			enumerates modern family planning methods (natural and artificial)	
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
			analyzes the leading causes of morbidity and mortality in the Philippines	
			*discusses the most common communicable diseases <ul style="list-style-type: none"> • 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
			analyzes the nature of emerging and re-emerging diseases	Week 4 to Week 5
			demonstrates self-monitoring skills to prevent communicable diseases	Week 6 to Week 8
			promotes programs and policies to prevent and control communicable diseases	
			identifies agencies responsible for communicable disease prevention and control	
4th Quarter	demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	discusses gateway drugs	Week 1
			analyzes the negative health impact of cigarette smoking <ul style="list-style-type: none"> • describes the harmful short- and long-term effects of cigarette smoking on the different parts of the body 	Week 2 to Week 3



			<ul style="list-style-type: none">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 <ul style="list-style-type: none">describes the harmful short- and long-term effects of drinking alcoholinterprets 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
			discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages <ul style="list-style-type: none">apply resistance skills in situations related to cigarette and alcohol usefollows policies and laws in the family, school and community related to cigarette and alcohol use	Week 6 to Week 8
			suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.



Grade Level: Grade 9

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
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
			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
			discusses the nature of environmental issues	
			analyzes the effects of environmental issues on people's health	
			suggests ways to prevent and manage environmental health issues	Week 5 to Week 6
			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
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
			discusses risk and protective factors in substance use, and abuse	Week 2
			analyzes situations for the use and non-use of psychoactive substances	
			identifies the types of drugs/substances of abuse	Week 3
			corrects myths and misconceptions about substance use and abuse	Week 4
			recognizes warning signs of substance use and abuse	



			*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
			explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse	
			discusses strategies in the prevention and control of substance use and abuse	
			applies decision-making and resistance skills to prevent substance use and abuse	Week 7 to Week 8
			suggests healthy alternatives to substance use and abuse	
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
			assesses emergency situation for unintentional injuries	
			explains the principles of wound dressing	Week 2 to Week 3
			demonstrates appropriate bandaging techniques for unintentional injuries	
			demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	Week 4 to Week 5
			demonstrates proper first aid procedures for common unintentional injuries	Week 6 to Week 8
4th Quarter	demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries	consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	differentiates intentional injuries from unintentional injuries	Week 1 to Week 4
			describes the types of intentional injuries	



			analyzes the risk factors related to intentional injuries	Week 5 to Week 8
			identifies protective factors related to intentional injuries	
			demonstrates ways to prevent and control intentional injuries	

* 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
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
			discusses the various forms of health service providers and healthcare plans	
			selects health professionals, specialists and health care services wisely	Week 3
			reports fraudulent health services	
			explains the different kinds of complementary and alternative health care modalities	Week 4
			explains the importance of consumer laws to protect public health	
			identifies national and international government agencies and private organizations that implement programs for consumer protection	Week 5 to Week 6
			participates in programs for consumer welfare and protection	Week 7 to Week 8
2nd Quarter		consistently demonstrates critical thinking skills in exploring local,	discusses the existing health related laws	Week 1



	demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels	regional and national health trends, issues, and concerns	explains the significance of the existing health related laws in safeguarding people's health	Week 2 to Week 3
			critically analyzes the impact of current health trends, issues, and concerns	
			recommends ways of managing health issues, trends and concerns	Week 4 to Week 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
			describes how global health initiatives positively impact people's health in various countries	Week 2 to Week 3
			analyzes the issues in the implementation of global health initiatives	
			recommends ways of adopting global health initiatives to local or national context	Week 4 to Week 5
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
			prepares a personal health career following the prescribed components and steps	
			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
			decides on an appropriate health career path	



Department of Education



MOTHER TONGUE



GUIDING OUR TEACHERS: A Briefer on Using the MELCs of the Mother Tongue

About the Process

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has produced a list of the most essential learning competencies (MELCs). This was done in order to ensure that the Grade Level Standards set for each learning area are still attained. A sole determiner was used in the process of identifying the MELCs – the ENDURANCE criterion, which states that a learning competency (LC) is considered *enduring* if it is useful in lifelong learning. Despite the irrefutable importance of the Mother Tongue (MT) in literacy building, not all the LCs in its curriculum satisfied the above mentioned criterion.

In the first key stage, that is from Kindergarten to Grade 3, the medium of teaching and learning is the student's first language. Therefore, MT 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 nonprose texts – 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 is strongly advised to 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 nonprose

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
	<i>The learner...</i>	<i>The learner...</i>
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.

How to Use the 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.



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
1 st 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	
	Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy	
	Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants	
	Give the name and sound of each letter	
	Express ideas through a variety of symbols (e.g. drawings and invented spelling)	
	Note important details in grade level narrative texts listened to: 1. character 2. setting 3. events	
	Use common expressions and polite greetings	
	Tell whether a given pair of word rhyme	
	Identify upper and lower case letters	
	Give meanings of words through: a. realia b. picture clues actions or gestures	
	Recite and sing in groups familiar rhymes and songs	
	Write the upper and lower case letters legibly, observing proper sequence of strokes	
	Give the beginning letter/sound of the name of each picture	



Match words with pictures and objects.	
Give the correct sequence of three events in a story listened to	
Follow simple one to three- step oral directions	
Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/People	
Say the new spoken word when two or more sounds are put together	
Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles	
Blend specific letters to form syllables and words	
Follow words from left to right, top to bottom and page by page	
Orally communicate basic needs	
Orally segment a two-three syllable word into its syllabic parts	
Infer the character feelings and traits in a story listened to	
Identify naming words (persons, places, things, animals) a. common and proper b. noun markers	
Listen and respond to others in oral conversation	
Participate actively during story reading by making comments and asking questions	
Isolate and pronounce the beginning and ending sounds of given words	
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	
Express ideas through words or phrases, using both invented and conventional spelling	
Use naming words in sentences a. common and proper b. noun markers	
Identify the speaker in the story or poem listened to	
Write basic information about self (name grade level, section)	



	Predict possible ending of a story listened to	
	Add or substitute individual sounds in simple words to make new words	
	Classify naming words into persons, places, animals, and things, etc.	
2 nd Quarter	Identify pronouns: a. personal b. possessive	
	Interpret a map of the classroom/school	
	Supply rhyming words to complete a rhyme, poem, and song	
	Identify cause and/or effect of events in a story listened to	
	Identify the problem and solution in the story read	
	Get information from various sources: (pictures, illustrations, simple graphs, charts)	
	Illustrate specific events in a story read	
	Retell a story read	
	Identify pronouns with contractions *(Siya'y, Tayo'y . . .)	
	Respond to text (legends, fables, poems.) through dramatization	
3 rd Quarter	Participate actively in class discussions on familiar topics	
	Read sight words	
	Read grade 1 level short paragraph/s tory with proper expression	
	Note important details in grade level literary and informational texts listened to.	
	Interpret a pictograph	
	Talk about various topics and experiences using descriptive words	
	Tell/retell legends, fables, and jokes	
	Write with proper spacing, punctuation and capitalization when applicable	
	Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly	
	Identify the tense of the action word in the sentence	
	Infer the character feelings and traits in a story read	
	Use the correct tense and time signal of an action word in a sentence	
	Follow 2 to 3 step written directions	



	Observe proper indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs	
	Read labels in an illustration	
	Retell literary and information texts appropriate to the grade level listened to	
	Identify action words in oral and written exercises	
	Use action words to give simple two to three-step directions	
4 th Quarter	Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences	
	Identify, give the meaning of, and use compound words in sentences	
	Identify, give the meaning of, and use compound words in sentences	
	Use describing words in sentences	
	Give the synonyms and antonyms of describing words	

Grade Level: Grade 2

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 context using both verbal and non-verbal cues, understands and uses correctly vocabulary and language structures, appreciates the cultural aspects of the language, and reads and writes literary and informational texts.

Quarter	Most Essential Learning Competencies	Duration
1 st Quarter	Participate actively during story reading by making comments and asking questions using complete sentences	
	Read a large number of regularly spelled multi-syllabic words	
	Use naming words in sentences	
	Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard	
	Classify naming words into different categories	
	Compose sentences using unlocked words during story reading in meaningful contexts	
	Read with understanding words with consonant blends, clusters and digraphs when applicable	
	Identify the gender of naming words, when applicable	
	Use the combination of affixes and root words as clues to get the meaning of words	
	Identify and use collective nouns, when applicable	
	Write upper and lower case letters using cursive strokes	



	Read content area-related words	
	Identify the parts of a sentence (subject and predicate)	
	Follow instructions in a test carefully	
	Identify the difference between a story and a poem	
	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	
	Differentiate sentences from non-sentences	
	Give the main idea of a story/poem	
	Construct a variety of sentences observing appropriate punctuation marks	
	Recognize common abbreviations(e.g. Jan., Sun., St., Mr., Mrs.)	
	Give the summary of a story	
2nd Quarter	Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing	
	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	
	Get information from various sources: published announcements; and map of the community	
	Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.	
	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	
	Identify and use action words in simple tenses (present, past, future) with the help of time signals	
	Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	
	Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish	
	Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter	
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	
	Identify synonyms and antonyms of adjectives	
	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
1st Quarter	Correctly spells the words in the list of vocabulary words and the words in the selections read	
	Writes poems, riddles, chants, and raps	
	Differentiates count from mass nouns	
	Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	
	Uses the correct counters for mass nouns (ex: a kilo of meat)	
	Uses the combination of affixes and root words as clues to get meaning of words	
	Uses expressions appropriate to the grade level to relate/show one's obligation, hope, and wish	
	Identifies and uses abstract nouns	
	Identifies Metaphor personification, and hyperbole in a sentence	
	Interpret the meaning of a poem	
	Writes correctly different types of sentences (simple, compound, complex)	



	Identifies idiomatic expressions in a sentence	
2nd Quarter	Identifies interrogative pronouns	
	Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities	
	Identifies Metaphor personification, hyperbole	
3rd Quarter	Writes reactions and personal opinions to news reports and issues	
	Identifies the parts of a newspaper	
	Interprets a pictograph based on a given legend	
	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.	
	Identifies the author's purpose for writing a selection.	
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	
	Identifies and uses adverbs of manner in different degrees of comparison	
	Identifies and uses correctly prepositions and prepositional phrases	



Department of Education



SCIENCE

A Briefer on the List of the Most Essential Competencies for Science

The K to 12 Basic Education Curriculum is standards-based. The content standards cover a specified scope of sequential topics, identify and set 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.

With the expected decrease in the contact hours of teaching science brought by the change in schedule of the school year, the Curriculum Standards Development Division of the Bureau of Curriculum Development has identified learning competencies that are critical. This list, the Most Essential Learning Competencies (MELCs) were identified using the criterion Endurance. Enduring competencies are those that remains with learners long after a test is completed (Reeves, 2002) or is useful beyond a single test or unit of study. (Many and Horrell, 2014). They also refer to learning competencies which are essential in many professions and in everyday life.

The grade level standards were also used as basis in determining the MELCs, considering that the Science curriculum uses a spiral progression design. It is important to make sure that learning competencies needed in the understanding of succeeding concepts in the next grade level are given importance. Over all, 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 a critical problem solvers, responsible stewards of nature, innovative and creative citizens, informed decision makers, and effective communicators.

The table below is an example of how the Most Essential Learning Competencies is identified in the domain Matter in the different Key Stages.

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).

Grade Level: Grade 3

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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
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
	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
			Identify the external parts and functions of animals	Week 2

			Classify animals according to body parts and use	Week 3
			State the importance of animals to humans	Week 3
	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
			State the importance of plants to humans	Week 4
	characteristics of living and nonliving things	illustrates the difference between living and non-living things	Compare living with nonliving things	Week 5
			Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)	Week 5
	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
			Explain how living things depend on the environment to meet their basic needs	Week 6
			Recognize that there is a need to protect and conserve the environment	Week 7
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
	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
	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
			Enumerate and practice safety and precautionary measures in dealing with different types of weather	Week 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
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Grade Level: Grade 4

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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
	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
			Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials	Week 4 - 5
			Identify changes in materials whether useful or harmful to one's environment.	Week 6-7
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
			Communicate that the major organs work together to make the body function properly	Week 1
	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
	plants have body parts that make them adapt to land or water		Identify the specialized structures of terrestrial and aquatic plants	Week 3
	different organisms go through life cycle which can be affected by their environment		Compare the stages in the life cycle of organisms	Week 4

	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
			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
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
			Characterize magnetic force	Week 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
			Investigate properties and characteristics of light and sound	Week 6-7
4th	the different types of soil		Compare and contrast the characteristics of different types of soil	Week 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
			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
	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
			Describe the effects of the Sun to human activities	Week 6



Grade Level: Grade 5

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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
	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
			Design a product out of local, recyclable solid and/ or liquid materials in making useful products.	Week 5-6
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
			Explain the menstrual cycle	Week 2
	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
	how plants reproduce		Describe the reproductive parts in plants and their functions	Week 4
			Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others	Week 5
	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
			Explain the need to protect and conserve estuaries and intertidal zones	Week 7

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
	how different objects interact with light and sound, heat ;		Discuss why some materials are good conductors of heat and electricity	Week 2
	the effects of heat and electricity, light and sound on people and objects		Relate the ability of the material to block, absorb or transmit light to its use	Week 3
	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
			Determine the effects of changing the number or type of components in a circuit	Week 5
			Design an experiment to determine the factors that affect the strength of the electromagnet	Week 6
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
			Investigate extent of soil erosion in the community and its effects on living things and the environment	Week 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
	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



Grade Level: Grade 6

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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 musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems	Explain how the organs of each organ system work together	Week 1-2
			Explain how the different organ systems work together	Week 3
	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
	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
Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps			Week 7	
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
	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
			Manipulate simple machines to describe their characteristics and uses	Week 6-7



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
			Enumerate what to do before, during and after earthquake and volcanic eruptions	Week 2
	weather patterns and seasons in the Philippines:		Describe the different seasons in the Philippines	Week 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
			Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun	Week 8

Grade Level: Grade 7

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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
	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
	the properties of substances that distinguish them from mixtures	investigate the properties of mixtures of varying concentrations using available materials in the community for specific purposes	Distinguish mixtures from substances based on a set of properties	Week 4-5

	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
			Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials	Week 7
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
			Focus specimens using the compound microscope	Week 2
	the different levels of biological organization		Describe the different levels of biological organization from cell to biosphere	Week 3
	the difference between animal and plant cells		Differentiate plant and animal cells according to presence or absence of certain organelles	Week 4
			Explain why the cell is considered the basic structural and functional unit of all organisms	Week 4
	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
	organisms interacting with each other and with their environment to survive		Differentiate biotic from abiotic components of an ecosystem	Week 6
			Describe the different ecological relationships found in an ecosystem	Week 6
			Predict the effect of changes in abiotic factors on the ecosystem	Week 7
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
			Create and interpret visual representation of the motion of objects such as tape charts and motion graphs	Week 3



	waves as a carriers of energy		Infer that waves carry energy	Week 4
			Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude	Week 4
	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
	charges and the different charging processes		Describe the different types of charging processes	Week 7
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
			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
			Account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ)	Week 3
	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 5 the latitude of an area to the amount of energy the area receives 6 tilt of the Earth and the seasons	Week 4-5



	the occurrence of eclipses		Explain how solar and lunar eclipses occur using models	Week 6
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Grade Level: Grade 8

Subject: Science

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration
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
			Infer that when a body exerts a force on another, an equal amount of force is exerted back on it	Week 1 Week 2
			Identify and explain the factors that affect potential and kinetic energy	Week 3 Week 3
	work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy			
	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
	heat and temperature, and the effects of heat on the body		Differentiate between heat and temperature at the molecular level	Week 4
	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



			Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home	Week 7
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 2. make an emergency plan and prepare an emergency kit for use at home and in school	Using models or illustrations, explain how movements along faults generate earthquakes	Week 1
			Differentiate the 1 epicenter of an earthquake from its focus; 2 intensity of an earthquake from its magnitude; 3 active and inactive faults	Week 1-2
			Explain how earthquake waves provide information about the interior of the earth	Week 3
	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
			Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	Week 5
	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
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
			Explain physical changes in terms of the arrangement and motion of atoms and molecules;	Week 3-4
	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

	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
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 ingestion of harmful substances, and their prevention and treatment	present an analysis of the data gathered on diseases resulting from nutrient deficiency	Explain ingestion, absorption, assimilation, and excretion	Week 1
	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
			Explain the significance of meiosis in maintaining the chromosome number	Week 2
			Predict phenotypic expressions of traits following simple patterns of inheritance	Week 3
	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
			Classify organisms using the hierarchical taxonomic system	Week 4
			Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	Week 5
	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
			Analyze the roles of organisms in the cycling of materials	Week 6
			Explain how materials cycle in an ecosystem	Week 6
			Suggest ways to minimize human impact on the environment	Week 7



Grade Level: Grade 9

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1st	1. how the different structures of the circulatory and respiratory systems work together to transport oxygen-rich blood and nutrients to the different parts of the body	conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers	Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body	Week 1-2
	2. the prevention, detection, and treatment of diseases affecting the circulatory and respiratory systems		Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems	Week 2
	1. how genetic information is organized in genes on chromosomes		Explain the different patterns of non-Mendelian inheritance	Week 3-4
	2. the different patterns of inheritance			
	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
2nd	1. the structure and function of plant parts and organelles involved in photosynthesis	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
	2. the structure and function of mitochondrion as the main organelle involved in respiration			
2nd	1. the development of atomic models that led to the description of the behavior of electrons within atoms		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, hardness, polarity, and electrical and thermal conductivity;	Week 2

	2. how atoms combine with other atoms by transferring or by sharing electrons 3. forces that hold metals together		Explain how ions are formed;	Week 3
	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
			Recognize the general classes and uses of organic compounds;	Week 6
	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
			Determine the percentage composition of a compound given its chemical formula and vice versa.	Week 8
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
			Illustrate how energy from volcanoes may be tapped for human use	Week 3-4
	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
			Describe certain climatic phenomena that occur on a global level	Week 6-7
	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
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
			Investigate the relationship between the angle of release and the height and range of the projectile	Week 1-2
			Relate impulse and momentum to collision of objects (e.g., vehicular collision)	Week 3



			Infer that the total momentum before and after collision is equal	Week 3
	conservation of mechanical energy	create a device that shows conservation of mechanical energy	Perform activities to demonstrate conservation of mechanical energy	Week 4
	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
			Explain how heat transfer and energy transformation make heat engines work	Week 6
	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

Grade Level: Grade 10

Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
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
			Explain the different processes that occur along the plate boundaries	Week 5-6
			Describe the possible causes of plate movement	Week 7
			Enumerate the lines of evidence that support plate movement	Week 8

2nd	the different regions of the electromagnetic spectrum		Compare the relative wavelengths of different forms of electromagnetic waves	Week 1-2
			Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications	Week 3-4
			Explain the effects of EM radiation on living things and the environment	Week 5
	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
			Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars)	Week 8
	the relationship between electricity and magnetism in electric motors and generators		Explain the operation of a simple electric motor and generator	Week 9
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
			Describe the feedback mechanisms involved in regulating processes in the female reproductive system (e.g., menstrual cycle)	Week 2
			Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis	Week 3
	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
			Explain how mutations may cause changes in the structure and function of a protein	Week 4

	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
			Explain the occurrence of evolution	Week 6
	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
	2. an ecosystem as being capable of supporting a limited number of organisms		Explain the relationship between population growth and carrying capacity	Week 7
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
	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
	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
			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



Department of Education



EPP/TLE



GUIDING OUR TEACHERS: A Briefer on Using the EPP/TLE MELCs

About the Process

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has produced a list of the most essential learning competencies (MELCs). This was done in order to ensure that the prescribed standards set for each learning area are still attained. In the process of identifying the MELCs in EPP/TLE, the ENDURANCE criterion was used as the sole determiner. Endurance as a criterion is necessary for lifelong learning.

MELCs were identified in the four components of EPP/TLE:

- 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 Pangkabuhatan (EPP) which is to enable the learners acquire technical knowledge, skills and values in the four components mentioned above while Technology and Livelihood Education (TLE) is to make the learners technologically proficient that may lead them to pursue 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 without any enhancement or modification.

HOW TO USE MELCs IN TEACHING EPP/TLE/TVL

One of the objectives in identifying MELCs is to help the teachers identify the learning competencies that needed to be prioritized so that they can employ appropriate pedagogies and prepare suitable instructional materials based on the available resources. Sub learning competencies that are redundant or recurring were removed to satisfy the eight to nine weeks allotted per quarter.

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



- Entrepreneurship is embedded in the four components of EPP/TLE;
- There are MELCS that have broad stroke competencies which have to be unpacked by the teachers;
- Sub learning competencies that are redundant or recurring were removed to satisfy the 8 to 9 weeks allotment per quarter;
- For Grades 4-6 of Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), there is a quarter 0, again this is consistent with the coding of EPP/TLE Curriculum Guide as it gives leeway to the school of which among the components needed 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.
- 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 of TESDA; hence, omitting some learning competencies may have an impact on the National Certification Assessment. **EXCEPT** for the following cases:
 - *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 delivered both 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 done both in school or at home.*
 - *Sample MELCs for these specializations are suggested to be used or the teacher may have the option to prepare their own MELCs following the given considerations*
- For TLE/TVL Specializations, consider the resources available in school, at home, or in the community in choosing what course(s) to offer since health is the utmost concern. In instances when 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 when competencies are not attainable due to various circumstances, the teacher may give an alternative activity provided it is aligned with the substituted learning competency.



Grade Level: Grade 4

Subject: EPP

Quarter: 1-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
ENTREP/ICT	<i>Ang mag-aaral ay...</i> naipamamalas ang pang-unawa sa konsepto ng “entrepreneurship”	<i>Ang mag-aaral ay...</i> 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	3 WEEKS
	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	2 WEEKS
	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 gamit ang electronic spreadsheet tool 1.5 nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool	2 WEEKS



	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 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
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
			L.O. 1 naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtatanim ng halamang ornamental 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	3 WEEKS
			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 mga halamang ornamental	3 WEEKS



	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
HOME ECONOMICS	naipamamalas ang pang-unawa sa batayang konsepto ng “gawaing pantahanan” at ang maitutulong nito sa pag-unlad ng sarili at tahanan	naisasagawa ng may kasanayan ang mga gawaing pantahanan na makatutulong sa pangangalaga ng pansarili at ng sariling tahanan	1.1.napangangalagaan ang sariling kasuotan. 1.2.naiisa-isa ang mga paraan ng pagpapanatiling malinis ng kasuotan 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)	3 WEEKS
			1.1 naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran 1.2 naisasagawa ang wastong paghihiwalay ng basura sa bahay	2 WEEKS
			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



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	<p>1.1 Natatalakay ang mga kaalaman at kasanayan sa pagsusukat</p> <p>1.1.1 nakikilala ang mga kagamitan sa pagsusukat</p> <p>1.1.2 nagagamit ang dalawang sistemang panukat (English at metric)</p> <p>1.2 naisasagawa ang pagleletra, pagbuo ng linya at pagguhit.</p> <p>1.3 natatalakay ang kahalagahan ng kaalaman at kasanayan sa "basic sketching" shading at outlining</p> <p>1.4 naisasagawa ang wastong pamamaraan ng basicsketching, shading at outlining</p>	3 WEEKS
			<p>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)</p>	6 WEEKS

Grade Level: Grade 5

Subject: EPP

Quarter: 1-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
ENTREP/ICT	naipamamalas ang kaalaman at kasanayan upang maging matagumpay na entrepreneur	mapahusay ang isang produkto upang maging iba sa iba	<p>1.1 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo</p> <p>1.2 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo</p> <p>1.3 nakapagbebeenta ng natatanging paninda</p>	2 WEEKS 5 WEEKS
	naipamamalas ang kaalaman at kasanayan ng ligtas at responsible sa:	1. nakapamamahagi ng mga dokumento at media file sa ligtas at	<p>1.1 naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat</p> <p>1.2 nakasasali sa discussion forum at chat sa ligtas at responsableng pamamaraan</p>	1 WEEK



	<ol style="list-style-type: none">1. pamamahagi ng mga dokumento at media file2. pagsali sa discussion group at chat	<ol style="list-style-type: none">responsableng pamamaraan2. nakasasali sa discussion group at chat sa ligtas at responsableng pamamaraan		
			<ol style="list-style-type: none">1.2 natutukoy ang angkop na search engine sa pangangalap ng impormasyon1.3 nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datos1.4 nagagamit ang word processing tool	1 WEEK
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	<ol style="list-style-type: none">1.1 nakagagawa ng abonong organiko<ol style="list-style-type: none">1.4.1 natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko1.4.2 nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko	2 WEEKS
			<ol style="list-style-type: none">1.2 naisasagawa ang masistemang pangangalaga ng tanim na mga gulay<ol style="list-style-type: none">1.5.1 pagdidilig1.5.2 pagbubungkal1.5.3 paglalagay ng abonong organiko1.3 naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman	2 WEEKS
			<ol style="list-style-type: none">1.1 naipaliliwanag ang kabutihang dulot ng pag-aalaga	1 WEEK



			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 1.3 nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda	
			1.1 naisasapamilihan ang inalagaang hayop/isda 1.2 natutuos ang puhunan, gastos, at kita	3 WEEKS
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
			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
			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
			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)	
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
			2.1 nakagagawa ng proyekto na ginagamitan ng elektrisidad 2.2 natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad	3 WEEKS
			2.3 nakabubuo ng plano ng proyekto na nakadiseno mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapapagkakakitaan	3 WEEKS



Grade Level: Grade 6

Subject: Technology and Livelihood Education

Component: ICT and Entrepreneurship

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
0	demonstrates knowledge and skills that will lead to one becoming an ideal entrepreneur	sells products based on needs and demands	produces simple products	Weeks 1-2
			buys and sells products based on needs	
			sells products based on needs and demands in school and community	
	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	Week 3
			posts and shares materials on blogs in a safe and responsible manner	Week 4
			participates in video and audio conferences in a safe and responsible manner	
	demonstrates knowledge and skills in using online survey tools	conducts a survey using online tools	creates an online survey form	Week 5
			processes online survey data	
	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	Week 6
	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	Week 7
			uses an e-group to share ideas and work with others	
	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 elements; animation; and embedded audio and/or video	Week 8
			uses the moviemaking software to create a multimedia presentation	



Grade Level: Grade 6
Subject: Technology and Livelihood Education
Component: Agriculture

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
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.	Week 1
			uses technology in the conduct of survey to find out the following:	Week 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:	Week 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	
			propagates trees and fruit-bearing trees using scientific processes	Week 4
			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	Week 5
			performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer	
			markets fruits and seedlings	Week 6
			develops plan for expansion of planting trees and seedling production	
	demonstrates an understanding of scientific processes in animal/ fish raising	applies knowledge and skills, and develops one's interest in animal/ fish raising	conducts survey to find out:	Week 7
			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	Week 8
			stories of successful entrepreneurs in animal/fish raising	
			plans for the family's animal raising project	
			implements plan on animal/fish raising	
			monitors growth and progress	
			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	Week 9
			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
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)	Week 1
			enumerates sources of family income	
			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 andmoral obligations (birthdays,baptisms, etc.), familyactivities, school affairs savings/emergency budget (health, house repair)	
			1.2 prepares feasible and practical budget 1.2.1 manages family resources efficiently 1.2.2 prioritizes needs over wants	
			classifies tools and materials according to their use (measuring, cutting, sewing)	Week 2

	demonstrates an understanding of and skills in sewing household linens	sews household linens using appropriate tools and materials and applying	prepares project plan for household linens	Week 3
			identifies supplies/ materials and tools needed for the project	
			2.1 drafts pattern for household linens 2.1.1 steps in drafting pattern 2.1.2 safety precautions	Week 4
			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	
			2.4 markets finished house hold linens in varied/ creative ways	
	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)	Week 6
			uses the tools/utensils and equipment and their substitutes in food preservation/ processing	
			preserves food applying principles and skills in food preservation processing	
			conducts simple research to determine market trends and demands in preserved/ processed foods	Week 7
			assesses preserved/processed food as to the quality using the rubrics	
			markets preserved/processed food in varied/ creative ways with pride	Week 8



Grade Level: Grade 6
Subject: Technology and Livelihood Education
Component: Industrial Arts

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
0	demonstrates an understanding of knowledge and skills in enhancing/decorating products as an alternative source of income	performs necessary skill in enhancing/ decorating finished products	discusses the importance and methods of enhancing/decorating bamboo, wood, and metal products	Weeks 1-2
			demonstrates creativity and innovativeness in enhancing/ decorating bamboo, wood, and metal products	
			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 1.1.4 processes in enhancing/decorating finished products	
			discusses the effects of innovative finishing materials and creative accessories on the marketability of products	Week 3
			enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining	
			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 1.6.3 assesses the quality of enhanced product using rubrics	Weeks 4-5



			1.6.4 refines product based on assessment made	
			markets products	
	demonstrates an understanding of and skills in making simple electrical gadgets	constructs simple electrical gadgets with ease and dexterity	construct simple electrical gadgets	Week 6
			explains the protocols (processes) in making electrical gadgets	
	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	Week 7
			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)	
			identifies recyclable products/waste materials made of wood, metal, paper, plastic, and others	Weeks 8-9
			explains the process and the importance of recycling	
			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.)	

Grades 7 and 8 of TLE are similar to that of Grades 4 to 6 in a way that these grade levels contain quarter 0. In this case, the school can choose four mini courses equivalent to 40 hours each per grade level. Below are sample modifications to show a clearer articulation of standards.

Basis	Curriculum Guide	Most Essential Learning Competencies (MELCs)
3. Clustering of some mini-courses according to their sector, in consideration that they have	Mini-courses: <ul style="list-style-type: none"> Agri-Crop Production I and II Horticulture 	Refer to the MELCs for Crop Production sector



the same tools, equipment, materials and competencies.	Mini-courses: <ul style="list-style-type: none"> • Carpentry • Masonry • Plumbing • Welding 	Refer to the MELCS for Construction sector
4. 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 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	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 requirement according to manufacturer's specifications and instructions
5. 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)



6. 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
7. 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.

Grade Level: Grade 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
LESSON 1: USING AND MAINTAINING HAND TOOLS (UHT)				
	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	
			LO 2. Prepare hand tools	



0			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	Week 1
			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	
			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 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	Week 2-3
			LO 2. Input data into computer 2.1 Enter the data into the computer using appropriate program/application in accordance with company procedures	



0			<p>2.2 Check the accuracy of information and save the information in accordance with standard operating procedures</p> <p>2.3 Store inputted data in storage media according to requirements</p> <p>2.4 Perform work within ergonomic guidelines</p> <hr/> <p>LO 3. Access information using computer</p> <p>3.1 Select correct program/application based on job requirements</p> <p>3.2 Access program/application containing the information required according to company procedures</p> <p>3.3 Select, open, and close desktop for navigation purposes</p> <p>3.4 Carry out keyboard techniques in line with OSH requirements</p> <hr/> <p>LO 4. Produce output/ data using computer system</p> <p>4.1 Process entered data using appropriate software commands</p> <p>4.2 Print out data as required using computer hardware /peripheral devices in accordance with standard operating procedures</p> <p>4.3 Transfer files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures</p> <hr/> <p>LO 5. Use basic functions of a www- browser to locate information</p> <p>5.1 Establish information requirements for internet search</p> <p>5.2 Launch browser</p> <p>5.3 Load search engine</p> <p>5.4 Enter appropriate search criteria/or URL of site</p> <p>5.5 Follow relevant links to locate required information</p>	Week 2-3
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			5.6 Bookmark useful pages and print as required	
			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 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	Week 3
			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	
			LO 3. Maintain measuring instruments 3.1 Ensure proper handling of measuring instruments to avoid damage and clean it before and after using	

			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)				
0	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	Week 4
			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	Week 4
0			LO 3. Prepare/ make changes to electrical/ electronic schematics and drawings 3.1 Draw and identify correctly electrical/ electronic schematic 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

LESSON 5: PRACTICE OCCUPATIONAL SAFETY AND HEALTH PROCEDURE (OSH)

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 OSH procedures	Week 4
			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 LO 3. Maintain Occupational Health and Safety 1.1 Observe established procedures in responding to emergency-related drill 1.2 Fill-up OHS personal records in accordance with SOP	
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	Week 4

LESSON 6: 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	Week 5
			LO 2: Terminate/connect electrical wiring/ electronic circuits 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	Week 5
			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	
LESSON 7: TESTING ELECTRONIC COMPONENTS (TEC)				
0	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 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	Week 6
			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	Week 6



			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 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	

Note: Week 7 to 9 Entrepreneurship



Grade Level: 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
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	Week 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 LO 2. Use and maintain hand tools, measuring instrument and equipment 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	Week 1-2



			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 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 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	Week 3
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 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	Week 4-5

**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 1.9 Follow OHS policies and procedures in identifying hazards and risks 1.10 Explain hazards and risks in the workplace 1.11 Identify hazards and risks indicators as prescribed by the manufacturer 1.12 Apply contingency measures in accordance with the OSH procedures	Week 6
			LO 2. Evaluate and control hazards and risks 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	

Note : Week 7 to 9 Entrepreneurship



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
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	Week 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 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	Week 1-2



			<p>2.3 Evaluate the condition of all the requested hand tools, drawing instruments, equipment, and paraphernalia for proper operation and safety</p> <p>LO 3. Prepare an inspection report of the hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting</p> <p>1.2 Follow procedures in preparing an inspection report to the property custodian</p>	
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.	<p>LO 1. Select measuring instruments</p> <p>1.1 Identify measuring tools based on the object to be measured or job requirements</p> <p>1.2 Select appropriate measuring instruments according to job requirements</p> <p>1.3 Interpret an object or component to be measured according to the appropriate regular geometric shapes</p> <p>1.4 Use alternative measuring tools without sacrificing cost and quality of work</p> <p>LO 2. Carry out mensuration and calculation</p> <p>2.3 Perform calculation needed to complete task by applying trade mathematics/mensuration</p> <p>2.4 Employ different techniques in checking for accuracy of the computation</p>	Week 3
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	<p>LO 1. Analyze signs, symbols, and data</p> <p>1.1 Identify signs and symbols used in technical drawing</p> <p>1.2 Analyze data indicated in the technical drawing</p>	Week 4-5



			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	
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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 1.13 Follow OHS policies and procedures in identifying hazards and risks 1.14 Explain hazards and risks in the workplace 1.15 Identify hazards and risks indicators as prescribed by the manufacturer 1.16 Apply contingency measures in accordance with the OHS procedures	Week 6
			LO 2. Evaluate and control hazards and risks 2.7 Determine the effects of hazards in the workplace 2.8 Identify the methods in controlling hazards and risks 2.9 Follow OHS procedures for controlling hazards and risks	
			LO 3. Maintain Occupational Health and Safety 1.5 Observe established procedures in responding to emergency-related drill 1.6 Fill-up OHS personal records in accordance with SOP	

Note : Week 7 to 9 Entrepreneurship



Grade Level: 7/8

Subject: Technology and Livelihood Education

Component: Agriculture and Fishery Arts (Crop Production [ACP I, II and Horticulture]) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
LESSON 1: USE OF FARM TOOLS AND EQUIPMENT AND MAINTENANCE (UT)				
0	The learner demonstrates an understanding of concepts, underlying theories and principles in the use of farm tools and equipment.	The learner uses farm tools and equipment in agricultural crop production.	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 or equipment for the job requirement according to manufacturer's specifications and instructions 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.	Week 1
LESSON 2: PERFORM ESTIMATION AND BASIC CALCULATION (MC)				
0	The learner demonstrates an understanding of estimation and basic calculation needed in the workplace	The learner accurately performs estimation and basic calculation needed in the workplace	LO 1. Perform estimation or basic calculation in the workplace 1.1 Follow procedures in reporting to appropriate person/s the estimate of materials and resources 1.2 Perform estimations or calculations to be done according to the job requirement 1.3 Employ different techniques in checking accuracy of result	Week 2

LESSON 3: INTERPRET PLANS AND DRAWINGS (ID)				
0	The learner demonstrates an understanding of interpreting plans and drawings.	The learner interprets plans and drawings relative to agricultural crop production.	LO 1. Layout garden plots 1.1. Design farm plans and layouts according to crop grown 1.2. Follow strictly planting system and practices according to approved cultural practices 1.3. Interpret irrigation system plan according to established procedures 1.4. Differentiate designs of irrigation systems	Week 3
LESSON 4: APPLY SAFETY MEASURES IN FARM OPERATIONS (OS)				
0	The learner demonstrates an understanding of applying safety measures in the farm.	The learner consistently applies safety measures in the farm.	LO 1. Determine areas of concern for safety measures 1.1 Identify work tasks in line with farm operations 1.2 Determine place for safety measures in line with farm operations 1.3 Determine time for safety measures in line with farm operations 1.4 Prepare appropriate tools, materials, and outfits in line with job requirements	Week 3-4
			LO 2. Apply appropriate safety measures 2.1 Wear outfits according to farm requirements. 2.2 Observe strictly the effectivity/shelf life/expiration of materials. 2.3 Follow emergency procedures to ensure a safe work requirement. 2.4 Report hazards in the workplace in line with farm guidelines.	
LESSON 5: PROCESSING FARM WASTES (PFW)				
	The learners demonstrate an understanding of the underlying theories in processing farm waste	The learners shall be able to process farm waste according to set standards	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	Week 4-6



0			requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol	Week 4-6
			LO 2. Identify and segregate wastes 2.1 Identify waste by categories according to industry standards and environmental legislation 2.2 Perform waste segregation according to organizational requirements and relevant legislation 2.3 Placing sorted waste into labeled container to avoid littering and prevent cross-contamination 2.4 Obtain information on waste by asking authority to ensure correct identification	
			LO 3. Treat and process farm wastes 3.1 Handle dangerous and hazardous wastes according to organizational requirements and relevant legislation following OSHS procedures 3.2 Process farm waste following environmental legislation and codes 3.3 Apply principles of 3Rs (reduce, reuse and recycle) accordingly 3.4 Dispose of processed farm waste according to environmental legislation and codes	
			LO 4. Perform housekeeping 4.1 Display appropriate warning signs and labels in conspicuous places around the workplace 4.2 Clean work area according to 5S principles 4.3 Check, clean, and stow away tools according to established industry procedures and following user's manual 4.4 Store materials following industry standard procedures and manufacturer's specifications	



			4.5 Check PPE for damage and ensure that clean and undamaged equipment is properly stored 4.6 Perform record keeping according to industry requirements	
LESSON 6: PERFORMING RECORD KEEPING (PRK)				
0	The learners demonstrate an understanding of the underlying theories in performing record keeping	The learners shall be able to perform record keeping	LO 1. Carry out inventory activities 1.1 Determine inventory inputs according to enterprise requirements 1.2 Determine defective tools and equipment according to operation manuals 1.3 Inspect facilities according to standard codes and laws	Week 6
			LO2. Maintain production record 2.1 Prepare production plan according to enterprise requirements 2.2 Prepare schedule for production activities based from enterprise requirements and plan 2.3 Prepare production report in accordance with enterprise reporting procedures 2.4 Monitor input and production using monitoring chart	
			LO 3. Prepare financial records 3.1 Compute production cost using established computation procedures 3.2 Compute revenue using established computation procedures	
Note: Week 7 to 9 Entrepreneurship				



Grade Level: 7/8

Subject: Technology and Livelihood Education

Component: Agriculture and Fishery Arts (Animal Production [Poultry, Swine and Ruminants]) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
LESSON 1: PARTICIPATING IN WORKPLACE COMMUNICATION (PWC)				
0	The learners demonstrate an understanding of the underlying theories in participating in workplace communication	The learners shall be able to participate in workplace communication based on DOLE and industry standards	LO 1. Obtain and convey workplace information 1.1 Access specific relevant information is from appropriate sources 1.2 Use effective questioning and active listening and speaking to gather and convey information 1.3 Use appropriate medium to transfer information and ideas 1.4 Use appropriate nonverbal communication 1.5 Identify appropriate lines of communication with superiors and colleagues 1.6 Define work procedures for the location and storage of information 1.7 Carry out personnel interaction clearly and concisely	Week 1
			LO 2. Participate in workplace meeting and discussion 2.1 Attend team meetings on time 2.2 Express own opinions and listen to those of others 2.3 Conduct workplace interaction courteously while being mindful of cultural considerations 2.4 Ask and respond to questions on simple routine workplace procedures and matters concerning conditions of employment 2.5 Interpret and implement meeting outcomes	



0			LO 3. Complete relevant work-related documents 3.1 Complete ranges of forms relating to conditions of employment accurately and legibly 3.2 Record workplace data on standard workplace forms and documents 3.3 Use basic mathematical process for routine calculations 3.4 Errors in recording information on forms. 3.5 Identify and rectify documents 3.6 Complete reporting requirements to superior according to enterprise guidelines	Week 1
LESSON 2: WORKING IN TEAM ENVIRONMENT (WTE)				
0	The students demonstrate an understanding of the underlying theories in working in team environment	The learners shall be able to work in a team environment according to industry procedures and requirements	LO 1. Describe team role and scope 1.1 Identify role and objective of the team 1.2 Identify team parameters, relationships, and responsibilities 1.3 Identify individual role and responsibilities 1.4 Identify and recognize roles and responsibilities of other team members 1.5 Identify reporting relationships within team and external to team	Week 2
			LO 2. Set and meet work priorities 2.1 Prioritize competing demands to achieve personal, team and organizational goals and objectives 2.2 Utilize resources efficiently and effectively to manage work priorities and commitments.	



			2.3 Follow practices and economic use and maintenance of equipment and facilities as per established procedures.	Week 2
0			LO 3. Work as a team member 3.1 Undertake appropriate forms of communication and interactions. 3.2 Make appropriate contributions to complement team activities and objectives. 3.3 Follow reporting using standard operating procedures. 3.4 Contribute development of team work plans based from team role	

LESSON 3: USING FARM TOOLS AND EQUIPMENT (UFTE)

0	The learners demonstrate an understanding of the underlying theories in using farm tools and equipment	The learners shall be able to use farm tools and equipment accordingly	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 for the job requirement according to manufacturer's specifications and instructions	Week 3
			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.	

LESSON 4: PERFORMING ESTIMATION AND BASIC CALCULATION (PEBC)



0	The learner demonstrates an understanding of basic estimation and calculation used in animal production	The learner must be able to perform estimation and basic calculation relative to animal production	LO 1. Perform estimation or basic calculation in the workplace 1.1 Follow procedures in reporting to appropriate person/s the estimate of materials and resources 1.2 Perform estimations or calculations to be done according to the job requirement 1.3 Employ different techniques in checking accuracy of result	Week 4
LESSON 5: APPLY SAFETY MEASURES IN FARM OPERATIONS (OS)				
0	The learner demonstrates an understanding of applying safety measures in the farm.	The learner consistently applies safety measures in the farm.	LO 1. Determine areas of concern for safety measures 1.5 Identify work tasks in line with farm operations 1.6 Determine place for safety measures in line with farm operations 1.7 Determine time for safety measures in line with farm operations 1.8 Prepare appropriate tools, materials, and outfits in line with job requirements LO 2. Apply appropriate safety measures 2.5 Wear outfits according to farm requirements. 2.6 Observe strictly the effectivity/shelf life/expiration of materials. 2.7 Follow emergency procedures to ensure a safe work requirement. 2.8 Report hazards in the workplace in line with farm guidelines.	Week 5
LESSON 6: PROCESSING FARM WASTE (PRW)				
	The learners demonstrate an understanding of the underlying theories in processing farm waste	The learners shall be able to process farm waste according to set standards	LO 1. Collect farm waste 1.4 Prepare tools and materials for collection of farm waste 1.5 Collect waste following OSH and waste collection requirements and plan	Weeks 5-6



0			1.6 Collect dangerous and hazardous wastes following the HAZMAT protocol	
			LO 2. Identify and segregate wastes 2.5 Identify waste by categories according to industry standards and environmental legislation 2.6 Perform waste segregation according to organizational requirements and relevant legislation 2.7 Placing sorted waste into labeled container to avoid littering and prevent cross-contamination 2.8 Obtain information on waste by asking authority to ensure correct identification	
			LO 3. Treat and process farm wastes 3.1 Handle dangerous and hazardous wastes according to organizational requirements and relevant legislation following OSHS procedures 3.2 Process farm waste following environmental legislation and codes 3.3 Apply principles of 3Rs (reduce, reuse and recycle) accordingly 3.4 Dispose of processed farm waste according to environmental legislation and codes	
			LO 4. Perform housekeeping 3.1 Display appropriate warning signs and labels in conspicuous places around the workplace 3.2 Clean work area according to 5S principles 3.3 Check, clean, and stow away tools according to established industry procedures and following user's manual 3.4 Store materials following industry standard procedures and manufacturer's specifications 3.5 Check PPE for damage and ensure that clean and undamaged equipment is properly stored 3.6 Perform record keeping according to industry	
0				



requirements

Note: Week 7 to 9 for Entrepreneurship**Grade Level: 7/8****Subject: Technology and Livelihood Education****Component: Agriculture and Fishery Arts (Fishery Operations [Aquaculture and Fish Capture]) (40 hours)**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
LESSON 1: USE FISHERY TOOLS AND EQUIPMENT (UFTE)				
0	The learner demonstrates understanding of concepts, underlying theories and principles in the use of tools and equipment in aquaculture.	The learner independently uses tools and equipment in aquaculture according to standard procedure.	LO 1. Select and use farm tools and equipment* 1.1 Identify fishery 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 requirement according to manufacturer's specifications and instructions	Week 1
			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.	
LESSON NO. 2: PERFORM ESTIMATION AND BASIC CALCULATION (PEBC)				
	The learner demonstrates an understanding of basic estimation and calculation used in animal production	The learner must be able to perform estimation and basic calculation relative to animal production	LO 1. Perform estimation or basic calculation in the workplace 1.1 Follow procedures in reporting to appropriate person/s the estimate of materials and resources	Week 2



			1.2 Perform estimations or calculations to be done according to the job requirement 1.3 Employ different techniques in checking accuracy of result	
LESSON NO. 3: DRAW THE LAYOUT PLANS FOR PONDS, TANKS PENS AND CAGES (DLP)				
0	The learner demonstrates understanding of concepts, underlying theories and principles in drawing layout plans for ponds, tanks, pens, and cages.	The learner draws lay-out plans for ponds, tanks, pens and cages in accordance with established standards.	LO 1. Draw layout plans for ponds 1.1. Identify different pond compartments 1.2. Use signs and symbols of plan according to fishpond engineering standards 1.3. Draw layouts of different pond designs according to established procedures LO 2. Draw layout plans for tanks 2.1. Identify different life support systems for tanks 2.2. Use signs and symbols of plan according to fishpond engineering standards 2.3. Draw layouts of different tank designs according to established procedures LO 3. Draw layout plans for pens and cages 3.1. Identify the different life support systems for pens and cages 3.2. Use signs and symbols of plan according to fishpond engineering standards 3.3. Draw layouts of different pens and cages designs according to established procedures	Week 3
LESSON 4: APPLY SAFETY MEASURES IN FISHERY FARM OPERATIONS (ASMFFO)				
0	The learners demonstrate an understanding of applying safety measures in fishery farm operations	The learners shall be able to apply safety measures in fishery farm operations	LO 1. Apply appropriate safety measures 1.1. Identify work tasks 1.2. Determine place and time for safety measures 1.3. Prepare appropriate tools, materials and outfits 1.4. Use tools and materials accordingly 1.5. Identify hazards 1.6. Wear outfit accordingly 1.7. Observe shelf life 1.8. Follow emergency procedures	



			LO 2. Safekeeping/disposal of tools materials and outfit 2.1. Explain how to clean used tools and outfits before storing 2.2. Label unused materials and supplies according to manufacturer's recommendation before storing 2.3. Observe how to dispose waste materials	Week 4
LESSON 6. PERFORMING FIRST AID TREATMENT ON BOARD (PFTB)				
0	The learners demonstrate an understanding of various principles and techniques in performing First Aid treatment on board	The learners shall be able to perform First Aid treatment on board	LO 1. Perform immediate life-saving First Aid pending medical assistance 1.1 Correctly apply First Aid care in real or simulated situation 1.2 Correctly use DRABC Action plan to identify any sign of life 1.3 Appropriately place an unconscious casualty in stable-side position 1.4 Appropriately apply the method of EAR, ECC, and CPR in real or simulated situation LO 2. Recognize the symptoms of acute illness and/or injury and take appropriate action 2.1 Correctly identify the conditions requiring special first aid procedures 2.2 Take care of unconscious casualty in real or simulated situation in accordance with established First Aid procedures 2.3 Identify the possible causes of respiratory failure and breathing difficulty 2.4 Provide appropriate care to casualty with respiratory failure or breathing difficulty 2.5 Identify the symptoms and signs of casualty having angina pain/heart attack 2.6 Identify the symptoms or signs of poisoning, bites, and stings in real or simulated situation	Week 5



0			2.7 Take appropriate action to casualty having signs of poisoning, bites, or sting in real or simulated situation 2.8 Apply appropriate action to conscious casualty with acute illness and/or injury in accordance with established First Aid procedures	Week 5
			LO 3. Manage wounds and bleeding 3.1 Control severe external bleeding in real or simulated situation 3.2 Identify symptoms and signs of severe internal bleeding 3.3 Apply appropriate action to casualty with severe internal bleeding in real or simulated situation 3.4 Correctly manage a real or simulated laceration, abrasion, and deep puncture wound in accordance with established First Aid procedures 3.5 Identify the signs of wound infections in real or simulated situation 3.6 Provide appropriate action in managing wound infections in real or simulated situation	
			LO 4. Manage burns 4.1 Apply appropriate First Aid procedures to casualty suffering from burn 4.2 Assess the severity of burn in terms of depth, position, and size in accordance with established procedures 4.3 Apply correct method of treatment for burns in real or simulated situations	
			LO 5. Manage bone, joint, and muscle injuries 5.1 Identify symptoms and signs of fractures (simple and complicated) 5.2 Correctly manage problems and treatment associated with dislocated joints in accordance with established procedures	



0			5.3 Correctly perform First Aid treatment of pelvic and chest injuries and fractures of limbs, including the immobilization techniques, in accordance with established procedures 5.4 Identify the symptoms and signs of sprains and strains in accordance with established procedures	
			LO 6. Adapt First Aid procedures for remote situations 6.1 Apply safety precautions needed to prevent accidents, illness, and injuries and infection in remote areas 6.2 Identify the factors involving the prevention of heat and cold exposure 6.3 Discuss the factors involving the prevention of heat and cold exposure 6.4 Identify the symptoms and signs of hyperthermia and hypothermia 6.5 Apply appropriate First Aid procedures in hyperthermia and hypothermia 6.6 Apply appropriate care for casualty in remote areas such as monitoring of monitoring of airway, breathing and heart beat, control of pain, hydration, and maintenance of body temperature 6.7 Manage casualty with severe injuries including transport from remote situation 6.8 Identify the necessary First Aid resources and emergency equipment required for remote areas	
LESSON 7: PROTECTING MARINE ENVIRONMENT (PME)				
	The learners demonstrate an understanding of various techniques in protecting marine environment	The learners shall be able to protect marine environment	LO 1. Identify garbage disposal procedures 1.1. Identify relevant guidelines for the implementation of garbage disposal onboard to ensure protection of marine environment	Week 6



0			<p>1.2 Apply relevant guidelines for the implementation of garbage disposal on board to ensure protection of marine environment</p> <p>1.1 Follow relevant company requirements on marine environmental protection as per established practice</p> <p>1.2 Observe appropriate measures to prevent operational pollution to prevent pollution of the marine environment in accordance with regulations and procedures</p> <p>1.3 Apply appropriate measures to prevent operational pollution to prevent pollution of the marine environment in accordance with regulations and procedures</p> <p>1.4 Monitor compliance with state / territory garbage disposal procedures for the protection of the marine environment</p> <p>1.5 Identify incidents of noncompliance</p>	Week 6
			<p>LO 2. Perform garbage segregation</p> <p>2.1 Follow MARPOL regulations and procedures concerning protection of marine environment regarding segregation of garbage</p> <p>2.2 Apply marine environment protection programs on board as per established practice</p> <p>2.3 Identify any breach of regulations and procedures concerning protection of the marine environment</p> <p>2.4 Take associated actions in accordance with regulatory requirement and procedure</p> <p>2.5 Provide deck rating with necessary information and training to ensure compliance with regulations</p>	



and procedures for the protection of the marine environment

Note: Week 7 to 9 Entrepreneurship

Grade Level: Grade 7/8
Subject: Caregiving
Nominal Hours: 40 Hours
Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	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
			LO 2. Use caregiving tools, equipment, and paraphernalia 2.1 Use equipment, tools and paraphernalia based on the task requirement	1 WEEK
	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
	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



			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

Note: Week 7 to 9 Entrepreneurship

Grade Level: Grade 7/8
Subject: Dressmaking
Nominal Hours: 40 Hours
Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates understanding of basic concepts and underlying theories in dressmaking	The learner independently demonstrates common competencies in dressmaking/tailoring as prescribed in the TESDA Training Regulation	1. Explain basic concepts in dressmaking/tailoring 2. Discuss the relevance of the course 3. Explore on opportunities for dressmaking/tailoring as a career	2 WEEKS
	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	
	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 WEEKS



			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	
	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
	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
Note: Week 9 Entrepreneurship				

Grade Level: Grade 7/8
Subject: Cookery
Nominal Hours: 40 Hours
Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			1. explain basic concepts in cookery 2. discuss the relevance of the course 3. explore opportunities for cookery as a career	
	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 WEEK



			1.2 classify the types of appropriate cleaning tools and equipment based on their uses	
			LO 2. Maintain appropriate kitchen tools, equipment, and paraphernalia 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	1 WEEK
	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 1.4 perform substitution of ingredients	3 WEEKS
			LO 2. Calculate cost of production 2.1 discuss principles of costing 2.2 compute cost of production	1 WEEK
	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	

Note: Week 9 Entrepreneurship



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
			4. explain basic concepts in cookery 5. discuss the relevance of the course 6. explore opportunities for Beauty Care Nail Care) as a career	
	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
	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	1 WEEK
	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

Note: Week 9 Entrepreneurship



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
			7. explain basic concepts in cookery 8. discuss the relevance of the course 9. explore opportunities for Handicraft Making as a career	1 WEEK
	The learner demonstrates understanding on the principles and concepts of embroidery	The learner use basic tools in embroider and create embroidered article	L.O. 1: Use basic tools in embroidery 1.1 Basic tools and materials in embroidery are identified. 1.2 Different embroidery stitches are performed based on the given steps. 1.3 Proper use of tools is observed	
			LO2. Create embroidered article 2.1 Embroidered article is created based on the principles and elements of design. 2.2 Color scheme are applied in creating the design. 2.3 Design is transferred following the given steps. 2.4 Good working habits are observed	2 WEEKS
	The learner demonstrates understanding on the principles and concepts of recycling	The learner understand and create recycled project	LO 1. Understand Recycling 1. Recycled articles are identified based on recyclable materials	2 WEEKS
			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.	
	The learner demonstrates understanding on the principles and concepts of gift wrapping	The learner understand wrapping of gift items	LO1. Wrap Gift Items 1. Tools are properly used. 2. Principles and elements of design are applied.	1 WEEK
			3. Gift items are wrapped artistically.	



			4. Decorative articles are applied to enhanced wrapped gift items. 5. Good working habits are observed	
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Note: Week 8-9 Entrepreneurship

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
			10. explain basic concepts in cookery 11. discuss the relevance of the course 12. explore opportunities for FOS as a career	
	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
			LO 2. Use FOS tools, equipment, and paraphernalia 1.1. use equipment, tools, and paraphernalia based on the task requirements	2 WEEKS
			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	

			1.2. 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	2 WEEKS
	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
			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	
	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



Subject: Masonry
Nominal Hours: 40 Hours
Component: Industrial Arts

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	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
			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	
	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
			LO 2. Interpret technical drawings and plans 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
			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
			LO 2. Perform basic maintenance 1.1 Perform cleaning and lubricating of tools 1.1.1 Sharpening 1.1.2 Oiling 1.1.3 Insulating	2 weeks
			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



	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	
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Note: Week 8 to 9 Entrepreneurship

Grade Level: Grade 7/8
Subject: Carpentry
Nominal Hours: 40 Hours
Component: Industrial Arts

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	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
			LO 2. Request appropriate materials and tools 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
			LO 2. Perform basic preventive maintenance	

			2.1 Repair defective tools 2.2 Conduct preventive maintenance of carpentry tools	
	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
			LO 2. Carry out measurements and calculations 2.1. Measure given materials 2.2. Calculate amount of materials for a specific task	
	The learner demonstrates an understanding of the concepts in interpreting technical drawing signs and symbols in carpentry.	The learner independently reads and interprets simple technical drawing signs and symbols based on standard specifications.	LO 1. Analyze signs, symbols and data 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	1 WEEK
			LO 2. Interpret technical drawings and plans 2.1 Read working plan 2.2 Interpret working plan	1 WEEK
			LO 3. Apply freehand sketching 3.1 Perform freehand sketching exercises 3.2 Draw simple carpentry plans based on given tasks	
			LO 1. Identify hazards and risks	1 WEEK



	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.	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	
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Note: Week 8 to 9 Entrepreneurship

Grade Level: Grade 7/8

Subject: SMAW

Nominal Hours: 40 Hours

Component: Industrial Arts

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	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
	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
			LO 2. Carry out measurements and calculations 2.1 Measure and calculate the dimensions of a specific object	
	The learner demonstrates an understanding of the concepts		LO 2. Evaluate hazards and risks 2.1 Identify work hazards in the workplace	1 WEEK



	and underlying principles in OHS procedures.	The learner independently identifies hazards correctly in accordance with OHS procedures.		
			O 3. Control hazards and risks 1.1 Demonstrate the use of PPEs in the workplace 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
			LO 2. Perform basic preventive maintenance 2.1 Maintenance of tools is done regularly	1 WEEK
			LO 3. Store tools and equipment 1.1 Tools are stored safely in appropriate locations in accordance with manufacturer specifications or standard operating procedure	
	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
			LO 2. Interpret technical drawings 2.1. Necessary tool, materials and equipment are identified according to plans	

Note: Week 8 to 9 Entrepreneurship




Grade Level: Grade 7/8
Subject: Plumbing
Nominal Hours: 40 Hours
Component: Industrial Arts

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	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
			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	
	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	
			LO 2. Carry out measurements and calculations 2.1 Use appropriate measuring devices for specific tasks	2 WEEKS



	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	
			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	
	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
			LO 3. Store tools and equipment 1.1 Tools are stored safely in appropriate locations in accordance with manufacturer specifications or standard operating procedure	
	The learner demonstrates an understanding of the concepts	The learner independently identifies hazards correctly in	LO 1. Identify hazards and risks 1.1 Observing safety work habits in the work place	1 WEEK



	and underlying principles in occupational health and safety procedures	accordance with occupational health and safety procedures.	1.2 Preventing hazards in the workplace	
			LO 2. Evaluate hazards and risks 2.1 Identify work hazards in the workplace	
Note: Week 7 to 9 Entrepreneurship				

Entrepreneurship for Grades 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
	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	<p>Discuss principles and strategies on identifying business opportunities</p> <p>Explore business opportunities for entrepreneurship as a career</p>	Week 7
	The learner demonstrates understanding of concepts, underlying principles of developing simple business plan	The learner independently prepares and present a simple business plan	<p>Analyze the market needs</p> <p>Determine the possible products and services that will meet the need</p> <p>Select the best product or service that will meet the market need</p>	Week 8-9



Grade Level: Grades 9/10/11/12

Subject: Needlecraft

Nominal Hours: 160 Hours

Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
1 ST 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
			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
			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	4 WEEKS
2 ND 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
			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	4 WEEKS
			2.3 Prepare project plan 2.4 Select appropriate packaging materials 2.5 Evaluate quality of finished product	1 WEEK
3 RD QUARTER	The learner applies the principles of art and handicraft	The learner performs skillfully the use of design, materials,	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



	to create a beautiful and marketable knitted product	and techniques to create knitted products.	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	4 WEEKS
			2.3 Prepare project plan for the expected knitted articles 2.4 Select appropriate quality packaging material for knitted articles	1 WEEK
4 TH QUARTER	The learner applies the principles of art and handicraft to create a beautiful and marketable quilted product	The learner performs skillfully the use of design, materials, and techniques to create quilted products.	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
			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	4 WEEKS
			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: Grades 9/10/11/12

Subject: Macrame/Basketry

Nominal Hours: 160 Hours

Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
1 ST QUARTER	The learner demonstrates an understanding of the concepts	The learner independently demonstrates core	1. Explain core concepts and principles in macramé and basketry 2. Discuss the relevance of the course	1 WEEK



	and principles in macramé and basketry	competencies in macramé and basketry	3. Explore business opportunities in macramé and basketry	
			LO 1. Trace the origin of macramé and basketry 1.1 Discuss history and development of macramé and basketry	
			LO 2. Enumerate different kinds of macramé and basketry products 2.1 Describe different products of macramé and basketry	1 WEEK
			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
			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	1 WEEK
			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	2 WEEKS



2 ND 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 Make project proposal for making macramé and basketry products	5 WEEKS
			LO 2. Calculate the cost of production and selling price of macramé and basketry products 2.1 Compute cost of raw materials 2.2 Compute for the selling price of the finished product	1 WEEK
3 RD 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	1 WEEK
			LO 2. Produce the following macramé projects 3.1 Bag 3.2 Basket 3.3 Apply creativity in each product	5 WEEKS
4 TH 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	1 WEEK
			LO 2. Get the measurement of the product to be made	
			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	4 WEEKS
			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



Grade Level: Grades 9/10/11/12
Subject: Fashion Accessories
Nominal Hours: 160 Hours
Component: Home Economics

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
1 ST 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	1 WEEK
			LO 2: Select materials tools and equipment in making fashion accessories 2.1 Identify materials tools and equipment in making fashion accessories.	
			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 in making fashion accessory	4 WEEKS
			LO 4: Identify Fashion Accessory cost component 4.1 Compute production cost 4.2 Purchase fashion accessory materials	1 WEEK
2 ND 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	1 WEEK
			1.2 Demonstrate methods / procedures in making Fashion Accessory projects / products	3 WEEKS
			LO 2: Describe quality projects / products of Fashion Accessory	1 WEEK



			<p>2.1 Discuss the different characteristics of a quality fashion accessory projects / products</p> <p>2.2 Apply elements of arts and principles of design in fashion accessory projects / products</p> <p>2.3 Select quality supply and materials for fashion accessory</p>	
			<p>LO 3: Prepare packaging of finished Fashion Accessory</p> <p>3.1 Select appropriate quality packaging materials for fashion accessory</p> <p>3.2 Apply creativity in packaging</p>	1 WEEK
3 RD QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Origami	The learner independently demonstrates common competencies in making Origami	<p>LO 1: Trace the history & development of origami, paper mache (vases) production</p> <p>1.1 Discuss history and development of Origami</p>	1 WEEK
			<p>LO 2: Plan a design and pattern for an origami paper craft (vases/frames)</p> <p>2.1 Discuss the design to be made</p> <p>2.2 Sketch the design</p>	1 WEEK
			<p>LO 3: Select materials for making origami</p> <p>3.1 Identify materials suited for making a origami</p>	
			<p>LO 4: Follow methods and procedures in making origami</p> <p>4.1 Demonstrate methods / procedures in making origami projects / products</p>	4 WEEKS
			<p>LO 5: Produce the following products</p> <p>5.1 vases</p> <p>5.2 frames</p>	
4 TH QUARTER	The learner demonstrates understanding of concepts, theories and techniques in making Origami	The learner independently demonstrates common competencies in making Origami	<p>PERFORM ORIGAMI PRODUCTION – PAPER CRAFT (VASE/FRAMES)</p> <p>LO 6: Describe quality projects and products of origami</p>	5 WEEKS



			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	
			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	1 WEEK



Department of Education



SHS CORE SUBJECTS



Grade Level: Grade 11/12

Subject: 21st Century Literature from the Philippines and the World

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S1 1 st Quarter	The learner will be able to understand and appreciate the elements and contexts of 21 st 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)	Week 1-10
			Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	
			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	
S1 2 nd Quarter	The learner will be able to understand and appreciate	The learner will be able to demonstrate	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	Week 11-20

	literary texts in various genres across national literature and cultures.	understanding and appreciation of 21 st century literature of the world 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; 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	and authors from Asia, North America, Europe, Latin America, and Africa	
			Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the globe	
			Produce a creative representation of a literary text by applying 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	



forms using
multimedia.

Grade Level: Grade 11/12

Subject: Contemporary Philippine Arts from the Regions

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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
			discusses various art forms found in the philippines	Week 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
			explains filipino artists' roles and identify their contribution to contemporary arts	Week 3-5
			evaluates contemporary art forms based on the elements and principles	Week 3-5
			compares forms of arts from the different regions	Week 3-5
			relates the significance of arts forms from the regions	Week 3-5
			promotes arts from the regions	Week 3-5
	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
			discusses local materials used in creating art	Week 3-5



			critiques available materials and appropriate techniques	Week 3-5
			explicates the use of materials and the application of techniques	Week 3-5
	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
			applies artistic skills and techniques in the process of creation	Week 6-8
			incorporates contemporary characteristics to one's creation with attention to detail	Week 6-8
			creates the intended final product using appropriate materials for the best possible output	Week 6-8

Grade Level: Grade 11/12

Subject: Disaster Readiness and Risk Reduction

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	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
			Differentiate the risk factors underlying disasters	Week 1
			Describe the effects of disasters on one's life	Week 2
			Analyze disaster from the different perspectives (physical, psychological,	Week 2

			socio-cultural, economic, political, and biological).	
	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
			Explain why certain sectors of society are more vulnerable to disaster than others	Week 3
			Recognize vulnerabilities of different elements exposed to specific hazards	Week 4
			Differentiate among hazards, exposure, and vulnerabilities and explain the relationship of the three to disaster risk	Week 4
	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
	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
			Recognize the natural signs of an impending tsunami;	Week 6
			Analyze the effects of the different earthquake hazards	Week 6
			Interpret different earthquake hazard maps;	Week 7
	Signs of impending volcanic eruptions Potential volcano-related hazards: 1. Lahar 2. Ash fall 3. Pyroclastic flow 4. Ballistic Projectile 5. Volcanic Glasses 6. Lava flow	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
			Recognize signs of an impending volcanic eruption	Week 8
			Interpret different volcano hazard maps;	Week 8



2 nd Quarter	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
			Analyze the causes of geological hazards	Week 1
			Recognize signs of impending geological hazards;	Week 1
			Interpret geological maps	Week 2
			Apply mitigation strategies to prevent loss of lives and properties	Week 2
	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
			Interpret different hydrometeorological hazard maps	Week 3
			Use available tools for monitoring hydrometeorological hazards	Week 3
	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
			Analyze the different causes of fires	Week 4
			Observe precautionary measures and proper procedures in addressing a fire incident	Week 4
			Apply basic response procedures during a fire incident	Week 5
			Follow fire emergency and evacuation plans;	Week 5
	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
			Recognize the importance of DRR on one's life	Week 6



	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
			Develop a community preparedness plan;	Week 7
			Prepare survival kits and materials for one's family and for public information and advocacy	Week 8
	Policies of DRRM -The Philippine DRRM Law RA 10121 and its Implementing Rules and Regulations		Explain DRR-related laws and policies	Week 8

Grade Level: 11/12

Subject: Earth and Life Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1 st Quarter	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	
			Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow.	Week 1	
	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		Identify common rock-forming minerals using their physical and chemical properties.	Week 1	
			Classify rocks into igneous, sedimentary, and metamorphic	Week 2	
			explain how the products of weathering are carried away by erosion and deposited elsewhere	Week 2	



<div>(include the role of ocean basins in the formation of sedimentary rocks)</div> <div>4. geologic processes that occur within the Earth</div> <div>5. the folding and faulting of rocks</div> <div>6. plate tectonics</div> <div>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).</div> <div>1. the different hazards caused by geological processes (earthquakes, volcanic eruptions, and landslides)</div> <div>2. the different hazards caused by hydrometeorological phenomena (tropical cyclones, monsoons, floods, and tornadoes or ipo-ipo)</div> <div>3. the different hazards caused by coastal processes (waves, tides, sea-level changes, crustal movement, and storm surges)</div>	Describe where the Earth's internal heat comes from.	Week 3
	describe how magma is formed (magmatism)	Week 3
	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
	Explain how the movement of plates leads to the formation of folds and faults	Week 5
	Describe how layers of rocks (stratified rocks) are formed	Week 5
	Describe the different methods (relative and absolute dating) to determine the age of stratified rocks	Week 5
	Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6
	Describe how the Earth's history can be interpreted from the geologic time scale	Week 6
	Describe the various hazards that may happen in the event of earthquakes, volcanic eruptions, and landslides	Week 6
	Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides	Week 7
	Identify human activities that speed up or trigger landslides	Week 7
	Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods, or ipo-ipo	Week 8
	Describe how coastal processes result in coastal erosion, submersion, and saltwater intrusion	Week 8



			cite ways to prevent or mitigate the impact of land development, waste disposal, and construction of structures on coastal processes	Week 8
2 nd Quarter	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
			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
	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
			Describe the process of genetic engineering	Week 4
			Evaluate the benefits and risks of using GMOs	Week 4
	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
			Analyze and appreciate the functional relationships of the different organ systems in ensuring animal survival	Week 5
	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



			Describe how the present system of classification of organisms is based on evolutionary relationships	Week 6
	<ol style="list-style-type: none"> 1. the principles of the ecosystem 2. biotic potential and environmental resistance 3. terrestrial and aquatic ecosystems 4. how human activities affect the natural ecosystem 	prepare an action plan containing mitigation measures to address current environmental concerns and challenges in the community	Categorize the different biotic potential and environmental resistance (e.g., diseases, availability of food, and predators) that affect population explosion	Week 7

Grade Level: 11/12

Subject: Earth Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	1. the formation of the universe and the solar system	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
	2. the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth		Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow	Week 1
	<ol style="list-style-type: none"> 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, geothermal, hydroelectric) 4. the amount of usable water resources on Earth 5. the distribution of arable land on Earth 	<ol style="list-style-type: none"> 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 waste when people utilize materials and resources 	Identify common rock-forming minerals using their physical and chemical properties	Week 1
			Classify rocks into igneous, sedimentary, and metamorphic	Week 2
			Identify the minerals important to society	Week 2
			Describe how ore minerals are found, mined, and processed for human use	Week 3
			Describe how fossil fuels are formed	Week 3
			Explain how heat from inside the Earth (geothermal) and from flowing water	Week 4



	6. waste generation and management		(hydroelectric) is tapped as a source of energy for human use	
			Identify the various water resources on Earth	Week 4
			Explain how different activities affect the quality and availability of water for human use	Week 5
			Identify human activities, such as farming, construction of structures, and waste disposal, that affect the quality and quantity of soil	Week 5
			Give ways of conserving and protecting the soil for future generations	Week 6
			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
			Explain how different types of waste affect people's health and the environment	Week 7
2 nd Quarter	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
			Explain why the Earth's interior is hot	Week 1
			Describe what happens after magma is formed	Week 2
			describe the changes in mineral components and texture of rocks due to changes in pressure and temperature (metamorphism)	Week 2
			Describe how rocks behave under different types of stress such as compression, pulling apart, and shearing	Week 3
			explain how seafloor spreads	Week 3
			Describe the structure and evolution of ocean basins	Week 4
			explain how the movement of plates leads to the formation of folds, faults, trenches, volcanoes, rift valleys, and mountain ranges	Week 4
	1. relative and absolute dating		Describe how layers of rocks (stratified rocks) are formed	Week 5



	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 the different methods (relative and absolute dating) of determining the age of stratified rocks	Week 5
			Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6
			Describe how index fossils (also known as guide fossils) are used to define and identify subdivisions of the geologic time scale	Week 6
			Describe the history of the Earth through geologic time	Week 7

Grade Level: Grade 11

Subject: General Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
1 st Quarter	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
			evaluates a function.	
			performs addition, subtraction, multiplication, division, and composition of functions	
			solves problems involving functions.	
	key concepts of rational functions.	accurately formulate and solve real-life problems involving rational functions.	represents real-life situations using rational functions.	Week 2
			distinguishes rational function, rational equation, and rational inequality.	
			solves rational equations and inequalities.	
			represents a rational function through its: (a) table of values, (b) graph, and (c) equation.	
			finds the domain and range of a rational function.	Week 3
			determines the: (a) intercepts; (b) zeroes; and (c) asymptotes of rational functions	
			solves problems involving rational functions, equations, and inequalities.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
	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
			determines the inverse of a one-to-one function.	
			represents an inverse function through its: (a) table of values, and (b) graph.	
			finds the domain and range of an inverse function.	
			solves problems involving inverse functions.	Week 5
			represents real-life situations using exponential functions.	
			distinguishes between exponential function, exponential equation, and exponential inequality.	
			solves exponential equations and inequalities.	Week 6
			represents an exponential function through its: (a) table of values, (b) graph, and (c) equation.	
			finds the domain and range of an exponential function.	
			determines the intercepts, zeroes, and asymptotes of an exponential function.	
			solves problems involving exponential functions, equations, and inequalities.	Week 7
			represents real-life situations using logarithmic functions.	Week 8
			distinguishes logarithmic function, logarithmic equation, and logarithmic inequality.	
			solves logarithmic equations and inequalities.	
			represents a logarithmic function through its: (a) table of values, (b) graph, and (c) equation.	Week 9
			finds the domain and range of a logarithmic function.	
			determines the intercepts, zeroes, and asymptotes of logarithmic functions.	
			solves problems involving logarithmic functions, equations, and inequalities.	Week 10
2 nd Quarter	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	illustrates simple and compound interests.	Week 1 to 2
			distinguishes between simple and compound interests.	
			computes interest, maturity value, future value, and present value in simple interest and compound interest environment.	
			solves problems involving simple and compound interests.	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
		appropriate business and financial instruments.	illustrates simple and general annuities.	Week 3 to 4
			distinguishes between simple and general annuities.	
			finds the future value and present value of both simple annuities and general annuities.	
			calculates the fair market value of a cash flow stream that includes an annuity.	
			calculates the present value and period of deferral of a deferred annuity.	
	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
			distinguishes between stocks and bonds.	
			describes the different markets for stocks and bonds.	
			analyzes the different market indices for stocks and bonds.	
	basic concepts of business and consumer loans.	decide wisely on the appropriateness of business or consumer loan and its proper utilization.	illustrates business and consumer loans.	Week 6
			distinguishes between business and consumer loans.	
			solves problems involving business and consumer loans (amortization, mortgage).	
	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.	Week 8
			performs the different types of operations on propositions.	
			determines the truth values of propositions.	
			illustrates the different forms of conditional propositions.	Week 9
			illustrates different types of tautologies and fallacies.	
	key methods of proof and disproof.	appropriately apply a method of proof and disproof in real-life situations.	determines the validity of categorical syllogisms.	
			establishes the validity and falsity of real-life arguments using logical propositions, syllogisms, and fallacies.	



Grade Level: 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
1 st 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
			1.2 Realize the value of doing philosophy in obtaining a broad perspective on life 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 pamimilosopiya sa buhay	
1 st 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
			2.2 Realize that the methods of philosophy lead to wisdom and truth Nahihinuha na patungo sa katotohanan ang mga pamamaraan ng pamimilosopiya	
			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	
1 st 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



Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
			3.2 Evaluate own limitations and the possibilities for their transcendence Natataya ang mga pagkakatakda (hangganang) at pagsasaibayo (posibilidad) ng sarili	
1 st 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
			4.2 Show that care for the environment contributes to health, well-being and sustainable development 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	
2 nd Quarter	The learner understands the human person's freedom	The learner shows situations that demonstrate freedom of choice and the consequences of choices	5.1 Evaluate and exercise prudence in choices Natatasa kung siya ay maingat sa pagpapasya o hindi	Week 1
			5.2 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.	



			5.3 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.	
2 nd Quarter	The learner understands intersubjective human relations	The learner performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society	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
			6.2 Explain that authentic dialogue means accepting others even if they are different from themselves 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	
2 nd 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
			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)	



			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	
	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
			Reflect on the meaning of his/her own life 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
1 st 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	Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika	Week 1
			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
			Naiuugnay ang mga konseptong pangwika sa sariling kaalaman, pananaw, at mga karanasan	Week 2



		ng napiling komunidad	Nagagamit ang kaalaman sa modernong teknolohiya (facebook, google, at iba pa) sa pag-unawa sa mga konseptong pangwika	Week 3
			Nabibigyang kahulugan ang mga komunikatibong gamit ng wika sa lipunan	Week 3
			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
			Naipaliliwanag ang gamit ng wika sa lipunan sa pamamagitan ng mga pagbibigay halimbawa	Week 4
			Nakapagsasaliksik ng mga halimbawang sitwasyon na nagpapakita ng gamit ng wika sa lipunan	Week 5
			Natutukoy ang mga pinagdaanang pangyayari / kaganapan tungo sa pagkabuo at pag-unlad ng Wikang Pambansa	Week 6
			Nasusuri ang mga pananaw ng iba't ibang awtor sa isinulat na kasaysayan ng wika	Week 6
			Nakapagbibigay ng opinyon o pananaw kaugnay sa mga napakinggang pagtalakay sa wikang pambansa	Week 7
			Nakasusulat ng sanaysay na tumatalunton sa isang partikular na yugto ng kasaysayan ng Wikang Pambansa	Week 8
			Natitiyak ang mga sanhi at bunga ng mga pangyayaring may kaugnayan sa pag-unlad ng Wikang Pambansa	Week 8
2 nd Quarter	Nauunawaan nang may masusing pagsasaalang-alang ang mga lingguwistiko		Natutukoy ang iba't ibang paggamit ng wika sa mga napakinggang pahayag mula sa mga panayam at balita sa radyo at telebisyon	Week 1
			Natutukoy ang iba't ibang paggamit ng wika sa	Week 1

	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	nabasang pahayag mula sa mga blog, social media posts at iba pa	
			Nasusuri at naisasaalang-alang ang mga lingguwistiko at kultural na pagkakaiba-iba sa lipunang Pilipino sa mga pelikula at dulang napanood	Week 2
			Naipapaliwanag nang pasalita ang iba't ibang dahilan, anyo, at pamaraan ng paggamit ng wika sa iba't ibang sitwasyon	Week 2
			Nakasusulat ng mga tekstong nagpapakita ng mga kalagayang pangwika sa kulturang Pilipino	Week 3
			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 larangang ito	Week 3
			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
			Natutukoy ang mga angkop na salita, pangungusap ayon sa konteksto ng paksang napakinggan sa mga balita sa radyo at telebisyon	Week 4
			Nabibigyang kahulugan ang mga salitang ginamit sa talakayan	Week 5
			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
			Nahihinuha ang layunin ng isang kausap batay sa paggamit ng mga salita at paraan ng pagsasalita	Week 6
			Nakabubuo ng mga kritikal na sanaysay ukol sa	Week 6



			iba't ibang paraan ng paggamit ng wika ng iba't ibang grupong sosyal at kultural sa Pilipinas	
			Nasusuri ang ilang pananaliksik na pumapaksa sa wika at kulturang Pilipino	Week 7-8
			Naiisa-isa ang mga hakbang sa pagbuo ng isang makabuluhang pananaliksik	Week 7-8
			Nagagamit ang angkop na mga salita at pangungusap upang mapag-ugnay-ugnay ang mga ideya sa isang sulatin	Week 7-8
			Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Week 7-8

Grade Level: 11/12

Subject: Media and Information Literacy

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S2 3 rd Quarter	The learner demonstrates understanding of media and information literacy (MIL) and MIL related concepts.	The learner organizes a creative and interactive symposium for the community focusing on being a media and information literate individual.	Describe how communication is influenced by media and information	Week 1-10
			Identify the similarities and differences between and among media literacy, information literacy, and technology literacy	
			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)	



			<p>Contrast indigenous media to the more common sources of information such as library, internet, etc.</p> <p>Present an issue in varied ways to disseminate information using the codes, convention, and language of media</p> <p>Cite practical situation when to apply knowledge in intellectual property, copy right, and fair use guidelines</p> <p>Create a campaign add to combat digital divide, addiction, and bullying</p>	
S2 4 th Quarter	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.	<p>Cite an example of an issue showing the power of media and information to affect change</p> <p>Describe the impact of massive open on-line</p> <p>Discuss the implication of media and information to an individual and the society</p> <p>Describe the different dimensions of:</p> <ul style="list-style-type: none"> • text information and media • visual information and media • audio information and media • motion information and media • manipulative information and media • multimedia information and media <p>Analyze how the different dimensions are formally and informally produced, organized, and disseminated</p>	Week 11-20



			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: 11/12

Subject: Oral Communication

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S1 1 st Quarter	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	Week 1-10
			Differentiates the various models of communication	
			Uses various strategies in order to avoid communication breakdown	
	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.	
			Distinguishes types of speeches and speech style	
			Responds appropriately and effectively to a speech act	
S1 2 nd Quarter	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.	Employs various communicative strategies in different situations	Week 11-20
			Explains that a shift in speech context, speech style, speech act and communicative strategy affects the	



			following: <ul style="list-style-type: none"> • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery 	
	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: <ul style="list-style-type: none"> • Audience profile • Logical organization • Duration • Word choice • Grammatical correctness and <ul style="list-style-type: none"> • Articulation • Modulation • Stage Presence • Facial Expressions, Gestures and Movements • Rapport with the audience 	

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
3 rd Quarter	Nasusuri ang iba't ibang uri ng binasang teksto ayon sa kaugnayan nito sa sarili, pamilya, komunidad, bansa at daigdig	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
			Natutukoy ang kahulugan at katangian ng mahahalagang salitang ginamit ng iba't ibang uri ng tekstong binasa	Week 1



			Naibabahagi ang katangian at kalikasan ng iba't ibang tekstong binasa	Week 2
			Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto	Week 2
			Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto	Week 3
			Nakakukuha ng angkop na datos upang mapaunlad ang sariling tekstong isinulat	Week 4
			Naiuugnay ang mga kaisipang nakapaloob sa binasang teksto sa sarili, pamilya, komunidad, bansa, at daigdig	Week 4
			Naipaliliwanag ang mga kaisipang nakapaloob sa tekstong binasa	Week 5
			Nagagamit ang mabisang paraan ng pagpapahayag: a. Kalinawan b. Kaugnayan c. Bisa Sa reaksiyong papel na isinulat	Week 6-7
			Nakasusulat ng mga reaksiyong papel batay sa binasang teksto ayon sa katangian at kabuluhan nito sa: a. pamilya, b. komunidad c. bansa d. daigdig	Week 8
4 th 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
			Nabibigyang kahulugan ang mga konseptong kaugnay ng pananaliksik (Halimbawa: balangkas konseptwal, balangkas teoretikal, datos empirikal, atbp.)	Week 3-4
			Naiisa-isa ang mga paraan at tamang proseso ng pagsulat ng isang pananaliksik sa Filipino batay sa layunin, gamit, metodo,	Week 5-6



			at etika ng pananaliksik	
			Nagagamit ang mga katwirang lohikal at ugnayan ng mga ideya sa pagsulat ng isang pananaliksik	Week 7-8
			Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	Week 7-8

Grade Level: Grade 11

Subject: Physical Education and Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st 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
			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
			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
			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
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10



			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10
			8. Recognizes the value of optimizing one's health through participation in physical activity assessments	Weeks 1 to 10
			9. Organizes fitness event for a target health issue or concern	Weeks 1 to 10
2 nd 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
			2. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	Weeks 2 to 10
			3. Sets FITT goals based on training principles to achieve and/or maintain HRF.	Weeks 4 to 5
			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
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 2 to 10
			6. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 2 to 10



			7. Organizes sports event for a target health issue or concern	Weeks 2 to 10
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Grade Level: Grade 12

Subject: Physical Education and Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd 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
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5
			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
			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
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10



			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10
4 th 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
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5
			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
			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
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10
			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10



Grade Level: Grade 11/12

Subject: Personal Development

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<i>The learners demonstrate an understanding of...</i>	<i>The learners shall be able to...</i>	explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	Week 1
	himself/herself during middle and late adolescence	conduct self-exploration and simple disclosure	share his/her unique characteristics, habits, and experiences	
	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
			show the connections between thoughts, feelings, and behaviors in actual life situations	
	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
			Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)	
			Identify ways that help one become capable and responsible adolescent prepared for adult life	Week 4
	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	
			Identify causes and effects of stress in one's life	
	brain parts, its processes and functions	Identify ways to improve brain functions which will be manifested in thoughts, behavior and feelings	Demonstrate personal ways to cope with stress and maintain mental health	Week 5
			Discuss that understanding the different parts of the brain, processes and functions may help in improving thoughts, behavior and feelings.	Week 6
			Explore ways on how to improve brain functions for personal development	
			Develop a personal plan to enhance brain functions	Week 7



Grade Level: Grade 11/12

Subject: Personal Development

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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	
			explore one's positive and negative emotions and how one expresses or hides them	Week 8
			demonstrate and create ways to manage various emotions	
2 nd Quarter	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
			express his/her ways of showing attraction, love, and commitment	
			identify ways to become responsible in a relationship	
	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	Week 2
			compare one's perception of himself/herself and how others see him/her	
			conduct a mini-survey on Filipino relationships (family, school, and community)	Week 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
			make a genogram and trace certain physical, personality, or behavioral attributes through generations	
			prepare a plan on how to make the family members firmer and gentler with each other	Week 5



Grade Level: Grade 11/12
Subject: Personal Development

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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
			Identify career options based on different factors, career development concepts and personal life goals	
			Prepare a career plan based on the identified career options to attain personal life's goals	Week 7
	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	Week 8
			share insights that make him/her realize the importance of personal development in making a career decision as adolescent	
			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	

Grade Level:11/12
Subject: Physical Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	1. the formation of the elements during the Big Bang and during stellar evolution	make a creative representation of the historical development of the atom or the chemical element in a timeline	Give evidence for and describe the formation of heavier elements during star formation and evolution	Week 1
			Explain how the concept of atomic number led to the synthesis of new elements in the laboratory	Week 1

	2. the distribution of the chemical elements and the isotopes in the universe			
	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
			Relate the polarity of a molecule to its properties	Week 2
			Describe the general types of intermolecular forces	Week 3
			Explain the effect of intermolecular forces on the properties of substances	Week 3
			Explain how the structures of biological macromolecules such as carbohydrates, lipids, nucleic acid, and proteins determine their properties and functions	Week 4
	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
			Define catalyst and describe how it affects reaction rate	Week 5
			Determine the limiting reactant in a reaction and calculate the amount of product formed	Week 6
			Describe how energy is harnessed from different sources: A. Fossil fuels B. Biogas C. Geothermal D. Hydrothermal E. Batteries F. Solar cells G. Biomass	Week 7
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	
		Give the use of the other ingredients in cleaning agents	Week 8	
2nd			Explain how the Greeks knew that the Earth is spherical	Week 1



Quarter	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		Cite examples of astronomical phenomena known to astronomers before the advent of telescopes	Week 1
			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
	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 3. mass, momentum, and energy conservation		Compare and contrast the Aristotelian and Galilean conceptions of vertical motion, horizontal motion, and projectile motion.	Week 2
			explain how Galileo inferred that objects in vacuum fall with uniform acceleration, and that force is not necessary to sustain horizontal motion	Week 2
			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
	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
			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

			Cite experimental evidence showing that electrons can behave like waves	Week 4
			Differentiate dispersion, scattering, interference, and diffraction	Week 4
			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 through 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 rain clouds dark G. Why the sky is blue and sunsets are reddish	Week 5
			Describe how Hertz produced radio pulses	Week 5
	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
			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
			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
			Explain how the speeds and distances of far-off objects are estimated (e.g., doppler effect and cosmic distance ladder)	Week 8
			Explain how we know that we live in an expanding universe, which used to be hot and is approximately 14 billion years old	Week 8



Grade Level: 11/12

Subject: Reading and Writing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S2 3 rd Quarter	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, organization, and development.	Compare and contrast patterns of written texts across disciplines	Week 1-10
			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 <ul style="list-style-type: none"> a. Claim of fact b. Claim of policy c. Claim of value 	
S2 4 th Quarter			Identify the context in which a text was developed <ul style="list-style-type: none"> a. Hypertext b. Intertext 	Week 11-20
	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	
			Formulate evaluative statements about a text read: <ul style="list-style-type: none"> a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read 	
			Determine textual evidence to validate assertions and counterclaims made about a text read	
	The learner understands the requirements of composing	The learner produces each type of academic writing and professional correspondence	Identify the unique features of and requirements in composing texts that are	



	academic writing and professional correspondence.	following the properties of well-written texts and process approach to writing.	useful across disciplines: a. Book Review or Article Critique b. Literature Review c. Research Report d. Project Proposal e. Position Paper	
			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	

Grade Level: Grade 11/12

Subject: Statistics and Probability

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
3 rd Quarter	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
			distinguishes between a discrete and a continuous random variable.	
			finds the possible values of a random variable.	
			illustrates a probability distribution for a discrete random variable and its properties.	
			computes probabilities corresponding to a given random variable.	Week 2
			illustrates the mean and variance of a discrete random variable.	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
			calculates the mean and the variance of a discrete random variable.	Week 3
			interprets the mean and the variance of a discrete random variable.	
			solves problems involving mean and variance of probability distributions.	
	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.	Week 4
			identifies regions under the normal curve corresponding to different standard normal values.	
			converts a normal random variable to a standard normal variable and vice versa.	
			computes probabilities and percentiles using the standard normal table.	
	The learner demonstrates understanding of key concepts of sampling and sampling distributions of the sample mean.	The learner is able to apply suitable sampling and sampling distributions of the sample mean to solve real-life problems in different disciplines.	illustrates random sampling.	Week 5
			distinguishes between parameter and statistic.	
			identifies sampling distributions of statistics (sample mean).	
			finds the mean and variance of the sampling distribution of the sample mean.	Week 6
			defines the sampling distribution of the sample mean for normal population when the variance is: (a) known; (b) unknown	
			illustrates the Central Limit Theorem.	
			defines the sampling distribution of the sample mean using the Central Limit Theorem.	Week 7 to 8
			solves problems involving sampling distributions of the sample mean.	
			illustrates the t-distribution.	Week 9



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
	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.	identifies percentiles using the t-table.	Week 10
			identifies the length of a confidence interval.	
			computes for the length of the confidence interval.	
			computes for an appropriate sample size using the length of the interval.	
			solves problems involving sample size determination.	
4 th Quarter	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
			identifies the parameter to be tested given a real-life problem.	
			formulates the appropriate null and alternative hypotheses on a population mean.	Week 2
			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 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
			computes for the test-statistic value (population mean).	Week 4



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
			draws conclusion about the population mean based on the test-statistic value and the rejection region.	Week 5
			solves problems involving test of hypothesis on the population mean.	
			formulates the appropriate null and alternative hypotheses on a population proportion.	
			identifies the appropriate form of the test-statistic when the Central Limit Theorem is to be used.	
			identifies the appropriate rejection region for a given level of significance when the Central Limit Theorem is to be used.	Week 6
			computes for the test-statistic value (population proportion).	
			draws conclusion about the population proportion based on the test-statistic value and the rejection region.	
	The learner demonstrates understanding of key concepts of correlation and regression analyses.	The learner is able to perform correlation and regression analyses on real-life problems in different disciplines.	solves problems involving test of hypothesis on the population proportion.	Week 7
			illustrates the nature of bivariate data.	
			constructs a scatter plot.	
			describes shape (form), trend (direction), and variation (strength) based on a scatter plot.	Week 8
			calculates the Pearson's sample correlation coefficient.	
			solves problems involving correlation analysis.	Week 9
			identifies the independent and dependent variables.	
			calculates the slope and y-intercept of the regression line.	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
			interprets the calculated slope and y-intercept of the regression line.	
			predicts the value of the dependent variable given the value of the independent variable.	Week 10
			solves problems involving regression analysis.	

Grade Level: Grade 11/12

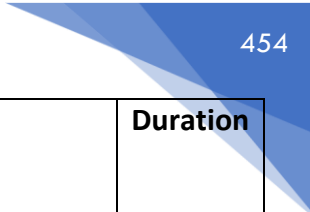
Subject: Understanding Culture, Society and Politics

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	<p>The learners demonstrate an understanding of:</p> <ol style="list-style-type: none"> human cultural variation, social differences, social change, and political identities the significance of studying culture, society, and politics the rationale for studying anthropology, 	<p>The learners</p> <ol style="list-style-type: none"> acknowledge human cultural variation, social differences, social change, and political identities adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection appreciates the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 	*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
	political science, and sociology			
	1. culture and society as anthropological and sociological concepts	1. appreciate the nature of culture and society from the perspectives of anthropology and sociology	*Analyze the concept, aspects and changes in/of culture and society	Week 2
	2. perspectives in/approaches to the study of culture and society (i.e., comparative, historical, structuralfunctional, interpretive, critical)	2. demonstrate a holistic understanding of culture and society	*Explain the importance of cultural relativism in attaining cultural understanding	Week 3
	1. the human origins and the capacity for culture 2. the role of culture in human adaptation 3. processes of cultural and sociopolitical evolution	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 that can still be used and developed	*Analyze the significance of cultural, social, political and economic symbols and practices	Week 4
	1. how individuals learn culture and	1. identify norms and values to be observed in interacting with others in society, and the	* Explain the context, content, processes, and consequences of socialization	Week 5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	become competent members of society how individuals learn culture and become competent members of society	consequences of ignoring these rules		
	2. how individuals should behave as part of a political community	2. assess the rules of social interaction to maintain stability of everyday life and the role of innovation in response to problems and challenges	*Analyze the forms and functions of social organizations	Week 6
2 nd 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 to wealth, power, and prestige 3. social and political inequalities as features of societies and the global community	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 redistribution in his/her own society	*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
			*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





Department of Education



APPLIED SUBJECTS



Grade Level: Grade 11/12

Subject: Empowerment Technologies

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	The learners demonstrate an understanding of: ICT in the context of global communication for specific professional track	The learners shall be able to: 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
			apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks	
			use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational	
	The learners demonstrate an understanding of: the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks	The learners shall be able to: 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: 1. Calculating spread sheet of	uses common productivity tools effectively by maximizing advanced application techniques	
			creates an original or derivative ICT content to effectively communicate or present data or information related to specific professional tracks	

		<p>athletic statistics (Sports)</p> <p>2. Layout of catalogue of creative works (Arts)</p> <p>3. Materials/ ingredients projections for batches of baked goods (Tech- Voc)</p> <p>4. Letterhead/ business card design (Business/ Academic)</p>		
how to manipulate text, graphics, and images to create ICT content intended for an online environment	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:	evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design		
		use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose		
		create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks		



		4. Presentation of cafeteria patronage data (Business/ Academic)		
	the principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks	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	evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks	Weeks 5-6
			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	

		<p>photographs using Picasa (Arts)</p> <p>5. Online music production using Sibelius (Music)</p>		
	the key learnings from the previous weeks, which they will synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner	<p>collaboratively develop an online portal or website to showcase and share existing and previously developed content</p> <p>These may be in the form of,</p> <p>but not limited to:</p> <ol style="list-style-type: none"> 1. Online newsletter 2. Blog 3. Issuu online “magazine” 	<p>evaluate the quality, value, and appropriateness of peer’s existing or previously developed ICT content in relation to the theme or intended audience/ viewer of an ICT project</p>	Weeks 7-8
			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	
2nd Quarter	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: 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
	ICT as a tool, medium, and force in bringing about action and mobilize change in a population, society, or culture.	independently articulate how ICT tools and platforms have changed the way people communicate, and how	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	

		social change has been brought about by the use of ICTs		
	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	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	
			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 integrate rich multimedia content in design and development to best enhance the user experience and deliver content of an ICT Project for Social Change	Weeks 2-4
			develop a working prototype of an ICT Project for Social Change	
	how to manage an online ICT Project for Social Change	independently and collaboratively co-manage an	demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact generate a technical report interpreting data analytics,	Weeks 5-6

		online ICT Project for Social Change through available tools, resources, and platforms	e.g. Google, Facebook, or similar traffic data on the general aspects of visibility, reach, and virality	
	how to maintain and sustain the operation of an ICT Project for Social Change	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
	how to reflect on the nature of ICT and the manner by which the learning process has changed his/her world view	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	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



		3. Website 4. Illustrated document 5. Podcast or webcast		
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Grade Level: Grade 11/12

Subject: English for Academic and Professional Purposes

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S1/2 1 st Quarter/3 rd Quarter	The learner acquires knowledge of appropriate reading strategies for a better understanding of academic texts	The learner produces a detailed abstract of information gathered from the various academic texts read	Differentiates language used in academic texts from various disciplines	Week 1-10
			Uses knowledge of text structure to glean the information he/she needs	
			Uses various techniques in summarizing a variety of academic texts	
			States the thesis statement of an academic text	
			Outlines reading texts in various disciplines	
	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	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	
		<ul style="list-style-type: none"> • Performance Arts, Play, Dance, Sports, etc. • Film • Participation in a religious or 		

		<p>community festival</p> <ul style="list-style-type: none"> • Art Exhibit critiques designs such as industrial design objects or craft objects, furniture, fashion designs based on a set criteria critiques graphic design 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	<p>Determines the ways a writer can elucidate on a concept by definition, explication and clarification</p> <p>Compare and contrast various kinds of concept papers:</p> <ol style="list-style-type: none"> Art Business Law Philosophy Politics Religion Science Sports TechVoc Home Economics Agri-Fishery IA ICT 	



			Presents a novel concept or project with accompanying visuals/ graphic aids	
S1/2 2 nd Quarter/4 th Quarter	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 organization, coming up with a group exhibit of creative works, etc.	Analyzes the arguments used by the writer/s in manifestoes	Week 11-20
			Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences	
			Writes various kinds of position papers	
	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	
			Designs, tests and revises survey questionnaires*	
			Conducts surveys, experiments or observations*	
			Gathers information from surveys, experiments, or observations*	
			Summarizes findings and executes the report through narrative and visual/graphic forms	
			Writes various reports	

Grade Level: Grade 11/12

Subject: Entrepreneurship

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	The learner demonstrates understanding of key concepts, underlying	The learner independently creates/provides a quality and marketable product and/or service in Entrepreneurship as	Discuss the relevance of the course Explore job opportunities for	Week 1-2



	principles, and core competencies in Entrepreneurship.	prescribed in the TESDA Training Regulation.	Entrepreneurship as a career	
	The learner demonstrates understanding of concepts, underlying principles, and processes of developing a business plan.	The learner independently or with his/her classmates presents an acceptable detailed business plan.	<p>Recognize a potential market</p> <ul style="list-style-type: none">• Analyze the market need• 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 <p>Select the best product or service that will meet the market need.</p>	Week 3-6
	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.	<p>Recognize the importance of marketing mix in the development of marketing strategy</p> <p>Describe the Marketing Mix (7Ps) in relation to the business opportunity vis-à- vis:</p> <ul style="list-style-type: none">Product;Place;Price;Promotion;People;Packaging; andPositioning	Week 7-9



			Develop a brand name	
2 nd Quarter			<p>Demonstrate understanding of the 4 Ms of operations</p> <p>Describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity:</p> <ul style="list-style-type: none">• 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.	Week 1-4



			<ul style="list-style-type: none">• Develop the business model• Forecast the revenues of the business <p>Forecast the costs to be incurred</p> <p>Compute for profits</p>	
	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.	<p>Manifest understanding of starting and operating a simple business</p> <ul style="list-style-type: none">• 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



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
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	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang akademikong pagsulat	Week 1-3
			Nakikilala ang iba't ibang akademikong sulatin ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo	Week 1-3
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko	Week 1-3
	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	Nakakasusulat nang maayos na akademikong sulatin	Week 4-6
			Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin	Week 4-6
			Nakasusulat ng talumpati batay sa napakinggang halimbawa	Week 7-8
			Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan	Week 9-10
		Nakagagawa ng palitang pagkikritik (dalawahan o pangkatan) ng mga sulatin	Natutukoy ang katangian ng isang sulating akademiko	Week 11-13
			Nabibigyang-kahulugan ang mga terminong akademiko na may kaugnayan sa piniling sulatin	Week 11-13
			Natitiyak ang mga elemento ng pinanood na programang pampaglalakbay	Week 11-13
			Nakasusulat ng organisado, malikhain, at kapani-paniwalang sulatin	Week 14-16
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16
			Nakabubuo ng sulating may batayang pananaliksik ayon sa pangangailangan	Week 14-16
			Naisasaalang-alang ang etika sa binubuong akademikong sulatin	Week 14-16



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
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
			Nakikilala ang iba't ibang sulating pang-isports ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit	
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports	Week 4-6
	Nauunawaan ang mga kaalaman at kasanayan sa pagsulat ng sulating pang-isports	Nakasusulat ng 4-6 piling sulating pang-isports	Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin	Week 7-9
			Naitatala ang mga panuto (rules) sa programang pang-isports	
		Naisasagawa ang mga kaalaman at kasanayan sa pagsulat ng piniling sulating pang-isports	Naipaliliwanag ang kahalagahan, kalikasan, at proseso ng piniling anyo ng sulating pang-isports	Week 10-12
			Nakasusulat ng sulating batay sa maingat, wasto at angkop na paggamit ng wika	Week 13-16
			Nakapagsasaliksik ng datos kaugnay ng isusulat na piniling anyo ng sulating pang-isports	
			Naisasaalang-alang ang etika sa binubuong sulating pang-isports	



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
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
			Nakikilala ang iba't ibang anyo ng sining at disenyo ayon sa : (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit	
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sining at disenyo	
	Nakapagpapaliwanag sa pasulat na anyo ng mga karanasan batay sa pinanood, isinagawa, binasa, at nirebyu	Nakasusulat ng isa sa bawat nakalistang anyo ng sining o disenyo	Naipapaliwanag ang kahulugan ng pinakinggang halimbawa ng fliptop, novelty songs, pick-up lines, atbp.	Week 5-6
			Nasusuri ang katangian ng mabisa at mahusay na sulatin batay sa binasang mga halimbawang gaya ng iskrip, textula, blog, at islogan	Week 7-8
			Nabibigyang-kahulugan ang mga terminong teknikal na may kaugnayan sa piniling sulat	Week 9-10
	Natitiyak ang angkop na proseso ng pagsulat ng piling sulatin sa sining at disenyo	Naitatanghal ang output ng piniling anyo ng sining at disenyo	Natutukoy ang mahahalagang elemento ng mahusay na sulating pansining na pinanood na teleserye, dula, shadow play, puppet show, atbp	Week 11-13
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16
	Nagagamit ang angkop na format at teknik ng pagsulat ng sulatin sa sining at disenyo	Nakapagkikritik nang pasulat sa piniling anyo ng sining at disenyo	Naisasaalang-alang ang etika sa binubuong sulatin sa sining at disenyo	



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
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
			Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit	
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating teknikal- bokasyunal	Week 4-6
	Naisasagawa ang kaalaman at kasanayan sa wasto at angkop na pagsulat ng piling anyo ng sulatin	Nakasusulat ng 4-6 piling sulating teknikal-bokasyunal	Naiisa-isa ang mga hakbang sa pagsasagawa ng mga binasang halimbawang sulating teknikal- bokasyunal	Week 7-9
			Naililista ang mga katawagang teknikal kaugnay ng piniling anyo	
		Nakapagsasagawa ng demo sa piniling anyo bilang pagsasakatuparan ng nabuong sulatin	Naipapaliwanag sa paraang sistematiko at malinaw ang piniling anyo sa pamamagitan ng paggamit ng angkop na mga termino	Week 10-12
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 13-16
			Naisasaalang-alang ang etika sa binubuong tenikal-bokasyunal na sulatin	



Grade Level : Grade 11/12
Subject : Inquiries, Investigations and Immersion

Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration
1 st 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/
1 st Quarter	II. Identifying the Problem and Asking the Question	<ol style="list-style-type: none"> 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
1 st 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
1 st Quarter	IV. Understanding Ways to Collect Data	<ol style="list-style-type: none"> 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
2 nd Quarter	V. Finding the Answers to the Research Questions	<ol style="list-style-type: none"> 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
2 nd Quarter	VI. Reporting Findings, Drawing Conclusions and Making Recommendations	<ol style="list-style-type: none"> 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



Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration
2 nd 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	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
1 st Quarter	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
			explains the importance of research in daily life	
			describes characteristics, processes, and ethics of research	
			differentiates quantitative from qualitative research	
			provide examples of research in areas of interest	
	1. the value of qualitative research; its kinds, characteristics, uses, strengths, and weaknesses	decide on suitable qualitative research in different areas of interest.	describes characteristics, strengths, weaknesses, and kinds of qualitative research	
			Illustrates the importance of qualitative research across fields	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
	2. the importance of qualitative research across fields of inquiry			
	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 statement of research problem	designs a research project related to daily life writes a research title provides the justifications/reasons for conducting the research states research question indicates scope and delimitation of research cites benefits and beneficiaries of research presents written statement of the problem	Week 3 to 4
	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 cites related literature using standard style synthesizes information from relevant literature writes coherent review of literature follows ethical standards in writing related literature presents written review of literature	Week 5 to 6 Week 7 to 8
2 nd Quarter	1. qualitative research designs 2. the description of sample 3. data collection and analysis procedures such as survey, interview, and observation	1. describe qualitative research designs, sample, and data collection and analysis procedures	chooses appropriate qualitative research design describes sampling procedure and sample plans data collection, data gathering instrument, and analysis procedures presents written research methodology	Week 1 to 2 Week 3 to 4



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learner demonstrates understanding of...	The learner is able to...	The learner...	
	4. the application of creative design principles for execution			Week 5 to 6
	observation and interview procedures and skills	gather relevant information with intellectual honesty	collects data through observation and interviews	
	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 relates the findings with pertinent literature	
	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
			formulates recommendations based on conclusions	
			lists references	

Grade Level: Grade 12

Subject: Practical Research 2

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
3 rd Quarter	1. the characteristics, strengths, weaknesses, and kinds of quantitative research	decide on suitable quantitative research in different areas of interest	Describes characteristics, strengths, weaknesses, and kinds of quantitative research	Week 1-3

	2. the importance of quantitative research across fields 3. the nature of variables		Illustrates the importance of quantitative research across fields	Week 1-3
			Differentiates kinds of variables and their uses	Week 1-3
	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
			Writes a research title	Week 4-5
			Describes background of research	Week 4-5
			States research questions	Week 4-7
			Indicates scope and delimitation of study	Week 4-5
			Presents written statement of the problem	Week 4-5
	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
			Defines terms used in study	Week 6-7
			Lists research hypothesis (if appropriate)	Week 6-7
			Presents written review of related literature and conceptual framework	Week 6-7
4 th Quarter	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
			Describes sampling procedure and sample	Week 1-3
			Constructs an instrument and establishes its validity and reliability	Week 1-3
			Describes intervention (if applicable)	Week 1-3
			Plans data collection procedure	Week 1-3



			Plans data analysis using statistics and hypothesis testing (if appropriate)	Week 1-3
			Presents written research methodology	Week 1-3
	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
			Presents and interprets data in tabular or graphical forms	Week 4-7
			Uses statistical techniques to analyze data – study of differences and relationships limited for bivariate analysis	Week 4-7
	1. guidelines in making conclusions and recommendations		Draws conclusions from research findings	Week 8-9
			Formulates recommendations	Week 8-9



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
1 st Quarter	The learner demonstrates an understanding of... economics as an applied science and its utility in addressing the economic problems of the country	The learners shall be able to ... analyze and propose solution/s to the economic problems using the principles of applied economics	*Differentiate economics as social science and applied science in terms of nature and scope	Week 1
			*Examine the utility and application of applied economics to solve economic issues and problems	Week 2
	the law of supply and demand, and factors affecting the economic situation	conduct a survey of current economic situations within the vicinity	*Analyze market demand, market supply and market equilibrium	Week 3
			*Determine the implications 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	Week 5



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			d. pricing power e. others	
			*Analyze the effects of contemporary economic issues affecting the Filipino entrepreneur	Week 6
2 nd Quarter	industry analysis, its principles, tools, and techniques leading to the identification of business opportunities various socioeconomic impacts of business on the following sectors: consumer, supplier and investors, government, households, and international trade	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 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	*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	Week 8-9
			*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	Week 11-12
				Week 12



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		services) leading to options in venturing into a business		

Grade Level: Grade 12

Subject: Business Ethics and Social Responsibility

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
3 rd Quarter	<p><i>The learners demonstrate an understanding of:</i></p> <ol style="list-style-type: none"> the nature and forms of business organizations the purposes of establishing business enterprises the core principles underlying fairness, accountability, and transparency in business operation and stewardship (respect for others' property) common practices in business organizations (decorum, protocol, policies, marketing, bookkeeping, 	<p><i>The learners shall be able to:</i></p> <ol style="list-style-type: none"> identify forms of business organizations and their characteristics explain the purpose of business organizations and their role in socioeconomic development explain the core principles of fairness, accountability and transparency in the socioeconomic development of a country 	<p><i>The learners:</i></p> <p>1.1 differentiate the forms of business organizations in terms of their purpose and role in socio-economic development</p>	Week 1
			<p>1.2 illustrate how fairness, accountability, transparency and stewardship is observed in business and non-profit organizations</p>	Week 2
			<p>1.3 formulate a "code of ethics" that reflect core principles derived from analyses</p>	Week 3



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	reportorial requirements and documentation, etc.)	4. craft simple “Codes of Ethics” or “Codes of Right Conduct”		
	1. classical philosophies specifically, virtue ethics (Socrates, Plato, Aristotle, Confucius, etc.) 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)	1. identify the classical philosophies and their implication for business principles and practices 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	2.1 illustrate how these philosophies are reflected into business practices	Week 4
			2.2 explain how the belief systems influence business practices	Week 5
			2.3 infer how Filipino value system influence business practices	Week 6
			2.4 generate ways to improve business practices guided by the philosophies, belief system or Filipino values	Week 7
4 th Quarter	1. the responsibilities and accountabilities of entrepreneurs toward the employees, government, creditors, suppliers, consumers, general public, and other stakeholders; major ethical issues in	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: <ol style="list-style-type: none"> employees government creditors suppliers consumers general public other stakeholders 	Week 1



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	<p>entrepreneurship (basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, nonrespect of agreements, environmental degradation, etc.)</p> <p>2. models and frameworks of social responsibility in the practice of sound business</p>		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, environmental degradation, etc.	Week 2
			3.3 Describe the different models and frameworks of social responsibility	Week 3
			3.4 Formulate a framework of social responsibility that reflects that reflects the practice of sound business	Week 4
	<p>the importance of doing business beyond profit motivation. <i>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</i></p>	<p>1. identify reasons for establishing business enterprises beyond profit</p> <p>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</p>	4.1 explain the importance of establishing and sustaining business enterprises as a source of job opportunities and financial freedom	Week 5
			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



Grade Level: Grade 12
Subject: Business Finance

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
3 rd Quarter	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
			distinguish a financial institution from financial instrument and financial market	
			explain the flow of funds within an organization – through and from the enterprise—and the role of the financial manager	
	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
			illustrate the formula and format for the preparation of budgets and projected financial statement	
	the sources and uses of short-term and long-term funds , and the requirements , procedure , obligation to creditor, and reportorial necessities	1. distinguish debt and equity financing 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	compare and contrast the loan requirements of the different banks and nonbank institutions and cite these institutions in the locality	Week 5
			calculate future value and present value of money	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
	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	compute loan amortization using mathematical concepts and the present value tables apply mathematical concepts and tools in computing for finance and investment problems explain the risk-return trade-off	Week 6 to 8
4 th Quarter	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 measure and list ways to minimize or reduce investment risks in simple case problems	Week 1 to 2
	the philosophy and practices in personal finance	1. identify money management philosophy 2. apply basic personal finance principles and practices in earning, spending, saving, and investing money	enumerate money management philosophies illustrate the money management cycle and gives examples of sound practices in earning, spending, saving, and investing money	Week 3 to 4



Grade Level: Grade 11

Subject: Business Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
1 st Quarter	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	
			Solve problems involving fractions, decimals, and percent	
	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
	key concepts in buying and selling	Analyze and solve problems on important factors in managing a business: buying products and selling products	Differentiate Mark-on, Mark down and Mark-up	Week 5
			obtain Mark-on, Mark-down, and Mark-up given price of a product	
			Differentiate mark-up from margins	Week 6
			Describe how gross margins is used in sales	
			Compute single trade discounts and discount series	
			Differentiate profit from loss	Week 7
			Illustrate how profit is obtained and how to avoid loss in a given transaction	
			Determine the break-even point	Week 8
			Solve problems involving buying and selling products	
			Compute interest specifically as applied to mortgage, amortization, and on services/utilities and on deposits and loans	Week 9
2 nd Quarter			Illustrate the different types of commissions	Week 1
			Compute commissions on cash basis and commission on instalment basis	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
			Compute down payment, gross balance and current increased balance	Week 2
			Solve problems involving interests and commissions	
	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
			Compute gross and net earnings	
			Define each of the benefits given to wage earners	Week 4
			Distinguish taxable from nontaxable benefits	
			Enumerate the standard deductions with the corresponding computation	
			Identify the variables needed in the computation of the overtime	Week 5
			Compute overtime pay	
			Use E- spread sheet in the computation of salary and overtime pay	Week 6
			Present graphical representation of the details or particulars of the salary.	
	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
			Analyze and interprets the data presented in the table using measures of central tendency and variability and tests of significant differences	
			Describe the different kinds of graphs and its essential parts for data presentation.	Week 8
			Give a set of business data; identify the graphs to be used	
			Draw the graph/table to present the data	
			Analyze and interpret the data presented in a graph/table	Week 9
			Use software (i.e., MS Excel, SPSS) programs to compute and present graphical representation of business data	



Grade Level: Grade 11

Subject: Fundamentals of Accountancy, Business and Management 1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
3 rd Quarter	the definition, nature, function, and history of accounting	cite specific examples in which accounting is used in making business decisions	define accounting	Week 1
			describe the nature of accounting	
			narrate the history/origin of accounting	
	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	
			define internal users and give examples	
	accounting concepts and principles	identify generally accepted accounting principles	explain the varied accounting concepts and principles	Week 2 to 3
			solve exercises on accounting principles as applied in various cases	
	the accounting equation	solve problems applying the accounting equation	illustrate the accounting equation	
			perform operations involving simple cases with the use of accounting equation	
	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
			prepare a Chart of Accounts	
			illustrate the format of a general and special journals	Week 5



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
4 th Quarter	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 subsidiary ledger	Week 6
	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 solve simple problems and exercises in the analyses of business transaction	
	the accounting cycle of a service business	identify business and nonbusiness transactions, enumerate the types of business documents, recite the rules of debit and credit, and apply these in simple cases	describes the nature of transactions in a service business	Week 7 to 9
			records transactions of a service business in the general journal	
			posts transactions in the ledger	
			prepares a trial balance	
			prepares adjusting entries	Week 1 to 2
			complete the accounting cycle	
	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	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
			records transactions of a merchandising business in the general and special journals	
			posts transactions in the general and subsidiary ledgers	
			prepares a trial balance	
			prepares adjusting entries	
			completes the accounting cycle of a merchandising business	



Grade Level: Grade 12
Subject: Fundamentals of Accountancy, Business and Management 2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
1 st Quarter	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
			prepare an SFP using the report form and the account form with proper classification of items as current and noncurrent	
	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	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
			prepare an SCI for a service business using the single-step approach	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
	merchandising business that will equip him/her in the preparation of the SCI for both service and merchandising businesses		prepare an SCI for a merchandising business using the multistep approach	
	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
	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
			prepare a CFS	
	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
			perform vertical and horizontal analyses of financial statements of a single proprietorship	
			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	
	the types of bank accounts, basic transactions, and documents related to bank deposits and withdrawals	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
			prepare bank deposit and withdrawal slips	
			identify and prepare checks	
			identify and understand the contents of a bank statement	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learners are able to...	The learner...	
2 nd Quarter	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
			analyze the effects of the identified reconciling items	
			prepare a bank reconciliation statement	
	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
			explain the procedure in the computation of gross taxable income and tax due	
			explain the principles and purposes of taxation	

Grade Level: Grade 11

Subject: Organization and Management

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	The learners have an understanding of...	The learners shall be able to...	*Explain the meaning, functions, types and theories of management	Week 1
	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



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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 various forces/elements influencing local and international business environment using PEST and SWOT strategies	Week 3
			*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
2nd Quarter	the significance of organization structures for effective business management	design an appropriate organization structure for a specific business	*Apply organization theories for effective business management	Week 8
	the process of recruiting,	conduct and prepare job analysis	* Discuss the concept and nature of staffing	Week 9
			*Analyze the process of recruiting, selecting and training employees	Week 10



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	selecting, and training employees	demonstrate knowledge in motivation, leadership, and communication by solving business cases apply appropriate control measures for a specific business situation	*Examine the functions and importance of compensation, wages and performance evaluation, appraisal, reward system, employee relations and movement	Week 11-12
	how motivation, leadership, and communication work in an organization		*Analyze motivation, leadership, and communication work in an organization	Week 13
	different controlling methods and techniques		*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 g. Information & Communication Technology Management	Week 15
	the basic concepts of	initiate an appropriate small-	Explain the steps and importance of starting a family business	Week 16



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	small-family business	family business		

Grade Level: Grade 11

Subject: Principles of Marketing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	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 <ul style="list-style-type: none">• Principles• Goals• Approaches	Week 1 - 2
	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
	the importance of information, the market characteristics affecting consumer behavior, and the bases of market segmentation	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 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	Week 6-9

			<p>identify and segment market for a product or service</p> <p>select the appropriate target market segment and its positioning</p>	
2 nd Quarter	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	<p>define a product and differentiates the product, services, and experiences</p> <p>identify and describe the factors to consider when setting prices and new product pricing and its general pricing approaches</p> <p>discuss the structure of distribution channels, its functions, and the nature of supply chain management</p> <p>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</p>	Week 1-3
	the necessity of a marketing plan in business	create a new product or service design and pricing, and promotion and distribution strategies	<p>explain the relationship between market analysis, planning, implementation, and control</p> <p>analyze the company's situation, markets, and environment (the marketing audit and SWOT analysis)</p>	Week 4-6
	and proper interpretation of marketing strategies through workshop and presentation	orally defend the mini-marketing plan to a group of marketing professionals	<p>integrate the marketing concepts and techniques learned by preparing a marketing plan</p> <p>present a mini-marketing plan, orally and in writing</p>	Week 7-9



Department of Education



ACADEMIC TRACK (HUMMS)



Grade Level: Grade 12

Subject: Community Engagement, Solidarity, and Citizenship (CSC)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Quarter	<p><i>The learners demonstrate an understanding of...</i></p> <p>the integration of social science perspective and community action initiatives</p>	<p><i>The learners shall be able to...</i></p> <p>synthesize the integrative experience of implementing community-action initiatives applying social sciences' ideas and methods</p>	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
			2. define using various perspectives, e.g., social sciences, institutions, civil society, and local/grassroots level	Week 2
			3. analyze functions of communities in terms of structures, dynamics, and processes	Week 3
			4. differentiate typologies of communities	Week 4
			5. recognize the value of undertaking community action modalities	Week 5
			6. acknowledge interrelationship of self and community in undertaking community action	
			7. explain forms of community engagement that contribute to community development through solidarity	Week 6
			8. recognize the importance of solidarity in promoting national and global community development (e.g. poverty alleviation)	Week 7



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2nd Quarter			9. explain the core values of community action initiatives a. human rights b. social equity c. gender equality d. participatory development	Week 1
			10. analyze strategies of empowerment and advocacy of a community action initiative	Week 2
			10. explain the importance of commitment and action in participatory development for community well-being	
			11. assess selected community-action initiatives based on its core values and principles	Week 3
			12. explain the methodologies and approaches in community action	Week 4
			13. apply systematic methods of community action in understanding community	
			14. formulate a community action	Week 5
			15. plan using participatory approaches	Week 6
			16. implement community-action plan	Week 7
			17. synthesize the insights gained in conducting the community action plan that applied the methods of social sciences	Week 8



Grade Level: Grade 11/12
Subject: Creative Nonfiction

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
S1/2 1 st Quarter/ 3 rd Quarter	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	Week 1-10
			Create samples of the different literary elements based on one's experience (e.g. <i>metaphor</i> to describe an emotion)	
	The learner understands the delineation between creative and the nonfictional elements of creative nonfictional text.	The learner clearly and coherently uses multiple elements conventionally identified with a genre for a written output.	Analyze factual/nonfictional elements (Plot, Characters, Characterization, Point of View, Angle, Setting and Atmosphere, Symbols and Symbolisms, Irony, Figures of 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: <ol style="list-style-type: none"> 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 	
			Evaluate other's draft based on: <ol style="list-style-type: none"> 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. <i>plot</i> for narrative piece)	



S1/2 2 nd Quarter/ 4 th Quarter	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)	Week 11-20
	The learner understands that mastery of the basic forms, types, techniques and devices of creative nonfiction enables him/her to effectively critique and write creative nonfiction.	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	
			Write a draft of creative nonfiction piece based on memorable real-life experience	
			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	Duration
S1/2 1 st Quarter/ 3 rd Quarter	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,	Use imagery, diction, figures of speech, and specific experiences to evoke meaningful responses from readers	Week 1-10



		and specific experiences.		
	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 Write a short poem applying the various elements and literary devices exploring innovative techniques	
	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 Write journal entries and other short compositions exploring key elements of fiction	
S1/2 2nd Quarter/ 4 th Quarter	The learners have an understanding of drama as a genre and are able to analyze its elements and techniques.	The learners shall be able to compose at least one scene for a one-act play that can be staged.	Identify the various elements, techniques, and literary devices in drama Understand intertextuality as a technique of drama Conceptualize a character/setting/plot for a one-act play Explore different staging modalities vis-à-vis envisioning the script Write at least one scene for one-act play applying the various elements, techniques, and literary devices	Week 11-20
	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	



		<p>The learners may choose from any of the following:</p> <ol style="list-style-type: none">1. Design a group blog for poetry and fiction2. Produce a suite of poems, a full/completed short story, or a script for a one-act play, with the option of staging3. Create hypertext literature	<p>Create an online portfolio the outputs produced: poetry, fiction, script, etc. applying ICT skills/any appropriate multimedia forms</p>	
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Grade Level: Grade 12

Subject Title: Disciplines and Ideas in the Applied Social Sciences

Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
	<p><i>The learners demonstrate an understanding of...</i></p> <p>social sciences and applied social sciences</p>	<p><i>The learners should be able to...</i></p> <p>explain clearly public perceptions about the work of social sciences and applied social science practitioners</p>	<p><i>The learners ...</i></p> <p>clarify the relationships and differences between social sciences and applied social sciences</p>	Week 1
	disciplines of counseling	demonstrate a high level of understanding of the basic concepts of counseling through a group	identify the goals and scope of counseling	



Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
1 st Quarter		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)	explain the principles of counseling	
	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
			5. identify specific work areas in which counselors work	
			6. value rights, responsibilities, and accountabilities of counselors	Week 3
			7. distinguish between ethical and unethical behaviors among counselors	
	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
		using the results of the survey conducted, critically evaluate	9. illustrate the different processes and methods involved in counseling	



Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
	settings, processes, methods, and tools in counseling	whether the needs of the respondents are addressed by the practitioners and pertinent institutions propose suggestions on how needs can be effectively addressed	10. distinguish the needs of individuals, groups, organizations, and communities	
	disciplines of social work	demonstrate a high level of understanding of the basic concepts of social 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)	1. identify the goals and scope of social work 2. explain the principles and core values of social work	Week 5
	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	
			4. identify specific work areas in which social workers work	
			6. value rights, responsibilities, and accountabilities	
			7. distinguish between ethical and unethical behaviors among practitioners	
			9. describe the clientele of social work	Week 6



Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
	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 present results and recommendation for class discussion	10. distinguish the needs of individuals, groups, organizations and communities	
	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	
	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
			2. explain the principles of communication	
			4. describe the elements and levels of the communication processes	
	professionals and practitioners in communication	undertake participant observation (e.g., a day in a life of a communicator/ journalist) to adequately document and critique	5. explain the roles and functions of communicators and journalists	
			6. identify specific work areas in which communicators and journalists work	



Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
		their roles, functions, and competencies	7. explain the rights, responsibilities, and accountabilities	Week 8
			8. distinguish between ethical and unethical behaviors among practitioners	
	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
			11. distinguish the needs of individuals, groups, organizations, and communities	
2 nd Quarter	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 propose suggestions on how needs can be effectively addressed	12. illustrate the different processes and methods involved in undertaking communication	Week 1
			13. distinguish the appropriate communication media channel(s) to use in 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	1. explain each of the functions of applied social sciences	Week 2
			2. identify situations that would require or necessitate the performance of the various functions in local /Philippine settings	



Quarter	Content Standards	Performance Standard	Most Essential Learning Competencies	Duration
		3. comparison of the programming of any two television networks		
	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 4. evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society	Week 3
		submit a portfolio of output from the course	5. synthesize the learning from the course and its applications to the learner	

Grade Level: Grade 12

Subject: Disciplines and Ideas in the Social Sciences (DISS)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	The learners demonstrate an understanding of... the emergence of the Social Sciences and the different disciplines	<i>The learners shall be able to...</i> connect the disciplines with their historical and social foundations	*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	Week 5



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	key concepts and approaches in the Social Sciences	interpret personal and social experiences using relevant approaches in the Social Sciences evaluate the strengths and weaknesses of the approach	c. Symbolic Interactionism	
			*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 d. Feminist Theory e. Hermeneutical Phenomenology f. Human-Environment Systems	Week 8-10
			*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
2 nd Quarter	key concepts in the Social Sciences rooted in Filipino	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. 19 th Century (Isabelo delos Reyes, Jose Rizal, others)	Week 13



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	language/s and experiences		b. 20 th - 21 st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	
			*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
1st Quarter	The learner demonstrates understanding of belief system or worldview*, Religion, Spirituality, Philosophy of Religion, and Theology.	The learner prepares character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual.	*Differentiate the concept, elements and characteristics of belief system, world view, religion, and spirituality	Week 1
	The learner demonstrates understanding of historical and geographical contexts of the different religions.	The learner conducts a group activity that demonstrates the influence of a religion in a certain culture.	*Analyze the interconnectedness of geography, culture and religions	Week 2



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	<p>The learner demonstrates understanding of effects of Religions: positive and negative.</p> <p>The learner demonstrates understanding of the elements of Judaism:</p> <p>a. Founders: Abraham (2000 B.C.) and/or Moses (1391-1271 B.C.)</p> <p>b. Sacred texts: Torah, Poetry, Prophets, Talmud, Mishnah</p> <p>c. Doctrines: Ten Commandments, 618 Rules</p> <p>d. God: Yahweh/Jehovah</p> <p>e. Sects: Orthodox, Conservative, Reform Liberal</p>	<p>The learner gathers print or web-based articles, photos, editorial, etc. showing the positive or negative effects of religion.</p> <p>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).</p>		
			*Analyze the influences of religion to culture and society	Week 3
			*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Judaism.	Week 4



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	<p>The learner demonstrates understanding of the elements of Christianity:</p> <p>a. Founder: Jesus Christ (c. 7 BC30 A.D.) b. Sacred texts: Bible (Old Testament and New Testament) c. Doctrines: Trinity, Virgin 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,</p>	<p>The learner interviews a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to.</p>	<p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Christianity.</p>	<p>Week 5</p>



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	homosexuality, ordination of women The learner demonstrates understanding of the elements of Islam: a. Founder: Prophet Muhammad (570-632 A.D.) b. Sacred texts: 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:			
		The learner conducts a panel discussion on Muslim beliefs and practices (when possible inviting a Muslim).	*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
2 nd Quarter	Gender Inequality, Militant Islam, Migration	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
	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-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		*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
	Inequality, Caste System, Poverty			
	<p>The learner demonstrates understanding of the elements of Theravada Buddhism:</p> <p>a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Tripitaka c. Doctrines: Four Noble Truths, Eight-fold Path, Law of Dependent Origination and The Impermanence of Things d. God: non-theistic e. Issue: Territory conflict in Mainland Southeast Asia</p>	<p>The learner evaluates the Eightfold Path in terms of how it achieves the Middle Way</p>	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Theravada Buddhism</p>	<p>Week 9</p>



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	<p>The learner demonstrates understanding of the elements of Mahayana Buddhism:</p> <p>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 activism f. Universality and growth of sects: Development of Buddhism to Zen (Chan) Buddhism as the fruit of its encounter with Taoism.</p>	<p>The learner draws the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana Buddhism</p>	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Mahayana Buddhism</p> <p>*Explain the uniqueness and similarities of Mahayana and Theravada Buddhism</p>	<p>Week 10</p> <p>Week 11</p>



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	<p>The learner demonstrates understanding of the elements of Confucianism:</p> <p>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</p>	<p>The learner presents a character sketch of a person who personifies the Confucian virtues.</p>	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Confucianism</p>	<p>Week 12</p>
	<p>The learner demonstrates understanding of the elements of Taoism: a. Founder: Lao Tzu (604 B.C. - ?) b. Sacred texts: Tao Te Ching, Book of</p>	<p>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.</p>	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Taoism</p>	<p>Week 13</p>



Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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 demonstrates understanding of the elements of Shintoism:	The learner interprets the Kojiki creation story creatively.	*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Shintoism	Week 14
	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 Japanese prime minister		*Explain the uniqueness and similarities of Confucianism, Taoism and Shintoism	Week 15



Grade Level: Grade 11/12

Subject: Malikhain Pagsulat

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration
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
			Naiuugnay ang mga ideya mula sa mga karanasan*	Week 1-2
			Nagagamit ang wika upang mag-udyok ng mga emosyunal at intelektwal na tugon mula sa mambabasa	Week 1-2
			Nagagamit ang pagbuo ng imahe, diksyon, mga tayutay, at mga tiyak na karanasan	Week 1-2
	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
			Natutukoy ang mga tiyak na anyo at kumbensyon sa panulaan*	Week 3-6
			Nakagagamit ng piling mga elemento sa panulaan sa maikling pagsasanay sa pagsulat	Week 3-6
			Nakatutuklas ng mga makabagong teknik sa pagsulat ng tula	Week 3-6
			Nakasusulat ng tula gamit ng iba't ibang elemento, teknik, at <i>literary devices</i>	Week 3-6
	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 <i>literary devices</i> maikling kuwento (piksiyon)	Week 7-8
			Natutukoy ang iba't ibang istilo ng pagkakabuo ng maikling kuwento (piksiyon)	Week 7-8
			Nakasusulat ng dyornal at ilang maikling pagsasanay na gumagamit ng mga pangunahing elemento ng maikling kuwento (piksiyon)*	Week 7-8



			Nakasusulat ng isang maikling tagpo gamit ang iba't ibang elemento, teknik at <i>literary devices</i> *	Week 7-8
2 nd 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, at <i>literary devices</i> ng isang dula	Week 1-3
			Nauunawaan ang intertekstwalidad bilang isang teknik ng dula	Week 1-3
			Nakabubuo ng tauhan, tagpuan, banghay ng iisahing- yugtong dula	Week 1-3
			Nagagamit ang iba't ibang paraan ng pagtatanghal batay sa inaasahang kalalabasan ng binuong iskrip	Week 1-3
			Nakasusulat ng maikling pagsasanay gamit ang tauhan, diyologo, banghay, at iba pang elemento ng dula	Week 1-3
			Nakasusulat ng isang tagpo para sa iisahing-yugtong dula gamit ang iba't ibang elemento, teknik, at <i>literary devices</i>	Week 1-3
	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 na malay na gumagamit ng piniling oryentasyon sa malikhaing pagsulat	Nasusuri ang malikhaing akda sa kontekstong pampanitikan at sosyopolitikal*	Week 4-5
			Naipapamalas ang kamalayan at sensitibidad sa iba't ibang oryentasyon ng malikhaing pagsulat	Week 4-5
			Nakasusulat ng isang sanaysay	Week 4-5
			Nakabubuo ng blog na pangkatan para sa tula at/o maikling kuwento (piksyon) gamit ang kasanayang pang- ICT at iba pang angkop na anyong <i>multimedia</i> .	Week 6-8
			Natutukoy ang iba't ibang paraan ng publishing media para sa paglalathala ng manuskripto	Week 6-8
			Natutukoy ang mga posibilidad ng mga intertekstwal na anyo	Week 6-8
			Nakasusulat ng antololohiya/koleksyon ng mga tula, isang maikling kuwento, o iskrip para sa iisahing- yugtong dula	Week 6-8



Grade Level: Grade 12

Subject: Philippine Politics and Governance

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st 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
			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
			Analyze the roles and responsibilities of the Philippine Judiciary	Week 11
2 nd Quarter		Analyze the interactions between state and society	Explain the roles and functions of Local Government Unit (LGU)	Week 12
			Analyze the nature of elections and political parties in the Philippines	Week 13



	Demonstrate an understanding of elections and political and civil society and social movements		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
1 st Quarter	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
			2. Explain the process on how to spot a trend	
			3. Point out the elements that make up a trend	
			4. Describe the different characteristics of a trend	
			5. Identify parts of a whole.	
			6. Identify and explain an emerging pattern	
			7. Identify causes and consequences	
	The learner understands strategic analysis and intuitive thinking.	The learner draws a color-coded map of the networks of power relations (political, economic,	1. Explain strategic analysis and intuitive thinking <ul style="list-style-type: none"> Define strategic analysis and intuitive thinking 	Week 3

		cultural, and kinship ties) within a particular community.	<ul style="list-style-type: none"> Differentiate key components in strategic analysis and intuitive thinking 	
			2. Apply strategic analysis	
			3. Apply intuitive thinking in solving a problem in the community using a map of social networks	
	The learner understands the components, operations, effects, and networks of globalization in his/her daily life.	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 essay on the insights gathered from the exercise.	1. Explain the concrete effects of globalization and to one's daily life	Week 4
			2. Explain the need for collaboration and cooperation to achieve interconnectedness of people and nations	
		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.	3. Discuss the different contributions of the parts to a whole and the important role of creative imagination in putting together the various parts of a whole	Week 5
			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	
	The learner understands the consequences of personal and local action to global and planetary climate change.	<p>The learner</p> <p>1) analyzes how production and consumption habits contribute to the problem of climate change and explain why.</p> <p>2) writes a resolution that you can share with your friends about how you can personally contribute</p>	1. Explain the effects of consumption and production patterns on climate change	Week 6
			2. Discuss personal contributions that can actually solve the problem of climate change	
			3. Make a stand on how the consequences of one's action affect the lives of others and the environment	

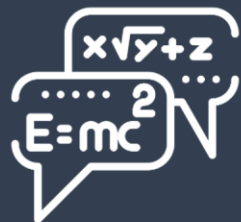
		towards solving the problem of climate change.		
	Culminating Activity or Exam – 1 week Discuss demonstrate and examine the relationship between network and trends and how it affects you			
2 nd Quarter	The learner understands the meaning and dimensions of democracy.	using any form of oral presentation, 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
			2. Explain the importance of participation in democracy	
			3. Differentiate participatory from representative democracy	
			4. Assess democratic interventions prevailing in political and social institutions	Week 2
			5. Formulate a viable alternative to undemocratic practices	
	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
			2. Discuss the benefits of technology	
			3. Explain the weakest link in a system using strategic and intuitive thinking	
			4. Explain how information communication technology can facilitate social relationships and political movements (occupy movements)	Week 4
			5. Propose a creative intervention to improve human life using ICT	
	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
			2. Illustrate how the brain or neural network works	
			3. Compare the neural networks with social networks	Week 6
			4. Establish linkage between self and the social network one belongs to	



			5. Demonstrate how thinking processes are shaped by social relationships	Week 7
			6. Identify the significant social roles students play within the community by creating a social map of their relationships	
	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			



Department of Education



ACADEMIC TRACK (STEM)



Grade Level: Grade 11
Subject: Basic Calculus

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learner shall be able to...	The learners...	
3 rd Quarter	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
			distinguish between $\lim_{x \rightarrow c} f(x)$ and $f(c)$	
			illustrate the limit laws	
			apply the limit laws in evaluating the limit of algebraic functions (polynomial, rational, and radical)	
			compute the limits of exponential, logarithmic, and trigonometric functions using tables of values and graphs of the functions	Week 2
			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	
			illustrate continuity of a function at a number	Week 3
			determine whether a function is continuous at a number or not	
			illustrate continuity of a function on an interval	
			solves problems involving continuity of a function	
	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
			applies the definition of the derivative of a function at a given number	
			relate the derivative of a function to the slope of the tangent line	
			determine the relationship between differentiability and continuity of a function	Week 5
			apply the differentiation rules in computing the derivative of an algebraic, exponential, logarithmic, trigonometric functions and inverse trigonometric functions	
			illustrate the Extreme Value Theorem	
			solve optimization problems that yield polynomial functions	Week 6
		formulate and solve accurately situational	illustrate the Chain Rule of differentiation	
			solve problems using the Chain Rule	
			illustrate implicit differentiation	Week 7 to 8



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
	The learners demonstrate an understanding of...	The learner shall be able to...	The learners...	
		problems involving related rates	solve problems (including logarithmic, and inverse trigonometric functions) using implicit differentiation solve situational problems involving related rates	Week 9
4 th Quarter	antiderivatives and Riemann integral	formulate and solve accurately situational problems involving population models	illustrate an antiderivative of a function	Week 1 to 3
			compute the general antiderivative of polynomial, radical, exponential, and trigonometric functions	
			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	Week 7
			compute the definite integral of a function using the Fundamental Theorem of Calculus	
			compute the definite integral of a function using the substitution rule	
			compute the area of a plane region using the definite integral	Week 8
			solve problems involving areas of plane regions	Week 9

Grade Level: Grade 11/12

Subject: General Biology 1

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	1. Cell Theory	1. construct a 3D model of a plant/animal/ bacterial cell using recyclable materials	Explain the postulates of the cell theory	Week 1
	2. Cell Structure and Functions		Describe the structure and function of major and subcellular organelles	Week 1
	3. Prokaryotic vs Eukaryotic Cells		Distinguish prokaryotic and eukaryotic cells according to their distinguishing features	Week 2

	4. Cell Types		Classify different cell types (of plant/animal tissues) and specify the function(s) of each	Week 2
	5. Cell Modifications		Describe some cell modifications that lead to adaptation to carry out specialized functions (e.g., microvilli, root hair)	Week 2
	6. Cell Cycle a. Mitosis b. Meiosis		Characterize the phases of the cell cycle and their control points	Week3
			Describe the stages of mitosis/meiosis given $2n=6$	Week 3
			Explain the significance or applications of mitosis/meiosis	Week 4
			Identify disorders and diseases that result from the malfunction of the cell during the cell cycle	Week 4
	7. Transport Mechanisms a. Simple Diffusion b. Facilitated Transport c. Active Transport d. Bulk/Vesicular Transport	2. construct a cell membrane model from indigenous or recyclable materials	Describe the structural components of the cell membrane	Week 5
			Relate the structure and composition of the cell membrane to its function	Week 5
			Explain transport mechanisms in cells (diffusion osmosis, facilitated transport, active transport)	Week 6
			Differentiate exocytosis and endocytosis	Week 6
2 nd Quarter	Structures and Functions of Biological Molecules: Carbohydrates Lipids Proteins Enzymes Nucleic Acids <i>Note: This could be moved to second quarter.</i>		Describe the components of an enzyme	Week 7
			Explain oxidation/reduction reactions	Week 7
			Determine how factors such as pH, temperature, and substrate affect enzyme activity	Week 7
	1. ATP- ADP Cycle 2. Photosynthesis 3. Respiration		Explain coupled reaction processes and describe the role of ATP in energy coupling and transfer	Week 1
			Explain the importance of chlorophyll and other pigments	Week 1
			Describe the patterns of electron flow through light reaction events	Week 2
			Describe the significant events of the Calvin cycle	Week 2



			Differentiate aerobic from anaerobic respiration	Week 3
			Explain the major features and sequence the chemical events of cellular respiration	Week 3
			Distinguish major features of glycolysis, Krebs cycle, electron transport system, and chemiosmosis	Week 4
			Describe reactions that produce and consume ATP	Week 4
		prepare simple fermentation setup using common fruits to produce wine or vinegar via microorganisms	Describe the role of oxygen in respiration and describe pathways of electron flow in the absence of oxygen	Week 4
			Explain the advantages and disadvantages of fermentation and aerobic respiration	Week 5

Grade Level: Grade 11/12

Subject: General Biology 2

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration
3 rd Quarter	Recombinant DNA		Outline the processes involved in genetic engineering	Week 1
			Discuss the applications of recombinant DNA	Week 1
	Relevance, Mechanisms, Evidence/Bases, and Theories of Evolution	make a diagram (e.g., pictogram, poster) showing the evolution of a domesticated crop	Describe general features of the history of life on Earth, including generally accepted dates and sequence of the geologic time scale and characteristics of major groups of organisms present during these time periods	Week 2
			Explain the mechanisms that produce change in populations from generation to generation (e.g., artificial selection, natural selection, genetic drift, mutation, recombination)	Week 2
			Show patterns of descent with modification from common ancestors to produce the organismal diversity observed today	Week 3
			Trace the development of evolutionary thought	Week 3
			Explain evidences of evolution (e.g., biogeography,	Week 4



	Basic Taxonomic Concepts and Principles, Description, Nomenclature, Identification, and Classification		fossil record, DNA/protein sequences, homology, and embryology)	
			Infer evolutionary relationships among organisms using the evidence of evolution	Week 4
			Explain how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things	Week 5
		4. differentiate the 3-Domain Scheme from the 5-Kingdom Scheme of classification of living things	Identify the unique/distinctive characteristics of a specific taxon relative to other taxa	Week 5-6
			Describe species diversity and cladistics, including the types of evidence and procedures that can be used to establish evolutionary relationships	Week 6
4 th Quarter	Plant and Animal Organ Systems and their Functions		Compare and contrast the following processes in plants and animals: reproduction, development, nutrition, gas exchange, transport/circulation, regulation of body fluids, chemical and nervous control, immune systems, and sensory and motor mechanisms	Week 1-4
	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

Grade Level: Grade 11

Subject: General Chemistry 1

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	the properties of matter and its various forms	Design using multimedia, demonstrations, or models, a representation or simulation of any of the following:	Use properties of matter to identify substances and to separate them	Week 1
			Recognize the formulas of common chemical substances	Week 1



		A. Atomic structure B. Gas behavior C. Mass relationships D. Reactions	Compare consumer products on the basis of their components for use, safety, quality and cost	Week 1
			Describe various simple separation techniques such as distillation, chromatography	Week 1
	1. atomic structure 2. formulas and names of compounds		Recognize common isotopes and their uses.	Week 2
			Represent compounds using chemical formulas, structural formulas and models	Week 2
			Name compounds given their formula and write formula given the name of the compound	Week 2
	the mole concept in relation to Avogadro's number and mass		Calculate the empirical formula from the percent composition of a compound	Week 2
	the relationship of percent composition and chemical formula		Calculate molecular formula given molar mass	Week 3
	the use of chemical formulas to represent chemical reactions		Write and balanced chemical equations	Week 3
	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
			Calculate percent yield and theoretical yield of the reaction	Week 3
		Explain the concept of limiting reagent in a chemical reaction; identify the excess reagent(s)	Week 4	

			(LAB) Determine mass relationship in a chemical reaction	Week 5
	the mathematical relationship between pressure, volume, and temperature of a gas		Define pressure and give the common units of pressure	Week 5
			Use the gas laws to determine pressure, volume, or temperature of a gas under certain conditions of change	Week 5
			Use the ideal gas equation to calculate pressure, volume, Temperature, or number of moles of a gas	Week 5
	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
	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
	the behavior and properties of gases at the molecular level		Relate the rate of gas effusion with molar mass	Week 6
2 nd Quarter	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
			Determine the magnetic property of the atom based on its electronic configuration	Week 6
			Draw an orbital diagram to represent the electronic configuration of atoms	Week 6
	the arrangement of elements in the periodic table and trends in the properties of the elements in terms of electronic structure		Draw the Lewis structure of ions	Week 7
	1. ionic bond formation in terms of atomic properties 2. the properties of ionic compounds in relation to their structure		Apply the octet rule in the formation of molecular covalent compounds	Week 7



	1. covalent bond formation in terms of atomic properties		Write the formula of molecular compounds formed by the nonmetallic elements of the representative block	Week 7
	2. the properties of molecular covalent compounds in relation to their structure		Draw Lewis structure of molecular covalent compounds	Week 7
			Describe the geometry of simple compounds	Week 7
			Determine the polarity of simple molecules	Week 8
			Describe the different functional groups	Week 8
			Describe structural isomerism; give examples	Week 8
			Describe some simple reactions of organic compounds: combustion of organic fuels, addition, condensation, and saponification of fats	Week 8
			Describe the formation and structure of polymers	Week 8
			Explain the properties of some polymers in terms of their structure	Week 8
	the properties of organic compounds and polymers in terms of their structure		Describe the structure of proteins, nucleic acids, lipids, and carbohydrates, and relate them to their function	Week 8
			Describe the preparation of selected organic compounds	Week 8

Grade Level: Grade 11

Subject: General Chemistry 2

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
3rd Quarter	1. the properties of liquids and solids to the nature of forces between particles 2. phase changes in terms of the accompanying changes in	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
			Describe and differentiate the types of intermolecular forces	Week 1
			Describe the following properties of liquids, and explain the effect of intermolecular forces on these properties:	Week 1



	energy and forces between particles		surface tension, viscosity, vapor pressure, boiling point, and molar heat of vaporization		
			Explain the properties of water with its molecular structure and intermolecular forces	Week 1	
			Describe the difference in structure of crystalline and amorphous solids	Week 1	
			Interpret the phase diagram of water and carbon dioxide	Week 2	
			Determine and explain the heating and cooling curve of a substance	Week 2	
	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	
			Perform stoichiometric calculations for reactions in solution	Week 2	
			Describe the effect of concentration on the colligative properties of solutions	Week 2	
			Differentiate the colligative properties of nonelectrolyte solutions and of electrolyte solutions	Week 3	
			Calculate boiling point elevation and freezing point depression from the concentration of a solute in a solution	Week 3	
			Calculate molar mass from colligative property data	Week 3	
			Describe laboratory procedures in determining concentration of solutions	Week 3	
			energy changes in chemical reactions	Explain the first law of thermodynamics	Week 3
	Explain enthalpy of a reaction			Week 3	
	Calculate the change in enthalpy of a given reaction using Hess Law				
	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
				Differentiate zero, first-, and second-order reactions	Week 4
				Explain reactions qualitatively in terms of molecular collisions	Week 4

			Explain activation energy and how a catalyst affects the reaction rate	Week 4	
			Cite and differentiate the types of catalysts	Week 4	
4 th Quarter	spontaneous change, entropy, and free energy	Prepare a poster on a specific application of one of the following: A. Acid-base equilibrium B. Electrochemistry	Predict the spontaneity of a process based on entropy	Week 5	
			Explain the second law of thermodynamics and its significance	Week 5	
			Use Gibbs' free energy to determine the direction of a reaction	Week 5	
	Chemical equilibrium and Le Chatelier's Principle	Include in the poster the concepts, principles, and chemical reactions involved, and diagrams of processes and other relevant materials	Explain chemical equilibrium in terms of the reaction rates of the forward and the reverse reaction	Week 5	
			Calculate equilibrium constant and the pressure or concentration of reactants or products in an equilibrium mixture	Week 5	
			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	
			Define Bronsted acids and bases	Week 6	
	1. acid-base equilibrium and its applications to the pH of solutions and the use of buffer solutions 2. solubility equilibrium and its applications		Discuss the acid-base property of water	Week 6	
			Calculate ph from the concentration of hydrogen ion or hydroxide ions in aqueous solutions	Week 6	
			Describe how a buffer solution maintains its ph	Week 6	
			Calculate the ph of a buffer solution using the Henderson Hasselbalch equation	Week 6	
	Redox reactions as applied to galvanic and electrolytic cells		Define oxidation and reduction reactions	Week 7	
			Balance redox reactions using the change in oxidation number method	Week 7	
			Identify the reaction occurring in the different parts of the cell	Week 8	
			Define reduction potential, oxidation potential, and cell potential		
			Calculate the standard cell potential	Week 8	
		Relate the value of the cell potential to the feasibility of using the cell to generate an electric current	Week 8		



			Describe the electrochemistry involved in some common batteries: a. Leclanche dry cell b. Button batteries c. Fuel cells d. Lead storage battery	Week 8
			Apply electrochemical principles to explain corrosion	Week 8
			Explain the electrode reactions during electrolysis	Week 8
			Describe the reactions in some commercial electrolytic processes	Week 8

Grade Level : Grade 12

Subject: General Physics 1

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>		
1 st Quarter	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
			Differentiate accuracy from precision	Week 1
			Differentiate random errors from systematic errors	Week 1
			Estimate errors from multiple measurements of a physical quantity using variance	Week 1
	Vectors and vector addition		Differentiate vector and scalar quantities	Week 1
	Perform addition of vectors		Week 1	
	Rewrite a vector in component form		Week 1	
	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
			Interpret displacement and velocity, respectively, as areas under velocity vs. time and acceleration vs. time curves	Week 2

<p>3. Uniformly accelerated linear motion</p> <p>3. Free-fall motion</p> <p>4. 1D Uniform Acceleration Problems</p>		Interpret velocity and acceleration, respectively, as slopes of position vs. time and velocity vs. time curves	Week 2
		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
		Solve for unknown quantities in equations involving one-dimensional uniformly accelerated motion , including free fall motion	Week 2
		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
		Describe motion using the concept of relative velocities in 1D and 2D	Week 3
		Deduce the consequences of the independence of vertical and horizontal components of projectile motion	Week 3
		Calculate range, time of flight, and maximum heights of projectiles	Week 3
		Infer quantities associated with circular motion such as tangential velocity, centripetal acceleration, tangential acceleration, radius of curvature	Week 3
		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
		Define inertial frames of reference	Week 4
		Identify action-reaction pairs	Week 4
		Draw free-body diagrams	Week 4
		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
		Differentiate the properties of static friction and kinetic friction	Week 4
<p>Relative motion</p> <p>1. Position, distance, displacement, speed, average velocity, instantaneous velocity, average acceleration, and instantaneous acceleration in 2- and 3- dimensions</p> <p>2. Projectile Motion</p> <p>3. Circular Motion</p>			
<p>1. Newton’s Law’s of Motion</p> <p>2. Inertial Reference Frames</p> <p>3. Action at a distance forces</p> <p>4. Types of contact forces: tension, normal force, kinetic and static friction, fluid resistance</p> <p>5. Action-Reaction Pairs</p>			

<p>6. Free-Body Diagrams 7. Applications of Newton's Laws to single-body and multibody dynamics 8. Problem solving using Newton's Laws</p>		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
		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
		Calculate the dot or scalar product of vectors	Week 5
		Determine the work done by a force acting on a system	Week 5
		Define work as a scalar or dot product of force and displacement	Week 6
		Interpret the work done by a force in one- dimension as an area under a Force vs. Position curve	Week 6
		Relate the gravitational potential energy of a system or object to the configuration of the system	Week 6
		Relate the elastic potential energy of a system or object to the configuration of the system	Week 6
		Explain the properties and the effects of conservative forces	Week 6
		Use potential energy diagrams to infer force; stable, unstable, and neutral equilibria; and turning points	Week 7
		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
		Differentiate center of mass and geometric center	Week 7
		Relate the motion of center of mass of a system to the momentum and net external force acting on the system	Week 7
<p>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</p>			
<p>1. Center of mass 2. Momentum 3. Impulse 4. Impulse-momentum relation</p>			



	5. Law of conservation of momentum 6. Collisions 7. Center of Mass, Impulse, Momentum, and Collision Problems		Relate the momentum, impulse, force, and time of contact in a system	Week 8
			Compare and contrast elastic and inelastic collisions	Week 8
2nd Quarter	1. Moment of inertia 2. Angular position, angular velocity, angular acceleration 3. Torque 4. Static equilibrium 5. Rotational kinematics 6. Work done by a torque		Apply the concept of restitution coefficient in collisions	Week 8
			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
			Calculate the moment of inertia about a given axis of single-object and multiple-object systems	Week 1
			Calculate magnitude and direction of torque using the definition of torque as a cross product	Week 1
			Describe rotational quantities using vectors	Week 1
			Determine whether a system is in static equilibrium or not	Week 1
			Apply the rotational kinematic relations for systems with constant angular accelerations	Week 1
			Determine angular momentum of different systems	Week 1
	1. Newton's Law of Universal Gravitation 2. Gravitational field 3. Gravitational potential energy 4. Orbits 5. Kepler's laws of planetary motion		Apply the torque-angular momentum relation	Week 1
			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
			Use Newton's law of gravitation to infer gravitational force, weight, and acceleration due to gravity	Week 2
			Discuss the physical significance of gravitational field	Week 2
			Apply the concept of gravitational potential energy in physics problems	Week 2
			Calculate quantities related to planetary or satellite motion	Week 2
			For circular orbits, relate Kepler's third law of planetary motion to Newton's law of gravitation and centripetal acceleration	Week 3

1. Periodic Motion 2. Simple harmonic motion: spring-mass system, simple pendulum 3. Damped and Driven oscillation 4. Periodic Motion experiment 5. Mechanical waves 1. Sound 2. Wave Intensity 3. Interference and beats 4. Standing waves 5. Doppler effect 1. Specific gravity 2. Pressure 3. Pressure vs. Depth Relation 4. Pascal's principle 5. Buoyancy and Archimedes' Principle 6. Bernoulli's principle 1. Zeroth law of thermodynamics and Temperature measurement		Relate the amplitude, frequency, angular frequency, period, displacement, velocity, and acceleration of oscillating systems	Week 3
		Recognize the necessary conditions for an object to undergo simple harmonic motion	Week 3
		Calculate the period and the frequency of spring mass, simple pendulum, and physical pendulum	Week 3
		Differentiate underdamped, overdamped, and critically damped motion	Week 4
		Define mechanical wave, longitudinal wave, transverse wave, periodic wave, and sinusoidal wave	Week 4
		From a given sinusoidal wave function infer the speed, wavelength, frequency, period, direction, and wave number	Week 4
		Apply the inverse-square relation between the intensity of waves and the distance from the source	Week 4
		Describe qualitatively and quantitatively the superposition of waves	Week 5
		Apply the condition for standing waves on a string	Week 5
		Relate the frequency (source dependent) and wavelength of sound with the motion of the source and the listener	Week 5
		Relate density, specific gravity, mass, and volume to each other	Week 5
		Relate pressure to area and force	Week 6
		Relate pressure to fluid density and depth	Week 6
		Apply Pascal's principle in analyzing fluids in various systems	Week 6
		Apply the concept of buoyancy and Archimedes' principle	Week 6
		Apply Bernoulli's principle and continuity equation, whenever appropriate, to infer relations involving pressure, elevation, speed, and flux	Week 7
		Explain the connection between the Zeroth Law of Thermodynamics, temperature, thermal equilibrium, and temperature scales	Week 7

2. Thermal expansion 3. Heat and heat capacity		Convert temperatures and temperature differences in the following scales: Fahrenheit, Celsius, Kelvin	Week 7
		Define coefficient of thermal expansion and coefficient of volume expansion	Week 7
		Calculate volume or length changes of solids due to changes in temperature	Week 7
		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
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 12. Reversible and irreversible processes		Enumerate the properties of an ideal gas	Week 8
		Solve problems involving ideal gas equations in contexts such as, but not limited to, the design of metal containers for compressed gases	Week 8
		Interpret PV diagrams of a thermodynamic process	Week 8
		Compute the work done by a gas using $dW = PdV$	Week 8
		State the relationship between changes internal energy, work done, and thermal energy supplied through the First Law of Thermodynamics	Week 8
		Differentiate the following thermodynamic processes and show them on a PV diagram: isochoric, isobaric, isothermal, adiabatic, and cyclic	Week 8
		Calculate the efficiency of a heat engine	Week 8
		Describe reversible and irreversible processes	Week 8
		Explain how entropy is a measure of disorder	Week 8
		State the 2nd Law of Thermodynamics	Week 8
		Calculate entropy changes for various processes e.g., isothermal process, free expansion, constant pressure process, etc.	Week 8



Grade Level : Grade 12
Subject: General Physics 2

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration
3rd Quarter	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
			Explain the role of electron transfer in electrostatic charging by rubbing	Week 1
			Describe experiments to show electrostatic charging by induction	Week 1
			Calculate the net electric force on a point charge exerted by a system of point charges	Week 1
			Describe an electric field as a region in which an electric charge experiences a force	Week 1
			Calculate the electric field due to a system of point charges using Coulomb's law and the superposition principle	Week 1
			Calculate electric flux	Week 1
			Use Gauss's law to infer electric field due to uniformly distributed charges on long wires, spheres, and large plates	Week 2
			Solve problems involving electric charges, dipoles, forces, fields, and flux in contexts such as, but not limited to, systems of point charges, electrical breakdown of air, charged pendulums, electrostatic ink-jet printers	Week 2
			Relate the electric potential with work, potential energy, and electric field	Week 2
	1. Electric potential energy 2. Electric potential 3. Equipotential surfaces 4. Electric field as a potential		Determine the electric potential function at any point due to highly symmetric continuous- charge distributions	Week 2

	gradient 5. Electric potential		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
			Calculate the electric field in the region given a mathematical function describing its potential in a region of space	Week 3
			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
	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
			Calculate the equivalent capacitance of a network of capacitors connected in series/parallel	Week 3
			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
			Determine the potential energy stored inside the capacitor given the geometry and the potential difference across the capacitor	Week 4
			Describe the effects of inserting dielectric materials on the capacitance, charge, and electric field of a capacitor	Week 4
			Solve problems involving capacitors and dielectrics in contexts such as, but not limited to, charged plates, batteries, and camera flashlamps.	Week 5
	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
			Apply the relationship charge = current x time to new situations or to solve related problems	Week 5
			Describe the effect of temperature increase on the resistance of a metallic conductor	Week 5



		Describe the ability of a material to conduct current in terms of resistivity and conductivity	Week 5
		Apply the relationship of the proportionality between resistance and the length and cross-sectional area of a wire to solve problems	Week 5
		Differentiate ohmic and non-ohmic materials in terms of their I-V curves	Week 5
		Differentiate emf of a source and potential difference (PD) across a circuit	Week 5
		Given an emf source connected to a resistor, determine the power supplied or dissipated by each element in a circuit	Week 5
		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
	Devices for measuring currents and voltages	Operate devices for measuring currents and voltages	Week 5
	1. Resistors in series and parallel 2. Kirchhoff's rules 3. R-C circuits	Draw circuit diagrams with power sources (cell or battery), switches, lamps, resistors (fixed and variable) fuses, ammeters and voltmeters	Week 5
		Evaluate the equivalent resistance, current, and voltage in a given network of resistors connected in series and/or parallel	Week 6
		Calculate the current and voltage through and across circuit elements using Kirchhoff's loop and junction rules (at most 2 loops only)	Week 6
		Solve problems involving the calculation of currents and potential difference in circuits consisting of batteries, resistors and capacitors.	Week 6
	1. Magnetic fields 2. Lorentz Force	Differentiate electric interactions from magnetic interactions	Week 6
		Evaluate the total magnetic flux through an open surface	Week 6



	3. Motion of charge particles in electric and magnetic fields 4. Magnetic forces on current-carrying wires		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
	1. Biot-Savart Law 2. Ampere’s Law		Evaluate the magnetic force on an arbitrary wire segment placed in a uniform magnetic field	Week 6
			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
			Calculate the magnetic field due to one or more straight wire conductors using the superposition principle	Week 7
			Calculate the force per unit length on a current carrying wire due to the magnetic field produced by other current-carrying wires	Week 7
			Evaluate the magnetic field vector at any point along the axis of a circular current loop	Week 7
			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 Earth’s magnetic field, mass spectrometers, and solenoids.	Week 7
	4 th Quarter		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
Compare and contrast electrostatic electric field and non-electrostatic/induced electric field		Week 7		
Calculate the induced emf in a closed loop due to a time-varying magnetic flux using Faraday’s Law		Week 7		
Describe the direction of the induced electric field, magnetic field, and current on a conducting/nonconducting loop using Lenz’s Law		Week 8		
Compare and contrast alternating current (AC) and direct current (DC)		Week 8		

		inferring the composition of stars	Characterize the properties (stored energy and time-dependence of charges, currents, and voltages) of an LC circuit	Week 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
			Explain the conditions for total internal reflection	Week 8
			Explain the phenomenon of dispersion by relating to Snell's Law	Week 8
			Calculate the intensity of the transmitted light after passing through a series of polarizers applying Malus's Law	Week 8
			Solve problems involving reflection, refraction, dispersion, and polarization in contexts such as, but not limited to, (polarizing) sunglasses, atmospheric haloes, and rainbows	Week 8
	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
			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
			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
			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
			Apply the principles of geometric optics to discuss image formation by the eye, and correction of common vision defects	Week 8
	1. Huygens' Principle 2. Two-source interference of		Determine the conditions (superposition, path and phase difference, polarization, amplitude) for interference to	Week 9

	light 3. Intensity in interference patterns 4. Interference in thin films 5. Diffraction from single-slits		occur emphasizing the properties of a laser as a monochromatic and coherent light source	
			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
			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
	1. Postulates of Special Relativity 2. Relativity of times and lengths 3. Relativistic velocity addition 4. Relativistic dynamics 5. Relativistic Doppler effect		State the postulates of Special Relativity and their consequences	Week 9
			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
	1. Photoelectric effect 2. Atomic spectra 3. Radioactive decay		Explain the photoelectric effect using the idea of light quanta or photons	Week 9
			Explain qualitatively the properties of atomic emission and absorption spectra using the concept of energy levels	Week 9
			Calculating radioisotope activity using the concept of half-life	Week 9



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
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	Week 1
			define a circle.	
			graph a circle given an equation in center-radius form	
			define a parabola	Week 2
			graph a parabola given an equation in vertex form	
			define an ellipse	Week 3
			graph an ellipse given an equation in standard form	
			define a hyperbola	Week 4
			graph a hyperbola given an equation in standard form	
			recognize the equation and important characteristics of the different types of conic sections	Week 5
			solves situational problems involving conic sections	
			illustrate systems of nonlinear equations	Week 6
			determine the solutions of systems of equations (one linear and one second-degree) in two variables using substitution, elimination, and graphing (in standard form)	
			solve situational problems involving systems of nonlinear equations	Week 7
Quarter 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 8 to 9
			differentiate a series from a sequence	
			use the sigma notation to represent a series	
			Apply the use of sigma notation in finding sums	
	an understanding key concepts of circular functions,	1. formulate and solve accurately situational	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
			convert degree measure to radian measure and vice versa	



Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learner shall be able to...	Most Essential Learning competencies The learners...	Duration
	trigonometric identities, inverse trigonometric functions, and the polar coordinate system	problems involving circular functions	illustrate angles in standard position and coterminal angles	Week 3
			illustrate the different circular functions	
			uses reference angles to find exact values of circular functions	
			illustrate the domain and range of the different circular functions	Week 4
			graph the six circular functions (a) amplitude, (b) period, and (c) phase shift	
			solve situational problems involving circular functions	Week 5
		2. apply appropriate trigonometric identities in solving situational problems	determine whether an equation is an identity or a conditional equation	Week 6 to 8
			apply trigonometric identities to find other trigonometric values	
			solve situational problems involving trigonometric identities	
		3. formulate and solve accurately situational problems involving appropriate trigonometric functions	illustrate the domain and range of the inverse trigonometric functions.	
			evaluate an inverse trigonometric expression.	
			solve trigonometric equations.	
			solve situational problems involving inverse trigonometric functions and trigonometric equations	Week 9



Department of Education



ARTS AND DESIGN TRACK



Grade Level: Grade 11

Subject: Creative Industries I – Arts and Design Appreciation and Production

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	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
	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
			articulates the meanings and significance of various expressions of visual and applied arts.	Week 6-8
2nd Quarter	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
			relates the components of arts and design production to different arts and design forms.	Week 5-8



Grade Level: Grade 11

Subject: Creative Industries II: Performing Arts

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2 nd Sem	<p>The learner...</p> <ol style="list-style-type: none"> demonstrates an understanding of theater as a synthesis of the arts and utilizes a collective/collaborative process of creation demonstrates an understanding of the collective character of theater production 	<p>The learner...</p> <p>synthesizes key concepts of theater in an improvised group performance about their life stories.</p>	discusses the varieties, categories and elements of various performing arts practices	Week 1
			explains the different elements of artistic expression and principles of artistic organization as applied in a theater performance	Week 2
			explains the value of life stories as valuable sources of theater performances	
			creates skits that are evolved from personal stories using the different elements of arts and principles of composition	Week 3 to Week 4
			performs short skits noting the important qualities of a good performance	Week 5 to Week 6
			examines the merits of the skit performances using the principles of composition and qualities of performance	Week 7
2 nd 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
			notates simple melodies in major keys and in duple, triple, and quadruple meters	
			recognizes melodic intervals visually and aurally	
2 nd 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
			uses appropriate position and fingering in playing simple pieces	

			interprets appropriate phrasing, articulation and dynamics in performing instrumental pieces	
2 nd 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	
			uses proper enunciation and vocal techniques such as breathing and control	
			interprets and applies dynamic and tempo marks in singing	
			conducts pieces in duple, triple, and quadruple meter using appropriate hand and arm gestures	
			indicates attacks and releases clearly in conducting	
2 nd 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: <ul style="list-style-type: none"> • Pre-colonial Philippine Dance • Regional Philippine Dances • Classical and Filipino Contemporary Dance 	Week 13
			executes basic stance, forms, positions and contextual meaning of a dances	Week 14
			explains the life of the choreographer, his specific dance style, its history	Week 15
			analyzes the characteristics of dances: classical and Filipino contemporary dance	
			dances with a partner (friend peer family member) to build teamwork through dance	Week 16
2 nd 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



2 nd 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
			understands the skills, resources, and opportunities in 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	

Grade Level: Grade 12

Subject: Physical and Personal Development in the Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	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
			identifies hazardous materials, industry-related injuries and their causes used in art production	WEEK 3-4
			practices basic first-aid measures according to hazards during art production	WEEK 5-6
		shows knowledge of the maintenance of physical and personal well-being	develops proper personal hygiene regimen suitable for the art form	WEEK 7-8
2nd Quarter	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 injury and encourage professional longevity	WEEK 1-2
		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
			researches and writes a report on the local and international market conditions related to a specific art form	WEEK 4-5



			assesses the safety and security of a particular creative work environment	WEEK 6
			designs a hypothetical creative workplace that is hygienic and free of hazardous materials	WEEK 7-8

Grade Level: Grade 12

Subject: Developing Filipino Identity in the Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
3rd Quarter	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
		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
	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
			proposes possible ideas that could address these issues related to culture and arts in the community	Week 7-8
4th Quarter	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
			creates a work of art/performance /creative event that addresses, tackles, or highlights local and national identity (i.e. exhibits, trade fairs, arts and culture festivals)	Week 4-8



Grade Level: Grade 12

Subject: Integrating Elements and Principles of Organization in the Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	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
	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
2nd Quarter	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
			enhances a given story by introducing embellishment and improvisation as inspired by other art forms	WEEK-4-5
	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



Grade Level: Grade 12

Subject: Leadership and Management in Different Arts and Fields

Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
2 nd	The learner...	The learner...	The learner...	Week 1
	demonstrates values towards arts discipline and integrity	makes a self-assessment checklist that measures personal strength and weaknesses	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	
	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
			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. <i>“pwede pa”</i> instead of <i>“pwede na”</i>)	Week 1
	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
	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
			6. conducts cultural mapping (from Research 1 and 2)	Week 2



			7. identifies, enumerates and locates different Philippine organizations / content providers of art and cultural resources (Libraries, sources, websites, etc.)	Week 2
	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 c. group or organizations in the creative industry value chain as well as core and related industries	Week 3
			9. demonstrates an appreciation of arts and cultural organizations	Week 3
			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
	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
2nd Sem		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
	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



	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
			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
2nd Semester	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 17. records day to day work in progress	Week 5 Week 5
2nd Sem	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	Weeks 6-7



			g. how work contributes to individuals and to the organization	
	demonstrates knowledge and understanding of basic business communication skills demonstrates appreciation of the self as an employee in an organization understands one's role in the 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 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	Weeks 6-7
2nd Semester	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 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	Weeks 6-7
	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
	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	develops concrete production logistical requirements demonstrates knowledge of coordination skills	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)	Week 8



	<p>venues for the art events and their space requirements</p> <p>develops an understanding of programming concepts</p> <p>identifies the different budget items for different art</p>	<p>coordinates effectively among production personnel: artists, production and technical staff</p> <p>identifies appropriate venues for particular art events</p> <p>schedules the program of art events/activities</p> <p>relates the budget items to the different art forms</p>	<p>c. how to connect project requirements to potential project resources</p> <p>d. identification of the different types of materials/equipment used in each type of project</p> <p>e. relationship of the different possible venues for possible art events based on production requirements</p> <p>f. analysis of the different budget items; costs out a production budget</p>	
	<p>analyzes the different budget items for different art forms</p>	<p>makes a project budget and an expense=income report for the art event</p>	<p>24. makes an expense-income financial report</p>	<p>Week 1</p>
	<p>explores the creative work environment as an employee and as a freelance/project hiree</p>	<p>builds and maintains positive self-image and relationships and work</p>	<p>25. role-plays in class how economic and social needs influence the nature and structure of work</p>	<p>Week 1</p>
	<p>demonstrates an understanding of the role of technology in managing the arts</p>	<p>applies technologies to management processes</p>	<p>26. identifies the appropriate technologies for certain management processes (i.e. typography, graphic design)</p> <p>identifies proper technological programs to be used in the art event</p>	<p>Week 2</p>



		applies the different types of technological programs in managing the arts	27. exhibits awareness and understanding of technology in managing the arts: a. web, internet, social media) b. applies ICT program managing the arts database, power point, graphics	Week 2
	demonstrates an understanding of the 4Ps of Marketing	understands and analyzes the 4Ps of Marketing	28. produces the following through their outputs on Marketing and Arts Events: a. the 4Ps of Marketing of an arts event	Week 2
2nd Semester	demonstrates understanding and awareness applying the different forms of communication to promote art events demonstrates an understanding of the communication process (SMCR)	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	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	
2nd Semester	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
	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



	<p>develops awareness and understanding of the basic sales strategies</p> <p>comprehends principles behind ticketing (budget income=expense report)</p> <p>develops awareness and understanding of the basic laws governing arts and culture</p> <p>Basic standard deductions: SSS, Philhealth, etc</p>	<p>determines ticket pricing for the event</p> <p>relates/ translates the laws on to practical applications</p> <p>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.</p> <p>includes tax systems (deductions) in the financial transactions of the art event</p> <p>applies TINs from BIR; prepare applications for SSS PhilHealth ,etc.</p>	<p>31. explains/discusses the following Marketing topics:</p> <ul style="list-style-type: none">a. basic audience analysisb. relationship of demographics to audience behavior towards art formsc. identification of the different audience survey designsd. the importance of conducting audience survey designe. identification of the basic sales strategiesf. the appropriate ticket price for the particular event:<ul style="list-style-type: none">- Fund Raisings- Arts for a Causeg. complies to the laws—identification of (possible) violations in their communitiesh. identification and reporting of (possible) violations in their communities of basic constitutional rights:<ul style="list-style-type: none">-- Freedom of Expression-- Intellectual Property Rights-- National Heritage Law-- Indigenous People's Rights Law-- Basic Taxation Systems: Income Tax, VAT, etc. <p>32. Basic understanding of the tax system and required government deductions (SSS, Philhealth, Pagibig)</p>	<p>Weeks 4 -5</p> <p>Weeks 4 -5</p>

	<p>understands the self and his/her role in the creation of the artistic product or service</p> <p>demonstrates an understanding of leadership structures and practices in the community</p>	<p>develops a “self challenging” attitude</p> <p>translates leadership structures to managing an arts event</p> <p>translates leadership by example to their own leadership of their team/s</p>	<p>33. Role-plays the following topics in class:</p> <p>a. standards of excellence for his/her creation</p> <p>b. good personal work habits</p> <p>c. understanding of leadership structures and practices in the community</p> <p>d. decision making skills</p> <p>e. recognizing artists, managers/leaders in the school and in the community</p>	Week 6
	<p>demonstrates understanding and awareness of the importance of supervision, monitoring and anticipation</p> <p>awareness of the importance of supervision, monitoring and anticipation</p>	<p>develops risk management tools (anticipates problems)</p>	<p>34. explains /compares/contrasts the different management styles/skills of an arts event in consideration of the possible unforeseen problems/situations that may arise</p> <p>35. creates a video footages or role-play of the following topics using their mobile phones and other available gadgets for this simple production:</p> <p>a. understanding of control in leadership as well as crisis management, (“show must go on”, “expect the unexpected”)</p> <p>b. understanding of authority, supervision, control in leadership</p> <p>c. basic communication and negotiation skills towards an environment of tolerance</p> <p>d. understanding of control in leadership</p> <p>e. understands conflict management</p>	<p>Weeks 6- 8</p> <p>Weeks 6-8</p>
2nd Semester	<p>demonstrates an understanding of how to use the data gathered based on the results of the survey for</p>	<p>collects, tabulates and reports the results of the audience survey</p>	<p>36. conducts and reports audience surveys</p>	Weeks 6-8
	<p>demonstrates appreciation for analysis of project evaluation and criticism</p>	<p>evaluates the project objectively and makes recommendations</p>	<p>37. Role-play the following topics in Project Evaluation:</p> <p>a. appreciation and nurturing of audience feedback</p> <p>b. how to develop positive criticism skills for evaluation (objective and subjective)</p>	Weeks 6-8



			c. demonstration of positive attitude towards criticisms d. self-challenging attitude to self-criticism	
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Grade Level: Grade 12

Subject: Production in the Performing Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	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 outputs from the various production teams	identifies the various departments as well as designs an organizational structure in a theater production	WEEK 1
			identifies the possible careers associated with the performing arts field by undergoing the process of a production	
			conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	WEEK 2-4
			collaborates with other art disciplines	
			creates music, dance and designs appropriate to the production concept	
			recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece	
			identifies appropriate performance venue	WEEK 5-8
			develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations	
			designs the physical action and movement on stage of the theatrical performance through	



			blockings and other appropriate techniques for staging and execution rehearses musical numbers with singers, dancers and accompaniment prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia devises marketing strategies for production	
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
			incorporates the criticisms and proposals for production enhancement	
			performs with a level of mastery	WEEK 6
			evaluates the whole learning experience on an individual and organizational level	WEEK 7-8
			produces documentation of the performance	



Department of Education



SPORTS TRACK



Grade Level: Grade 11

Subject: Safety and First Aid

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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
			Observes “safety awareness” (preventive and rehabilitative) at all times;	Weeks 2-19
			Enumerates ways to safeguard participants from possible injuries;	Week 3
			Identifies activities for restoring strength and condition of participants after rehabilitation;	Week 4
			Identifies signs and symptoms of injuries as well as situations that may prompt such injuries;	Weeks 5-9
			Identifies situations requiring prompt response for safety rescue and transfer;	Weeks 10-13
			Performs appropriate and correct procedures during disaster and emergencies in sports, exercises and	Weeks 14-17



			recreational settings (simulations);	
			Prepares first kits and equipment;	Weeks 18-19
			Develops an emergency plan involving personnel; and	Weeks 20-21
			Recognizes the value of safety, injury prevention and management in sports and exercise settings for prompt and proper response during emergencies.	Weeks 1-21

Grade Level: Grade 11

Subject: Human Movement

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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
			exhibits appreciation of the value of measurement for efficient and effective performance	
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	recognizes the value of quality of practice for efficient and effective performance.	
	The learner demonstrates understanding of	The learner administers accurately	interprets the results of the movement	Week 4-6

	movement analysis for efficient and effective performance	movement screens.	screen; exhibits appreciation of the value of measurement for efficient and effective performance	
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	recognizes the value of quality of practice for efficient and effective performance.	
	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	relates screen result to current performance exhibits appreciation of the value of measurement for efficient and effective performance;	
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	recognizes the value of quality of practice for efficient and effective performance.	Week 7-9
	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	exhibits appreciation of the value of measurement for efficient and effective performance	Week 10-11
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance	The learner designs sound practice sessions.	explains the different theories of motor control and learning; recognizes the value of quality of practice for	



			efficient and effective performance.	
	The learner demonstrates understanding of movement analysis for efficient and effective performance	The learner administers accurately movement screens.	exhibits appreciation of the value of measurement for efficient and effective performance	Week 12-14
	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; recognizes the value of quality of practice for efficient and effective performance.	
	The learner demonstrates understanding of movement analysis for efficient and effective performance	The learner administers accurately movement screens.	exhibits appreciation of the value of measurement for efficient and effective performance	Week 15-20
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance	The learner designs sound practice sessions.	modifies course of action based on feedback; and recognizes the value of quality of practice for efficient and effective performance	



Grade Level: Grade 11

Subject: Fundamentals of Coaching

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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
			Realizes that knowledge in coaching prepares learner for a career;	Weeks 6-8
			Describes characteristics of an effective coach;	Weeks 9-10
			Utilizes proper communication techniques in coaching;	Weeks 11-12
			Identifies documentation strategies in monitoring performance (game statistics, progression towards goals, and strategies and tactics)	Weeks 13-17
			Differentiates various coaching styles; and	Weeks 18-20
			Recognizes appropriate coaching behaviour.	Weeks 1-20



Grade Level: Grade 11

Subject: Sports Officiating and Activity Management

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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
			Explains officiating mechanics of the sport	Weeks 4-5
			Interprets rules of the sport;	Weeks 6-7
			Demonstrates appropriate personal, social, and ethical behavior while officiating	Weeks 1-10
			Utilizes management skills during games/competitions;	Weeks 8-9
			Analyses own performance after a game/competition; and	Week 10
			Values the importance of understanding sports officiating leading towards a career	Weeks 1-10
	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



			Assesses the feasibility of a sports/fitness/recreation even	Weeks 12-13
			Identifies the elements of an event plan	Week 14
			Utilizes promotional strategies to market the event	Week 15
			Devises evaluation techniques to gauge the success of the event	Weeks 16-17
			Designs a plan for a sports/fitness/recreation event	Weeks 18-20
			Recognizes the value of careful planning and implementation for effective conduct of a sports/fitness/recreation event.	Weeks 1-20

Grade Level: Grade 11

Subject: Psychosocial Aspects of Sports and Exercise

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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	explains how different types of motivation affect sports performance and exercise participation	Week 1-2
			recognizes the value of understanding	



		benefits of regular sports and exercise participation.	motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			uses motivational strategies to encourage sports and exercise participation	Week 3-4
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation;	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation;	



			recognizes the value of regular sports and exercise participation for overall well-being.	
			explains the importance of group structure, role clarity and acceptance for effective team functioning	Week 5-6
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			discusses the effects of group cohesion in sports performance and exercise participation	Week 7-8
			recognizes the value of understanding	



			motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			describes arousal, stress, and anxiety in sports and exercise settings	Week 9
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	



			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			explains how arousal and anxiety affects sports performance and exercise participation	Week 10-11
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regulating arousal, coping with stress and anxiety for better	



			sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			describes different strategies in regulating arousal, coping with stress and anxiety in sports and exercise	Week 12-14
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation	



			recognizes the value of regular sports and exercise participation for overall well-being	
			describes symptoms of burnout, and overtraining in sports and exercise participant	Week 15-16
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	



			explains the psychological impact of injuries in sports and exercise participants	Week 17-19
			recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	
			recognizes the value of understanding motivation for the initiation, continuation, or	Week 20



			resumption of sports and exercise participation	
			recognizes the value of effective communication and group cohesion for sports performance and exercise participation	
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation	
			recognizes the value of regular sports and exercise participation for overall well-being	

Grade Level: Grade 11

Subject: Fitness Testing and Basic Exercise Programming

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
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
			realizes the importance of test results as a means to set fitness or performance goals,	



			formulate exercise programs, and monitor progress	
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.	
			demonstrates the correct performance of fitness test procedures	Week 3-6
			realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress	
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.	
			evaluates test results based on age, exercise readiness (PAR-Q), and physical activity status	Week 7-11
			realizes the importance of test results as a	



			means to set fitness or performance goals, formulate exercise programs, and monitor progress	
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.	
			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	Week 12-16
			illustrates the proper performance of the exercises	
			realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress	
			recognizes the value of sound program	



			design and constant monitoring in the attainment of fitness and performance goals	
			• makes adjustments to training parameters (FITT) according to training response	Week 17-20
			realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress	
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals	

Grade Level: Grade 12

Subject: Fitness, Sports and Recreation Leadership

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration
First Semester	The learner... demonstrates understanding of the basic principles of, and	The learner... implements with confidence a short-term program in	practices quality leadership in the conduct of fitness, sports and recreation activities	Week 1



	techniques in, fitness, sports and recreation instruction and leadership for carrying out safe and effective programs in exercise, sports and recreation.	exercise/sports and recreation for a healthy individual or group.	uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group	
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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 program	
			realizes the value of professional ethics, responsibilities, and standards	
			administers a pre-participation screening	
			uses appropriate cueing, motivation,	
				Week 2



			instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group	
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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	
			realizes the value of professional ethics, responsibilities, and standards	
			explains the different components of an exercise program	Week 3-7



			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group	
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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	
			realizes the value of professional ethics, responsibilities, and standards	
			demonstrates safe and effective	Week 8-11



			exercise/sports techniques	
			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports	
			programs for an individual or group identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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	
			realizes the value of professional ethics, responsibilities, and standards	



			designs a balanced exercise program for an apparently healthy individual or group	Week 15-16
			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group	
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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	
			realizes the value of professional ethics,	

			responsibilities, and standards	Week 12-20
			monitors exercise intensity for safe and effective fitness performance	
			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group	
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries	
			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	



			realizes the value of professional ethics, responsibilities, and standards	
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Department of Education

SPECIAL CURRICULAR PROGRAMS



Special Program for the Arts



Special Program for Sports



**Special Program for Technical-Vocational
Education**



GUIDING OUR TEACHERS: A Briefer on the Use of the Special Program in the Arts (SPA) MELCs

About the Process

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Special Curricular Programs Division, has produced a list of the most essential learning competencies (MELCs). MELCs was produced to ensure that grade level standards, along with its content and performance standards are still attained despite the changes in learning delivery modes brought by the COVID-19 pandemic.

In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. Endurance is defined as the learning competency that remains with learners long after a test is completed (Reeves, 2002) or is useful beyond a single test or unit of study (Many and Horrell, 2014) which is applicable to real-life situations e.g. social participation and integration.

Guided by the requirement that a learning competency (LC) be useful in lifelong learning, the group of specialists in-charge of the Special Program in the Arts curriculum recognizes the role of the program in developing excellent young artists in any field of arts towards the promotion of Filipino culture and heritage preservation. The identified MELCs are those that can be learned in any mode of delivery, either face-to-face, online or homebased learning.

Example:

SPA-Dance G7 Q1: The learner identifies the nature and characteristics of each dance form/genre

The example above provides students with knowledge of content specific words learned from the Physical Education component of MAPEH. MELCs are also significantly less than the original number of LCs in the curriculum because of certain factors. First, some LCs may be subsumed by other competencies.

Example:

SPA-Dance (G7 Q1): Differentiates dance forms/genre

SPA-Dance (G7 Q1): Identifies the nature and characteristics of each dance form/genre

The second factor considered in determining the MELCs is the LCs ability to be administered in different learning modalities especially during the pandemic. Consider the example below:

Example:

SPA-Visual Arts (G7 Q4): Converts photographs into computer graphics or cartoons



Learners with or without computers have the choice to convert photographs into digital art or cartoon style drawing (caricature)

How to Use the MELCs

Given the nature of the MELCs, the teacher is advised to find suitable activities and performance output for the achievement of certain competencies. It is also recommended that the teacher consider available resources in the community.

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' artistic development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.



Grade Level: Grade 7
Subject: SPA – Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	demonstrates understanding of the different artistic expressions; its elements, processes, principles, and interrelations.	illustrates examples of the integrated art processes in the different art forms.	1. *explains how the different elements of artistic expression are used.	Week 1
			2. explains the principles of artistic organization in the different art forms.	Week 2
			3. develops the fundamental artistic processes in expressing oneself.	Week 3
			4. explains the characteristics of the different art forms.	Week 4
			5. distinguishes clearly the commonalities and differences among the different art forms.	Week 5
			6. analyzes elements and processes of artistic expression in the different art forms.	Week 6
			7. demonstrates the elements of artistic expressions using soundscapes in music using the available resources in your community.	Week 7



			8. evaluates the importance of regular warm-up for vocal and instrumental ensemble.	Week 8
2 nd Quarter	demonstrates understanding of local stories, legends and myths as reflections of Filipino values, ingenuity.	performs chants or songs from stories, legends and myths in their local context with clarity.	1. *describes the narratives of local legends and myths citing their place of origin.	Week 1
			2. interprets stories, guided by basic Filipino cultural perspectives.	Week 2
			3. relates how these narratives reflect the Filipino perspective.	Week 3
			4. analyzes narratives in terms of literary and musical elements.	
			5. expresses a set of values and insights relevant to one's life and community.	
			6. chants from stories, myths and legends.	Week 4
	demonstrates understanding of the importance of studying music and its elements.	applies musical elements in performing chants, songs, myths, and legends.	7.applies the use of music in the integrated arts in depicting the narratives.	Week 5
	demonstrates understanding of the instruments used.	executes the proper technique of playing the instrument.	8. identifies the different instruments used and their parts .	Week 6
			9. applies the proper techniques in playing the instrument.	Week 7
		executes the proper way of caring for one's voice.	10. explains the anatomy of the vocal apparatus.	Week 8



	demonstrates understanding of the voice as an instrument.		11. practices proper care of the voice. 12. distinguishes the classifications of voice (SATB).	Week 9
3 rd Quarter	demonstrates understanding of local rituals and festivals reflective of Filipino values, ingenuity.	reenacts festivals according to local/regional traditions.	1. describes rituals and festivals citing their history, place of origin, and context.	Week 1
			2. observes cultural sensitivity to beliefs, rituals, customs, and traditions.	Week 2
	demonstrates understanding of music concepts and processes as applied to the music of rituals and festivals.		3. analyzes significant use of the arts and creative expressions in rituals and festivals.	Week 3
	demonstrates understanding to the use of different art forms and media to portray rituals and festivals.		4. demonstrates the various artistic expressions present in the rituals and festivals.	Week 4
			5. establishes the functions of rituals and festivals.	Week 5
	demonstrates understanding of the importance of music.	performs activities that shows the importance of music.	6. recognizes the importance of music.	Week 6
	demonstrates understanding of the elements of music.	applies the elements of music.	7. analyzes the elements of music through listening.	Week 7



		executes skills required in solo and group performance.	8. sings/plays instruments.	Week 8
4 th Quarter	demonstrates an understanding of the elements of music.	performs basic music reading skills through sight reading and singing of their local music (e.g. Harana-Bulacan).	1. describes the elements of music.	Week 1 to Week 8
			2. applies the elements of music through singing and playing.	
	demonstrates understanding of the integrated arts approach in a musical performance.	applies aspects of the integrated arts approach in the staging music performances.	3. analyzes musical elements in epics, rituals, festivals meaningfully.	
			4. analyzes meaningfully the dynamics of self and group through music and the integrated arts approach.	

For 3rd and 4th Quarter: Teachers are free to choose what elements of music he/she think is necessary to apply to the student's specialization.

- Rhythm (Beat, Meter, Note Values)
- Melody (Modes, Tonality, Scales)
- Harmony (Intervals & Triads)
- Tempo (Adagio, Moderato, Allegro, Presto, Vivace)
- Dynamics (piano, forte, mezzo piano, mezzo forte)
- Timbre (vocal, instrumental, environmental)
- Form (Cyclic, Phrases, Period, Section, Binary, Ternary, Rounded Binary, Rondo, Song Forms)
- Basic Music Reading: Notes, Rests, Time Signature, Clefs



Grade Level: Grade 8

Subject: SPA – Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	demonstrates an understanding of heritage.	creates a cultural map depicting the music heritage of one's locality.	1. describes the dimensions of society and applies them on an analysis of his community.	Week 1
	demonstrates an understanding of the different dimensions or modalities of society as applied in a community and their various relationships.			
	demonstrates an understanding of basic cultural mapping methods.	assesses the music resources of the community.	2. conducts survey of the music resources of the community.	Week 2
			3. illustrates cultural maps with clarity, analysis, and interest.	Week 3
	demonstrates an understanding of the elements of music.	performs music in solo and with accompaniment.	4. evaluates music applying the basic musical elements and skills	Week 4 to week 6
			5. explains how specific elements of music are applied in particular music pieces.	
			6. Sight-reads music in singing and playing instruments.	
2 nd Quarter	demonstrates an understanding of the natural		1. identifies the different natural heritage of the	Week 1

	heritage of his/her community and its different ecosystems.	creates maps on the natural heritage of his/her community.	community and gives its significance.	
			2. conducts an inventory of the natural heritage of the community , ecosystems and give their significance.	Week 2
			3. illustrates the varied ecosystems in his/her community through a natural heritage map or visual collage.	Week 3
	demonstrates understanding of the relationship of music elements to the earth.	performs music with an ecological content.	4. creates soundscapes of human and ecological situations.	Week 4
			5. create a fusion of earth music through improvisation.	Week 5
	demonstrates understanding of the elements of music through ensemble playing and group singing.	performs music in solo and with accompaniment.	6. applies the elements of music in voice and instrument.	Week 6 to Week 8
			7. demonstrates aural skills.	
	demonstrates understanding of the various methods and techniques of singing and instrument-playing.		8. reads music for ensemble playing and singing.	
3 rd Quarter	demonstrates an understanding of the cultural resources of his/her community, its different types, and significance.	creates a map of the tangible and intangible cultural resources of their community.	1. classifies the tangible and intangible cultural resources in his/her community and its significance.	Week 1
			2. conducts an inventory of the cultural resources of communities.	Week 2



	demonstrates an understanding of basic cultural research.		3. illustrates the heritage icons in his/her community.	Week 3
			4. analyzes human and socio-cultural situations based on the cultural maps.	Week 4
			5. applies creative integrated arts approaches in mapping tangible and intangible heritage	Week 5
	demonstrates understanding of elements of music as applied to heritage pieces. demonstrates understanding of the performance of music pieces with cultural heritage content drawn from local community resources.	performs music pieces with cultural heritage content.	6. selects a cultural icon for music performance.	Week 6
			7. analyzes the musical characteristics of a short heritage piece.	Week 7
4 th Quarter	demonstrates an understanding of program using the integrated arts approach. demonstrates an understanding of the staging process.	stages a performance with cultural heritage content.	1. analyzes the importance of good music programming, rehearsal preparation, and staging.	Week 1
			2. improvises music based on local cultural heritage.	Week 2
			3. employs acceptable rehearsal methods to good program planning.	Week 3
			4. applies aspects of the integrated arts approach in the staging music performances.	Week 4



Teachers are free to choose what elements of music he/she thinks is necessary to apply to the student's specialization.

- Rhythm (Simple & Compound Meter, Syncopated, Ostinato, Drone)
- Melody (Key Signatures, Scale Degree names Types and Qualities of Intervals, Modes)
- Harmony (Chord Functions, Tonic, Dominant, Chord Progressions, Drone & Melody)
- Tempo (Grave, Lento, Prestissimo, Ritardando, Accelerando, Rubato)
- Dynamics(crescendo, decrescendo, diminuendo)
- Timbre (Hornböestel-Sachs Classification, Voice – SATB, Solo, Duet, Trio, Quartet, Bel Canto, Indigenous Vocal Styles)
- Form (Canon, Fugue, Sonata Allegro, Concerto, Symphony, Theme & Variations, Cyclic form, Indigenous Forms)
- Choral Harmony, Balance & Blending

Grade Level: Grade 9

Subject: SPA – Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	demonstrates an understanding of cross-cultural comparison between Philippine indigenous and Medieval/Renaissance music.	performs Philippine indigenous and Medieval/Renaissance music based on its functions to daily life.	1. distinguishes the different functions of Indigenous music in Philippine and western setting.	Week 1
			2. displays familiarity in various performance practice of Philippine and Western music.	Week 2
			3.outlines the historical and geographical background of Philippines and Western countries.	Week 3
			4. analyzes how socio-cultural functions and historical events	Week 4



			affect musical forms across Philippine and Western society.	
			5.distinguishes how Philippine and Western music developed alongside each other through finding commonalities and differences.	Week 5
			6. demonstrates skills in playing actual or simulated indigenous and western instruments.	Week 6 to Week 8
	demonstrates an understanding of music reading, vocal techniques, instrument playing techniques, and sight reading skills		7.applies musical skills for voice and instrument playing.	Week 1 to Week 8
2 nd Quarter	demonstrates an understanding of cross-cultural comparison between Philippine and Western musical development.	performs music from the Spanish Colonial Period of the Philippines, Baroque, Classical and Romantic Periods	1. describes the different functions of music in Philippine and Western setting.	Week 1
			2.distinguishes Sacred from secular music.	Week 2
			3.identifies the historical and geographical background of Philippines and the West.	Week 3
			4. identifies major composers of the Spanish Colonial period in the Philippines, Baroque, Classical and Romantic Periods in the West	Week 4



			5.analyzes how socio-cultural functions and historical events affect musical forms across Philippine and Western society.	Week 5	
			6.distinguishes how Philippine and Western music developed alongside each other through finding commonalities and differences.	Week 6	
			7. applies appropriate technical skills in performing Philippine and Western music.	Week 7	
	demonstrates an understanding of music theory.		8. applies musical skills for voice and instrument playing.	Week 1 to Week 4	
			9.applies of the elements of music through the chosen specialization: voice and instrument-playing.	Week 5 to Week 8	
3 rd Quarter	demonstrates an understanding of cross-cultural comparison between Philippine, American and Japanese musical development.	displays familiarity in various performance practice of Philippine, American and Japanese musical period.	1.describes the different functions of music in Philippine, American and Japanese setting.	Week 1	
			2.identifies the historical and geographical background of Philippine, American and Japanese period.	Week 2	

			3.analyzes how socio-cultural functions and historical events affects musical forms across Philippine, American and Japanese society.	Week 3
			4.distinguishes how Philippine ,American and Japanese music developed alongside each other through finding commonalities and differences.	Week 4
	demonstrates an understanding of music theory.		5. applies musical skills for voice and instrument playing.	Week 1 to Week 8
4 th Quarter	demonstrates understanding of program planning for a recital.	stages a recital.	1. applies knowledge on music history to program planning.	Week 1 to Week 4
			2. displays knowledge in performing basic musical performances .	Week 5 to Week 8
	demonstrates an understanding of basic music reading, basic vocal techniques, instrument playing techniques, and sight reading skills.	demonstrates musical skills in voice and/or instrument-playing.	3.employs acceptable rehearsal methods to good program planning.	Week 1 to Week 4
			4.applies aspects of the integrated arts approach in the staging music performances	Week 5 to Week 7



Grade Level: Grade 10

Subject: SPA – Music

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	Demonstrates understanding of Philippine music from Philippine Independence to the present	Performs the genres of music (vocal / instrumental) from Philippine Independence to the present.	1. Identifies the genres and proponents of music from Philippine Independence to the present	Week 1
	demonstrates understanding of issues related to the music profession.	employs knowledge on the different issues to one's own music practice.	2.Outlines the different issues affecting the music profession.	Week 2
			3.Advocates intellectual property rights.	Week 3
	demonstrates an understanding of basic compositional concepts and techniques.	composes music	4.Employs creativity in composition and arrangements.	Week 4
		arranges music	5. familiarizes with various performance having diverse musical styles.	Week 5
			6. applies music technology software in notating, sequencing and recording	Week 6 to Week 7
	demonstrates an understanding of music reading, basic vocal techniques, instrument	performs skills for voice and instrument-playing	7. shows mastery of musical elements through varied musical performance.	Week 1 to Week 8



	playing techniques, and sight reading skills			
2nd QUARTER	demonstrates understanding of Philippine music in the ASEAN context.	presents a simulated performance of ASEAN music.	1. distinguishes Philippine music from ASEAN music	Week 1
	demonstrates an understanding of cross cultural comparison between Philippine and ASEAN Music	displays familiarity in various performance practice of ASEAN music.	2.presents a simulated performance of ASEAN Music.	Week 2
	demonstrates understanding of issues related to the music profession.	conducts interviews with local artists about the different issues in the music profession.	3.outlines the different issues affecting the music profession.	Week 3
			4.advocates intellectual property rights.	Week 4
	demonstrates an understanding of basic compositional concepts and techniques	creates basic music compositions or arrangements.	5.develops creativity in conceptualizing basic music compositions or arrangements.	Week 5
	demonstrates familiarity with music software for notation, recording, and sequencing.	displays knowledge in using music technology software	6. uses technology to notate, transcribe, record or sequence music	Week 6
	demonstrates an understanding of music reading, basic vocal techniques, instrument playing techniques, and sight reading skills	performs skills for voice and instrument-playing	7. displays mastery of the musical elements through musical performances	Week 1 to Week 4
		applies appropriate technical skills in performing diverse musical styles	8. displays familiarity in various performance practice of diverse musical styles	Week 5 to Week 8



3 rd QUARTER	demonstrates an understanding of globalization in music.	performs a musical genre for each region of the world.	1.distinguishes each musical genre	Week 1
		displays familiarity in various performance practice of various world music.	2. applies appropriate technical skills in performing diverse musical styles	Week 2
	demonstrates understanding of issues related to the music profession.	conducts research about music organizations that deal with issues and music advocacy.	3.analyzes the reasons behind the issues in the musical profession.	Week 3
			4.displays awareness in music advocacy and issues	Week 4
	demonstrates an understanding of music reading, basic vocal techniques, instrument playing techniques, and sight reading skills.	creates music compositions or arrangements.	5.develops creativity in conceptualizing basic music compositions or arrangements.	Week 1 to Week 3
		demonstrates musical skills in voice and/or instrument-playing.	6. uses technology to notate, transcribe, record or sequence music.	Week 4 to Week 6
		performs skills for voice and instrument-playing. applies appropriate technical skills in performing diverse musical styles.	7. displays mastery of the musical elements through musical performances.	Week 7 to Week 8
4 th QUARTER	demonstrate an understanding of the nature of the work of various music careers.	demonstrate creativity in conceptualizing and making music compositions or arrangements.	1.identifies the various music professions, their training and nature of work.	Week 1 to Week 4
			2.evaluates one's aptitude, interest and abilities in relation to the various music professions.	Week 5 to Week 8

		demonstrates basic musical skills in voice and/or instrument-playing.		
	demonstrates an understanding of program planning, rehearsal preparation, and staging using the integrated arts approach.	employs acceptable rehearsal methods applicable to good program planning.	3. displays familiarity in various performance practice of diverse musical styles.	Week 1 to Week 4
	demonstrates an understanding of music reading, basic vocal techniques, instrument playing techniques, and sight reading skills.	performs skills for voice and instrument-playing .	4. displays mastery of the musical elements through musical performances.	Week 5 to Week 8
		uses technology to document music performances.		
		applies appropriate technical skills in performing diverse musical styles.		

Grade Level: Grade 7

Subject: SPA- DANCE – FOLK DANCE & BALLET STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of the basic concepts, characteristics and functions of dance, movement vocabularies, forms/genres and its relationships for the	exhibits skills on the different dance forms/genres.	defines dance <ul style="list-style-type: none"> As an emotional expression. As an artistic expression. 	WEEK 1
			discusses the functions of dance.	WEEK 2
			identifies the nature and characteristics of each dance form/genre	WEEK 3-4
			explains the relationships of the different dance forms/genres.	WEEK 5

	enhancement of individual aesthetic potentials.		executes dance movements of some genres using the basic concepts, characteristics and functions of the dance.	WEEK 6-8
2nd Quarter	demonstrates understanding of the concepts of dance movement and space in relationship to dance.	performs basic dance movement combinations (<i>locomotor and non-locomotor</i>) in relation to space.	defines the meaning of dance movements.	WEEK 1
			explains the importance of body as a medium of communication for dance.	WEEK 2
			communicates ideas and expressions through simple body movements using locomotor and non-locomotor movements.	WEEK 3-4
			explores movement combinations (locomotor and non-locomotor) in relation to personal and general space.	WEEK 5-6
			executes dance movements combinations (<i>locomotor and non-locomotor</i>) in relation to personal and general space.	WEEK 7-8
3rd Quarter	demonstrates knowledge and understanding of the basic elements of dance and movement framework of Rudolph Laban.	creates basic movement combinations using the elements of dance in accordance with the movement framework of Rudolph Laban.	describes the elements of dance.	WEEK 1
			correlates relationship among the different movement patterns.	WEEK 2
			performs movement combinations in relation to- <i>Rhythm</i> <i>Force</i> <i>Space</i>	WEEK 3-4
			relates one's movement to a partner or group.	WEEK 5-6
			performs simple movement patterns applying the basic elements and principles of dance	WEEK 7-8
4th Quarter	develops understanding of movement combinations inspired by the local cultural experiences and/or a regional dance.	creates movement combinations inspired by the local cultural experiences and/or a regional dance.	explains various dances of the locality/region.	WEEK 1
			differentiates movement characteristics of the local and/or /regional dances.	WEEK 2
			creates short movement phrases inspired by local cultural experiences	WEEK 3-4
			communicates ideas and expressions of the local culture through short movement phrases.	WEEK 5-6
			performs movement combinations through a mini-production.	WEEK 7-8



Grade Level: Grade 8

Subject: SPA- DANCE – FOLK DANCE STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates knowledge, understanding and appreciation of the significant historical context of local/regional/ national dances.	performs skillfully selected local/ regional /national dances from Luzon, Visayas and Mindanao, based on dance literature.	executes the correct technique of the fundamental positions of hands and feet.	WEEK 1-2
			executes the different hand /arm movements in folkdance.	WEEK 1-2
			explains different terminologies, the nature and characteristics, historical background and basic dance steps of selected Philippine folkdances.	WEEK 3
			performs basic dance steps in 2, 3, 4 time signatures used in the dances 4 4 4	WEEK 4
			demonstrates dance sequence of the selected dances.	WEEK 5-6
			incorporates the elements of dance such as time, rhythm and space and movements in local dances	WEEK 5-6
			promotes the preservation of local dances through performance.	WEEK 7-8
			recognizes National Artists in Dance and their contributions to the development of Philippine dances	WEEK 7-8
2nd Quarter	develops understanding of the basic concepts of staging Philippine Folkdances for productions and/or performances.	showcases and skillfully performs selected local and national dances.	describes the parts, types, and functions of stage.	WEEK 1
			defines dance staging	WEEK 2
			explains the importance of staging Philippine folkdance (local/national).	WEEK 3
			illustrates how the stage is effectively used for the enhancement of performance.	WEEK 4
			enumerates the process on how to stage a folkdance.	WEEK 5
			recognizes the importance of quality performance.	WEEK 6
			showcases the Philippine dances through a mini-recital.	WEEK 7-8
3rd Quarter	demonstrates knowledge, understanding and appreciation of the	performs at least 3 Asian dances based on published dance literature.	describes the nature and characteristics of Asian dances.	WEEK 1
			discusses the origin/location of Asian folk dance through its costume/music.	WEEK 2
			gives the meaning of dance movements and gestures of	WEEK 3



	different Asian dances and their relation with Philippine Dances.		the selected dance.	
			demonstrates basic steps used in Asian dances.	WEEK 4
			performs Asian dances with respect to its culture	WEEK 5-6
			compares and contrasts the characteristics of Philippine Dances with Asian Dances in terms of basic steps, music, costumes, etc.	WEEK 7-8
4th Quarter	develops knowledge and understanding of the basic concepts of staging ASIAN dances for production/ performances.	showcases and skillfully performs selected ASIAN dances.	explains the importance of staging ASIAN dances.	WEEK 1-2
			illustrates how the stage is effectively used for the enhancement of the performance.	WEEK 3-4
			recognizes the importance of quality performance.	WEEK 5-6
			showcases ASIAN dances.	WEEK 7-8

Grade Level: Grade 8

Subject: SPA- DANCE – BALLET STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of the basic concepts and terminologies in classical ballet.	performs correctly some ballet steps and movements using the principles of classical ballet.	discusses the history and development of classical ballet.	WEEK 1
			identifies distinguishing characteristics of classical ballet.	WEEK 2
			analyzes the different dance elements in classical ballet.	WEEK 3
			executes classical ballet movements with ease and facility.	WEEK 4-8
2nd Quarter	demonstrates understanding of the fundamental ballet technique in: floor, barre, centerwork, and corner exercises.	executes floor, barre and center/corner exercises.	describes the proper body placement in classical ballet.	WEEK 1
			identifies classical ballet technique.	WEEK 2
			performs classical ballet technique.	WEEK 3-8
			analyzes the application of ballet technique to other dance genres.	WEEK 8
3rd Quarter	demonstrates understanding and appreciation of the different concepts and principles of contemporary dance.	performs contemporary dance movements using the Cunningham technique.	discusses the history/development, movement and principles of contemporary dances.	WEEK 1
			differentiates contemporary dance from classical ballet.	WEEK 2
			executes Cunningham contemporary dance technique.	WEEK 3-8



4th Quarter	develops understanding of the basic concepts of staging classical/ contemporary dances for production/performances.	showcases and skillfully performs selected classical/contemporary dances	explains the importance of staging classical/ contemporary dances.	WEEK 1
			illustrates how the stage is effectively used for the enhancement of the performance.	WEEK 2
			recognizes the importance of quality performance. showcases classical/ contemporary dances	WEEK 3-8

Grade Level: Grade 9

Subject: SPA- DANCE – FOLK DANCE STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding and appreciation of the different dances of the world as they relate to Philippine dances.	performs at least three (3) dances from the different countries.	describes the nature, characteristics and historical background and/or basic dance steps of the selected foreign folkdances.	WEEK 1
			demonstrates the dance sequence of selected foreign dances.	WEEK 2-3
			compares the characteristics of foreign dances to Philippine folkdances.	WEEK 4
			performs selected foreign dances incorporating the elements of dance such as time, rhythm and space, and movements.	WEEK 5-8
2nd Quarter	demonstrates understanding and appreciation of the nature, characteristics, principles, and technique of ballroom/dance sports	executes the different ballroom/ dance sport movements with precision.	describes the nature, characteristics, historical background, and basic elements of Ballroom Dance/Dance Sports.	WEEK 1
			explains the function and value of ballroom and dance sport.	WEEK 2
			executes the basic dance steps of selected ballroom dances either Standard or Latin.	WEEK 3-8
			performs the basic ballroom or dance sports movements with grace and precision according to the nature of the selected dance.	WEEK 3-8
3rd Quarter			analyzes the basic dance steps in	WEEK 1



	demonstrates understanding of dance interpretation	interprets at least one (1) Philippine or foreign dance literature.	2, 3, and 4 time signatures. 4 4 4	
			enumerates the steps in dance interpretation.	WEEK 2
			interprets dance literature following the steps in dance interpretation.	WEEK 3-8
			performs the interpreted dance.	WEEK 3-8
4 th Quarter	demonstrates understanding of the concept of dance research.	conducts documentation of selected local dances through videos and other multi-media facility.	discusses the basic concepts of research.	WEEK 1
			explains the importance of conducting research documentary for dance	WEEK 1
			identifies the process of conducting research documentary for dance	WEEK 1
			views samples of video dance documentations	WEEK 2
			selects possible topics for research.	WEEK 2
			classifies types of dance research documentary	WEEK 2
			outlines concepts of proposed dance research documentary	WEEK 3-6
			finalizes the research documentary of local dance performances	WEEK 7-8

Grade Level: Grade 9

Subject: SPA- DANCE – BALLET STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
The learner...				
1st Quarter	demonstrates understanding and appreciation of the famous classical ballet pieces and the choreographer's contribution in the development of dance.	performs a choreographed ballet movement phrases.	outlines the evolution of ballet history.	WEEK 1
			identifies advance ballet technique and skills, famous ballet pieces and their choreographers.	WEEK 2
			executes varied floor, barre, and centrework exercises.	WEEK 3-8
			choreographs ballet movement phrases in accordance with the principles and technique using local dance materials (<i>myths, legends, folklores</i>).	WEEK 3-8
2nd Quarter	demonstrates understanding of the history and development,		discusses the history and development, fundamental movements, and principles of modern dance.	WEEK 1



	fundamental movements, and technique of modern dance.	creates dance pieces utilizing the modern dance technique.	explains the function and value of modern dance.	WEEK 1
			explores dance literature to improvise dance movements in modern dance compositions.	WEEK 2-8
			creates modern dance pieces based from the different proponents utilizing local dance materials (<i>myths, legends, folklores</i>).	WEEK 2-8
			performs the created modern dance pieces based from the different proponents.	WEEK 2-8
			evaluates the application of modern dance techniques through a performance showcase.	WEEK 7-8
3rd Quarter	demonstrates understanding of concepts-building and/or idea-generation in creating simple dances as material for dance production	creates a collaborative ballet dance composition according to a “thematic concepts.”	discusses choreographic process in ballet production.	WEEK 1
			analyzes different choreographic technique in the improvisation of a dance composition.	WEEK 2
			applies choreographic technique in movement exploration.	WEEK 2-8
			composes dance movements into a ballet piece according to the thematic concepts.	WEEK 2-8
			explains the importance of quality dance performances and productions.	WEEK 7-8
4th Quarter	demonstrates understanding of the concept of dance research and documentation.	conducts research and documentation of ballet productions/ performances through videos and other multi-media facility.	discusses the basic concepts and importance of dance researches.	WEEK 1
			identifies the process of conducting research documentary for dance.	WEEK 1
			classifies types of dance research documentaries	WEEK 2
			lists down possible topics for research.	WEEK 2
			views samples of video dance documentations.	WEEK 2
			outlines concepts of proposed dance research documentary.	WEEK 3-6
			finalizes the dance research documentary for ballet performances.	WEEK 7-8



Grade Level: Grade 10

Subject: SPA- DANCE – FOLK DANCE & BALLET STRAND

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1st Quarter	Demonstrates understanding of the concepts in mounting dance productions.	prepares a design in mounting a dance production.	defines the meaning of production and its components.	WEEK 1-2
			enumerates the elements of production design.	WEEK 2-3
			analyzes the relationship among the production components/ elements for the enhancement of production.	WEEK 4-8
2nd Quarter	develops understanding of production planning and designs for ballet and folkdance productions.	creates a plan for the ballet and folkdance production.	recognizes the importance of effective planning in mounting dance productions.	WEEK 1-2
			formulates standards for production planning and design.	WEEK 3-4
			analyzes the importance of planning the repertoire, production design, budget, production staff, and rehearsal schedule.	WEEK 3-4
			identifies the roles of production staff in the production.	WEEK 5-6
			determines rehearsal schedule.	WEEK 7-8
3rd Quarter	develops understanding of conducting systematic rehearsal processes for a quality performance.	organizes appropriate production rehearsal for the dance production.	organizes dance rehearsals for quality and artistic dance production.	WEEK 1-7
			observes performance etiquette during dance rehearsals.	WEEK 1-8
			practices the do's and don'ts during dance rehearsals and performances	WEEK 1-7
			recognizes the importance of quality rehearsals.	WEEK 1-8
4th Quarter	develops understanding of quality dance production.	develops understanding of quality dance production.	shows artistic excellence as a result of dance trainings and exposure.	WEEK 1-8
			demonstrates dances applying the elements, principles, and technique through a dance production.	WEEK 1-8
			formulates performance standards and criteria for evaluation.	WEEK 5-6
			critiques the whole production through a set of criteria.	WEEK 7-8
			gives suggestions and recommendations as basis for improvement of future performances.	WEEK 8



			utilizes evaluation results for the improvement of future performances.	WEEK 8
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Grade Level: Grade 7
Subject: SPA – Theater

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st QUARTER	demonstrates understanding of the language of artistic expression in all the art forms and principles of artistic organization common in the arts.	performs creative pieces using body movements and vocal improvisations in the integrated arts process that exhibit understanding of the different elements of artistic expressions and principles of organization.	1. translates his personal experiences to creative expression.	Week 1 to Week 2
			2. evaluates the level of meanings inherent in shared stories.	Week 3
			3. utilizes the body and the voice as tools for exploring the principles of artistic organization.	Week 4 to Week 5
			4. utilizes the elements of artistic expression and the principles of artistic organization common to all the arts through creative release and exploration exercises.	Week 6 to Week 7
			5. gives importance to one's background / orientation in the creative expression.	Week 8
2 nd QUARTER	demonstrates understanding of the language of creative	produces creative outputs using the integrated process	1. enumerates local forms of cultural performance	Week 1

	expression in Philippine culture (Folklore, Rituals and Festivals).	involving elements from different art forms and drawing from cultural performances and traditions in his/her locality.	from family and community.	
			2. describes cultural performances in their localities.	Week 2
			3. relates the links between the performance practice and their life stories.	Week 3 to Week 4
			4. executes the various artistic expressions present in the re-enactments and establishes their functions.	Week 5 to Week 6
			5. mounts re-enactments of cultural performances demonstrating the use of the different modes of expressions or art forms.	Week 7 to Week 8
3rd QUARTER	demonstrates understanding of the elements of theater and drama using examples from Philippine theater.	evaluates the elements of theater and drama in short plays from Philippine theater.	1. analyses the elements of dramatic arts in theater production.	Week 1 to Week 2
			2. selects scenes from Philippine traditional and contemporary drama in creative performance.	Week 3 to Week 4
			3. describes the playwriting and directing principles present in the play.	Week 5 to Week 6
			4. conducts scene studies from the selected plays.	Week 7 to Week 8



4th QUARTER	demonstrates understanding of the Basic Improvisational and Devised Theater Techniques, using the actor's tools, implements and stage craft.	produces collaborative short plays applying basic improvisation and / or devising techniques based on individual experiences and community exposures.	• demonstrates an awareness of the capacities and limits of the actor's tools.	Week 1 to Week 2
			• identifies the various theater stage craft and their contributions to theater production.	Week 3 to Week 4
			• improvises scenes using devising techniques based on community narratives.	Week 5 to Week 7
			• appraises the specific creative contributions of individual's shared experiences in a collective scene making	Week 8

Grade Level: Grade 8
Subject: SPA – Theater

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st QUARTER	demonstrates understanding of the Analysis and Production of realistic plays on environment and heritage.	applies the techniques of realism in creative outputs that respond to local issues on the environment and cultural heritage.	1. shares personal life stories as primary sources of creative expression.	Week 1
			2. analyzes the significant features of environmental issues and the importance of cultural heritage.	Week 2 to Week 3
			3. uses one's shared experiences to create	Week 4 to Week 6



			mini showcases highlighting environment and cultural heritage.	
			4. analyzes key texts in world drama in relation to aesthetic characteristics of realistic play.	Week 7 to Week 8
2 nd QUARTER	demonstrates understanding of analysis and production of realistic plays on environment and heritage.	produces creative outputs following the styles of acting, directing, and designing in the mode of realism.	1. acts a role/s from selected plays (monologues and dialogues)	Week 1
			2. directs scenes from selected plays.	Week 2 to Week 3
			3. designs scenery, costume and makeup for a selected play.	Week 4
			4. builds a scale model for a selected plays.	Week 5 to Week 6
			5. utilizes foreign materials (stories, issues, and physical resources) to suit the pieces in the local context.	Week 7 to Week 8
3 rd QUARTER	demonstrates understanding of playwriting in the mode of realism.	writes a short realistic play, individually or in a group, based on personal stories and community narratives on environment and cultural heritage	1. explains the qualities of a good realistic play.	Week 1
			2. enumerates the steps in playwriting.	Week 2
			3. writes scenes for the short play on life	Week 3 Week 6



			sources and cultural heritage with solid and clear use of characters, dramaturgy, and dialogue.	
			4. determines the importance of other people's opinion in improving the skill in playwriting.	Week 7 to Week 8
4 th QUARTER	demonstrates understanding of staging a realistic play.	showcases a short realistic play based on individual experiences and issues that relate with environment and cultural heritage.	1. evaluates the dramatic texts.	Week 1
			2. analyzes characters and their motivations.	Week 2
			3. plots the dramatic action of the piece.	Week 3 to Week 4
			4. creates a short realistic play using the process of playwriting and the elements of play production.	Week 5 to Week 6
			5. presents a one-act play and discuss the process with an audience	Week 7 to Week 8



Grade Level: Grade 9
Subject: SPA – Theater

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st QUARTER	demonstrates understanding on the significance of Philippine Theater as part of cultural heritage.	presents a research paper on the circumstances of the emergence and development of a theater practice, worldviews, changes in the manner of production and audience reception over a period of time	1. describes specific Philippine theater forms, its qualities, sources, and influences in a historical timeline.	Week 1 to Week 2
			2. enumerates local theater icons , their biographies, works and significance to the community.	Week 3 to Week 4
			3. describes the world view on Filipino image based on the forms of the Philippine theater in different periods	Week 5
			4. explains the factors which establish theater as a cultural process and product.	Week 6
			5. reports the significance of the local theater assets of his community following the standards of basic NCCA Cultural Mapping principles and mechanics	Week 7 to Week 8
2 nd QUARTER	demonstrates understanding on the Image of Filipino and Philippine Society in Local theater.	performs an impersonation of a chosen national/local icon based on study conducted	1. utilizes various modes of research in studying assigned Philippine theater forms.	Week 1 to Week 2



			2. enumerates the basic themes and conventions of the forms.	Week 3
			3. analyzes the changes of the forms through various historical periods.	Week 4
			4. describes the changes of forms and world view per period.	Week 5
			5. conducts a research on national/ local theater icons, life works, practices, and organization and their contribution to Philippine theater .	Week 6 to Week 7
			6. presents the result of creative research reports on the icons, practices, and organizations.	Week 8
3 rd QUARTER	demonstrates understanding of the Image of Individual and Society in Non-Philippine Theater Practice (Asian, European, American Theater)	mounts creative showcase inspired by various non-Philippine theater practices	1. Identifies the characteristics of different performance practices.	Week 1 to Week 2
			2. analyzes some of the performance practices in non-Philippine theater.	Week 3
			3. compares the different non- Philippine theater performance practices.	Week 4 to Week 5
			4. designs a plan for a creative showcase of the various theater practices.	Week 6 to Week 7



4 th QUARTER	demonstrates understanding of producing a chosen genre from Philippine theater.	presents a production of a chosen genre/ style from Philippine theater.	1. produces appropriate production elements for the selected play genre drawn from the original aesthetics of the Philippine theater form	Week 1 to Week 7
			2. conducts a post-performance discussion on the merits of their production with clarity, respect, and confidence	Week 8

Grade Level: Grade 10

Subject: SPA – Theater

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st QUARTER	demonstrates understanding of theater and its application in the contemporary world for social transformation through the principles of play directing.	produces a play using applications of theater and drama for different developmental goals in society with emphasis on the role of the director and different artistic tasks in a production	1. explains what is the role of theater in sustainable development.	Week 1
			2. presents theatrical examples and illustrations on theater for various developmental messages.	Week 2 to Week 7
			3. articulates reflection and synthesis generated from theatrical presentations on development and social transformation.	Week 8



2 nd QUARTER	demonstrates understanding of the essential elements and principles of acting, playwriting, design, and direction as applied in the pre-production.	performs tasks and activities in the pre-production phase based on the criteria set.	1. maps possible content and forms as sources for full length production.	Week 1
			2. analyzes selected pieces for production using playwriting tools and dramaturgical approaches.	Week 2 to Week 3
			3. generates a production concept articulated through a production scenario board, treatment notes and a Marquette	Week 4
			4. finalizes the production concept and generates the following: <ul style="list-style-type: none">• Play Analysis• Directorial Notes• Actors Notes• Design Sketches and Marquette's• Music Score Samples• Movement Lab Samples• Lights Design Notes• Sound Design Notes	Week 5 to Week 6
			5. describes the various tasks of the: <ul style="list-style-type: none">• Producer• Production Manager• Stage manager• House Manager	Week 7 to Week 8

			<ul style="list-style-type: none"> • Stage Crew • Marketing and Promotions 	
3 rd QUARTER	demonstrates understanding of the principles and processes of play production.	produces a full length play on developmental messages as thesis production with emphasis on the key behavior of a member of a well- knit ensemble of performers.	1. performs tasks during rehearsals: (actor, director, artistic or management staff).	Week 1 to Week 6
			2. executes the tasks of the various roles related to thesis production: a.Stage Management b. Technical c. Production Management d. Managing the Performance Event e.Mobile Theater Management	Week 7 to Week 8
4 th QUARTER	demonstrates understanding of the process of evaluating production projects, audience feedback	produces the final production book that may serve as a resource for future endeavors.	1. explains the importance of consolidating materials from the play production book.	Week 1
			2. assesses the production process.	Week 2 to Week 3
			3. explains the importance of audience feedback	Week 4 to Week 5
	demonstrates understanding of possible career opportunities in theater industry.	appraises various theater applications in different creative professions/career paths	4. conducts research on the various Philippine creative industries that integrate aspects of the theatrical arts.	Week 6 to Week 7



			5. analyzes strengths weaknesses threats and opportunities of possible career paths available in the creative professions.	Week 8
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Grade Level: Grade 7

Subject: SPA- VISUAL ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1 st Quarter	demonstrates understanding of Pre-historic arts used by early Filipinos to transmit ideas.	creates artworks using Philippine pre-historic subjects in the context of the present Visual arts.	explores the different pre-historic arts specifically the traditional arts and designs.	WEEK 1
			understands the way principles of arts work together to create an artwork.	WEEK 2
			identifies the characteristics of elements and principles of art.	WEEK 3
			produces a catalogue of art and designs determining the purpose and meaning of early traditional arts and symbols.	WEEK 4-5
	demonstrates understanding of the prominent features of Philippine arts.		analyzes the way some Filipino artist put principles of arts together.	WEEK 6
			draws varied compositions applying the elements and principles of arts highlighting the diverse cultural traditions in the locality.	WEEK 7-8
2 nd Quarter	demonstrates understanding of tools, sources and techniques in traditional artifacts production and its significance in the local culture.	creates 2D and 3D artworks/items or replica of artifacts like clay modeling, wire sculptures, pottery and wood sculptures that are meaningful and functional, using varied colors.	recognizes the different traditional artifacts.	WEEK 1
			identifies the functions and meanings of each of the traditional artifacts.	WEEK 2-4
			determines the tools and techniques needed in production of replicas of artifacts.	WEEK 4-5
			assembles 3D artworks or mock-up of artifacts that are functional using varied materials and mediums. points out the elements and principles of arts used in each artifacts.	WEEK 6-8
3 rd Quarter	demonstrates understanding the basic	creates varied artworks in pencil rendering using	identifies the tools and materials in freehand sketching	WEEK 1
			practices the different pencil techniques.	WEEK 2



	principles of freehand sketching as the foundation in drawing Philippine arts, culture and structures.	elements and principles of designs in the composition of structures and landscapes in various positions and different angles.	draws traditional objects applying the basic forms in sketching	WEEK 3
			draws still life forms applying the different pencil techniques.	WEEK 4
			analyzes the importance and function of elements and principles of arts in freehand sketching composition.	WEEK 5
			draws structures and landscapes in different perspective views with varied positions. (Philippine Panoramas)	WEEK 6-8
4 th Quarter	demonstrates understanding of the elements, principles, and the fusion of arts and designs depicted/communicated in festivals/ceremonies and in the creation of household items for everyday life.	Creates designs on households items, festivals, attires and props based on local motifs and theme	discovers art in different household items and handicrafts	WEEK 1
			appraises the designs found in household items and handicrafts	WEEK 2
			draws essential designs on household items and handicrafts	WEEK 3
			makes sketches on festival attires based on local motifs and themes	WEEK 4
			constructs props, costume and stage design for festivals or other celebrations	WEEK 5-8

Grade Level: Grade 8

Subject: SPA- VISUAL ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
		The learner...		
1 st Quarter	Demonstrates understanding of visual perception, color theories, principles and painting techniques used in Asian arts.	creates art compositions with Asian motifs adapting the Gestalts theory	determines the relationship of visual elements in the creation of meaning using any visual medium.	WEEK 1
			explains the principles of visual perceptions to enhance the organization of visual elements	WEEK 2
			organizes visual perception to create meaning to visual compositions.	WEEK 3
			creates perceptual elements using symbols, size and space, clutter and order and visual cues	WEEK 4
		creates varied outputs on colored mediums based on the theories of colors pondering on painting	identifies the color theories.	WEEK 5
			determines the tools and materials needed in colored drawings.	WEEK 6
			applies different painting techniques in creating compositions with Asian art motifs that express different ideas.	WEEK 7-8

		techniques and meaning of color to Asian people		
2nd Quarter	demonstrates understanding of elements and principles of arts in the composition of Asian arts and culture.	develops the visual space organization by replicating Asian arts with the observance of the elements and principles of arts	experiments on different coloring media to produce impressions.	WEEK 1
			creates dominance and subordination of images through color combinations and tones.	WEEK 2
		creates an artworks on Asian art and culture particularly on the traditional costumes, crafts, sculptures and architectures.	distinguishes patterns, designs and color on Asian traditional costumes, crafts, sculptures and architecture <ul style="list-style-type: none"> - China - Japan - Malaysia - Indonesia - India - Philippines 	WEEK 3
			produces traditional costumes, crafts, or sculptures depicting Asian motifs while incorporating illusions of distance defining volume, organization and visual space.	WEEK 4-5
			explores on the positive and negative space in presenting the dominance and/or subordination in an artwork.	WEEK 6
			draws traditional Asian architectures	WEEK 7-8
3rd Quarter	demonstrates understanding on the meanings, symbols and functions of icons, pictograms, textile designs, writings, accessories, hand puppets and shadow plays of Asian arts.	creates varied outputs or compositions conveying traditional Asian art by using symbols in shadow plays/puppetry.	determines the different traditional Asian arts (icons, pictograms, textile designs, writings, accessories, hand puppets and shadow plays)	WEEK 1-2
			makes decorative craft designs, and textile designs and patterns exploring on different mediums.	WEEK 3-4
			appraises the meanings and symbols of text or Asian writings such as Calligraphy, scripts and others.	WEEK 5-6
			designs puppets or shadow play props in collaboration with other disciplines.	WEEK 7-8
4th Quarter	demonstrates understanding on the	exhibits multiple artworks like paintings, sculptures,	identifies the Asian characteristics of design in different festivals.	WEEK 1-2
			Illustrates Asian festivals using different mediums.	WEEK 3-5



	meanings and concepts found on the different designs, paintings, sculptures and illustrations observing the elements and principles of designs.	logos and illustrations, festival designs, props and costumes.	produces assorted paintings, sculptures and illustrations exploring on different mediums including locally available and indigenous materials.	WEEK 6-8
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Grade Level: Grade 9

Subject: SPA- VISUAL ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of the elements and principles of arts used in traditional designs of the Pre-Colonial art.	creates designs based on traditional patterns and icons, on Pre-Colonial art that still exist.	reviews the different Pre-Colonial arts considering the function and traditional designs.	WEEK 1
			constructs traditional designs and replicas of vessels, sculptures and weapons.	WEEK 3-4
			draws traditional icons or structures erected during the Colonial period.	WEEK 5
			creates 3D artworks or real images to recreate traditional artworks by adding textures and patterns using locally available materials and media.	WEEK 6-8
2nd Quarter	demonstrates understanding of the processes and parameters in drawing the human figures based on the Greco-Roman standards.	produces artworks of human figure based on the Greco-Roman human forms standards on different European styles.	recognizes the anatomy of a figure and its proportions.	WEEK 1
			describes the human forms of Classic Greco-Roman art.	WEEK 2
			draws posters showing the importance of religious symbols and images.	WEEK 3
			illustrates different human figures, compositions from live models using Greco-Roman style	WEEK 4-5
			produces paintings portraying European influences and styles.	WEEK 6-8
3rd Quarter	demonstrates understanding of the development of style and art movements brought about by the introduction of new technologies.	creates visual compositions based on modern concepts of art making using cartoons/comics , graphic	identifies the kinds of commercial arts.	WEEK 1
			utilizes computer software in creating monogram design, poster design and other advertisements	WEEK 2



	demonstrates understanding of techniques and materials in the production of different visual materials as a major component in communication.	designs and advertisements.	creates comic strips and simple animation using computer graphics software	WEEK 3
			identifies materials for printing (photography, printing or silkscreen/stencil/stamp printing).	WEEK 4
			operates camera in applying basic rules and principles in photography	WEEK 5
			communicates ideas and expression through photography.	WEEK 6
			performs printing process using available materials	WEEK 7-8
4 th Quarter	demonstrates understanding of the application of new media in modern art movement and its relevance to the modern society.	exhibits artworks utilizing the various media like high quality photographic images using digital technology, computer aided images, 3D, installation arts.	identifies equipment needed in digital art.	WEEK 1
			converts photographs into computer graphics or cartoons	WEEK 2
			characterizes the different visual forms	WEEK 3
			evaluates art functions	WEEK 4
			develops installation art ideas using varied mediums and materials	WEEK 5
			composes varied installation art	WEEK 6
		prepares designs for various activities and events using the modern visual media.	produces artworks combining the different visual forms reflecting its functions.	WEEK 7-8

Grade Level: Grade 10

Subject: SPA- VISUAL ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1 st Quarter	demonstrates understanding of Asian art influences on varied art forms utilizing different media in the creation of contemporary	creates contemporary artworks reflecting the contribution of Asian countries using different media.	identifies Asian influences on various art forms both local and international	WEEK 1-2
			creates contemporary arts and designs depicting Asian arts and styles.	WEEK 3-4
			explains practices of Asian artists and artisans.	WEEK 5-6

	Asian art and its relevance to contemporary Philippine arts.		produces jars, vessels, and sculptures using different styles adapted from other Asian countries.	WEEK 7-8
2nd Quarter	demonstrates understanding of Western art influence in the production of contemporary arts in the Philippines using appropriate technologies. demonstrates understanding on the functions of visual images as a major means of expressing ideas.	creates artworks based on the Western art movements, using different media and technology in drawing.	identifies western influences in artworks	WEEK 1
			analyzes the development of Western art and its effect to Philippine society.	WEEK 2
			paints contemporary pieces patterned after the western styles.	WEEK 3
			explains conceptual art	WEEK 4
			makes varied paintings on conceptual art	WEEK 5
			creates artworks incorporating new media and technology (photography, digital art making, installation art).	WEEK 6-8

3rd Quarter	demonstrates understanding of the changes and development of art as a tool for opinion making, marketing/advertising using new styles and technology as a means to contend global and social odds.	creates diverse master pieces of new styles responding to global changes and social media	identifies the different art forms that can be adapted in the creation of master pieces <ul style="list-style-type: none"> • Fauvism • Cubism • Expressionism • Abstract • Realism • Surrealism, • Pop Art • Bauhaus 	WEEK 1-3
			appreciates the aesthetic characteristics of the works of art that symbolizes social issues.	WEEK 4
	demonstrates understanding on the relationship of form and function.	creates designs of practical functional objects (household tools)	explores the different art forms using different mediums.	WEEK 5-6
			creates artworks expressing essential messages on social and global issues through discovering new styles	WEEK 7-8
4th Quarter	demonstrates understanding of new media and its role to	produces innovative artworks using digital art	identifies the different innovations in art	WEEK 1-2
			makes varied artworks using new technologies that provide	WEEK 3-4



	industrialization and the techniques and processes in creating design concepts in different components of technology and development.	in publications, fashion design, video art, and product design that promote or give information about the Philippine society.	communication and information -digital art (creative software) -animated designs/ads -illustrated publications	
			creates fashion designs reflecting status and condition of the country.	WEEK 5-6
			Introduces innovations in the production of local products and crafts.	WEEK 7-8

Grade Level: Grade 7

Subject: SPA- MEDIA ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
			The learner...	
1 st Quarter	demonstrates understanding of Art as portrayed by Filipino artists in their works through visual communication.	creates *electronic visual presentations showing appreciation of art works of the Filipino artists as reflective of the Filipino culture.	defines the meaning of Art, elements, principles, its significance and uses.	WEEK 1
			relates popular works of Filipino artists with current events and realities.	WEEK 2-3
			recognizes the six art disciplines.	WEEK 4
			develops a meaningful interpretation of the art disciplines and the artists' popular works.	WEEK 5-8
2 nd Quarter	demonstrates understanding of the Philippine festival culture and concepts of visual communication through still (photos, paintings, etc.) and moving images (film, animation, presentations, etc.).	creates various visual communication projects based on one's local socio-cultural contexts (e.g. local customs, rituals, festivals, etc.).	discusses the origin and evolution of Philippine festivals.	WEEK 1
			explains how images, sound, and text are used to communicate the message of festivals.	WEEK 2
			relates the significance of festivals in their lives	WEEK 3
			combines images and text to create artistic visual presentations	WEEK 4-6
			incorporates sound to enhance the presentation of visual communication projects.	WEEK 7-8
3 rd Quarter			identifies the *different forms of media	WEEK 1



	recognizes local and regional contexts of rituals and folklores as seen or portrayed in various media forms	interprets folklore and rituals through various media art forms	explains the basic principles and theories of communication	WEEK 2
			discusses the principles of media literacy	WEEK 3-4
			analyzes rituals and folklores and how elements are used in various media forms	WEEK 5-6
			evaluates the depiction of the rituals and folklores in the media or a media form.	WEEK 7-8
4 th Quarter	understands concepts and principles of storytelling using images and visuals from festivals, rituals and folklores as applied in a local and regional context.	produces a story that utilizes *visual tools to effectively communicate a message, idea or emotion of festivals, rituals and folklores.	identifies the storytelling principles, structures and styles	WEEK 1-2
			describes story elements from local stories, rituals, and folklores.	WEEK 3-4
			creates a story using graphics and photographs	WEEK 5-8

Grade Level: Grade 8

Subject: SPA- MEDIA ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1 st Quarter	demonstrates understanding of the concepts and principles of photography.	captures images that can effectively communicate an idea, message or emotion while utilizing the basic shooting techniques	explains the principles, theoretical, historical and aesthetic aspects of photography.	WEEK 1
			identifies the terminologies, techniques and processes of photography	WEEK 2
			distinguishes the different types of cameras (film and digital), its evolution, features, and capabilities	WEEK 3
			operates the camera, its functions and proper handling	WEEK 4-5
			applies the rules for effective composition and production in taking digital photos.	WEEK 6-7
			curates a presentation of one's collection of photographs based on principles and techniques	WEEK 8
2 nd Quarter	demonstrates understanding of more	mounts an exhibit of photos using the manual settings of a	identifies the techniques, processes and principles of advanced photography	WEEK 1



	advanced principles and concepts of photography	camera by employing advanced techniques in photography	uses simple lighting to illustrate the different effects of light on a subject.	WEEK 2-3
			demonstrates color, tone and temperature through photographs	WEEK 3-4
			identifies ways to improve the quality of the photo.	WEEK 5-6
			utilizes photo manipulation software to enhance photos.	WEEK 7-8
3rd Quarter	demonstrates understanding of principles and concepts of the internet and online media platforms	creates a functional website applying specific and appropriate techniques of online communication in real world.	outlines the history of the internet and the evolution of online media and communication	WEEK 1
			identifies the elements and aspects of the internet and world wide web	WEEK 2
			applies the best practices of a responsible netizen	WEEK 3-4
			utilizes available online media through blogging, *vlogging, *podcast and *photosharing as a marketing tool	WEEK 5-8
4th Quarter	develops understanding of the principles of web design and development and combines this with visualization.	creates a website on *life sources and culture by way of a series of online images meant to relate a story or theme.	utilizes the parts and elements of a website or online platform	WEEK 1
			describes the creative process in integrating text, images, and media online	WEEK 2
			applies the principles of web design using wysiwyg platforms	WEEK 3-6
			summarizes creative process through blogging, vlogging and podcasts	WEEK 7-8

Grade Level: Grade 9

Subject: SPA- MEDIA ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	develops understanding of the history and principles of print and online media	crafts an online magazine that adheres to the process of production.	defines print and online media, its history, traditional functions, and how it changes peoples' way of life and beliefs	WEEK 1-2
			discerns the values system as described by media	WEEK 3
			explains basic copyright and intellectual property laws including concepts of fair use and creative commons	WEEK 4



			identifies the typographic considerations for various types of printed materials and medium	WEEK 5
			explains the different layout principles and color theory of graphics in print media	WEEK 6
			develops a material promoting local and cultural heritage sites or icons	WEEK 7-8
2nd Quarter	develops understanding of the history and principles of radio broadcasting	interprets principles of broadcasting into actual recordings and various forms of radio programs for broadcasting	discusses the history of radio, its characteristics, and elements of sound	WEEK 1
			explains the laws in media and ethics in radio	WEEK 2
			relates the basic principles in writing for radio	WEEK 2
			writes script for a radio drama and news items	WEEK 3-4
			demonstrates the proper modulation and enunciation in radio	WEEK 5
			demonstrates the proper way in conducting an interview	WEEK 6
			explains the programming procedure in campus radio and radio broadcasting	WEEK 7
			produces different forms of radio production outputs	WEEK 8
3rd Quarter	demonstrates understanding of the history and principles of television broadcasting.	produces a “Live” *Telemagazine that features a variety of topics	discusses the evolution of television	WEEK 1
			discusses the Broadcast Code of the Philippines, television practices and censorship.	WEEK 2
			evaluates the portrayal of culture and impact of television in the society	WEEK 3
			demonstrates public speaking techniques	WEEK 4
			writes relevant TV scripts based on broadcasting standards.	WEEK 5
			discusses the business of television such as advertising, block time and sponsors	WEEK 6
			produces technical quality TV production.	WEEK 7-8
4th Quarter	develops understanding of the modern communication technologies that led to the convergence of media formats.	develops an online portal containing links, graphics, articles, and rich media using an online webpage editor	explains the Philippine Cybercrime Law and forms of exploitations such as cyber bullying and pornography in the online world	WEEK 1
			presents examples of intellectual property infringement and plagiarism	WEEK 2
			translates relevant issues concerning new media through blogs.	WEEK 3



			utilizes different online media platforms for different purposes	WEEK 4
			applies the principles of new media literacy through various media platforms	WEEK 5
			explains the principles in online writing	WEEK 6
			produces a webpage with Integrated images, graphics, and video	WEEK 7-8

Grade Level: Grade 10

Subject: SPA- MEDIA ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of film history and cinema and comprehends the principles and concepts as they are applied in the form.	illustrates the distinct qualities, aspects, and performance of the cinematic arts and culture as evident in the film media.	identifies key figures in Philippine cinema and their significant works or contributions	WEEK 1
			outlines the history of global and local cinema	WEEK 2
			analyzes mainstream and independent Filipino films	WEEK 3
			compiles significant works and masterpieces in Philippine cinema and broadcast arts	WEEK 4-5
			identifies cinematic technique using cinematic language	WEEK 6
			evaluates film as art and form of entertainment	WEEK 7-8
2nd Quarter	recognizes a story and understands the genre, messages, and emotions conveyed.	relates the characteristics, factors and performance of the Western arts with the narratives of a film.	evaluates films, film genres and the directors' styles	WEEK 1-2
			outlines basic film sequence treatment of his own story.	WEEK 3-4
			writes basic screenplay	WEEK 5
			utilizes the basic shots and composition of cinematography	WEEK 6-8
			operates the basic equipment for film/video production	WEEK 6-8
3rd Quarter	relates arts perspectives to issues of the contemporary world as documented in films.	creates an insightful and engaging nonfiction film project on contemporary reality and society.	develops a critical eye for non-fiction works of media	WEEK 1-2
			identifies famous Philippine documentaries	WEEK 3-4
			systematizes shooting processes and research aspects of the documentary	WEEK 5-6
			creates a series of short film/video exercises that show knowledge of documentaries, filming techniques, sound and editing	WEEK 7-8



4th Quarter	demonstrates understanding of the role of film as a vehicle to innovate and transform human lives	produces a short film that integrates the various techniques and principles of filmmaking	practices the whole pre-production, production and post-production processes	WEEK 1-2
			produces a short film that shows creativity and command of technical aspects	WEEK 3-4
			creates films for exhibition	WEEK 5-6
			evaluates own works and those of others	WEEK 7-8

Grade Level: Grade 7

Subject: SPA- CREATIVE WRITING

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of the elements and principles of artistic composition common in all the arts	creates art pieces that showcase the integration of artistic expression.	explains the commonality and distinguishing elements of artistic expression in all the arts.	WEEK 1
			analyzes the commonality and distinguishing principles of artistic organization common in all the arts.	WEEK 2
			associates literature to art, culture and history.	WEEK 3
			writes a narrative drawn from or inspired by a chosen artwork.	WEEK 4-5
	demonstrates understanding of the elements and principles of essay writing.	writes an essay on a chosen topic that allows creative expression of one's self	identifies the elements of essay.	WEEK 6
			recognizes the value of one's origin and experiences as source/s of inspiration in their literary works/outputs.	WEEK 7-8
2nd Quarter	demonstrates appreciation and understanding of local rituals and festivals as reflections of Filipino values, ingenuity and world views.	creates literary works that apply the features/elements of ritual and festival.	recognizes the different local and regional rituals and festivals.	WEEK 1
			identifies the evident features/elements of ritual and festival as language of creative expression.	WEEK 2
			analyzes the narratives and symbols of ritual and festival in terms of their social and cultural contexts.	WEEK 3-4
	demonstrates understanding of literary			



	criticism as a tool for literary interpretation			
	demonstrates appreciation and understanding of the value of analyzing and interpreting ritual and festival.	produces an essay which expresses appreciation of ritual and festival.	analyzes the narratives and figurative language of ritual and festival in terms of their social and cultural contexts.	WEEK 5-8
3rd Quarter	demonstrates appreciation and understanding of local folktales, myths and legends as reflections of Filipino values, ingenuity and world views.	produces his/her own literary works applying the features/ elements of folktale, myth and legend.	recognizes existing local/regional legends, myths and folktales.	WEEK 1-2
			identifies the evident features/elements of folktale, myth and legend as language of creative expression.	WEEK 3-5
	demonstrates appreciation and understanding of the value of analyzing and interpreting folktales, myths and legends.	creates an analytical/ critical essay emphasizing the value of folktales, myths and legends.	analyzes the narratives and figurative language of folktale, myth and legend as reflections of a person's image in a given social context.	WEEK 6-8
4th Quarter	demonstrates an understanding of the elements of short story, poetry and drama.	Creates short stories, poems and dramas exemplifying their respective elements.	explains the elements of each of the literary genres: 1.1 short story 1.2 poetry 1.3 drama.	WEEK 1-2
			identifies the similarities and differences of the elements of story, poetry and drama.	WEEK 3-5
	demonstrates an appreciation of various forms of creative non-fiction.	produces a literary travelogue.	utilizes the elements of creative non-fiction through a literary travelogue.	WEEK 6-8



Grade Level: Grade 8

Subject: SPA- CREATIVE WRITING

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1 st Quarter	demonstrates understanding of the ecological realities of the community.	creates literary works which deal and suggest solutions on the present ecological realities of the community.	identifies the different natural resources and ecosystems found in the local community.	WEEK 1-2
			recognizes the evident cultural values of the local community.	WEEK 3-4
			discusses how one’s natural heritage is shaped by his/her perspective of values and meanings.	WEEK 5-6
	demonstrates understanding of how narratives are shaped coherently and logically.	composes a narrative in different forms.	identifies what make/s narratives logical and coherent.	WEEK 7-8
2 nd Quarter	demonstrates understanding of the indigenous knowledge (lore) in looking at the environment as the source of life.	produces creative fictions or non-fictions using different examples of local “talinghagang bukambibig.”	defines “talinghagang bukambibig.”	WEEK 1
			identifies the different “talinghagang bukambibig” in the local community.	WEEK 2
			analyzes samples of local “talinghagang bukambibig” that reflect the community’s perception of their role in preserving/protecting the source of life.	WEEK 3
			describes the relationship of heritage and ecology from the indigenous perspective and values.	WEEK 4
	demonstrates understanding of the basic figures of speech as tangible expressions of the community’s values and worldviews.	creates literary works by using local figurative language.	Cites examples of the basic figures of speech.	WEEK 5
			explores ways of using and tapping local figures of speech in writing new literary works.	WEEK 6-8



3rd Quarter	demonstrates understanding of the cultural resources of the community and their significance in creating resource-based literature.	develops literary pieces that showcase the cultural resources of the community.	distinguishes the tangible from the intangible cultural heritage in the community.	WEEK 1-2
			compares the roles of a literary artist and an environmentalist as stewards of cultural heritage.	WEEK 3-4
	demonstrates understanding of the commonality and distinguishing elements of the various literary genres, particularly short story, poetry and drama.	composes short stories, poems and plays based on the results of the cultural mapping.	identifies the different elements and features of short story, poetry and drama.	WEEK 5-8
4th Quarter	demonstrates understanding of how literature operates as a presentational act.	recites a poem	illustrates how life becomes meaningful through literary production.	WEEK 1-2
		uses storytelling techniques in sharing a story.	explains how the use of expressive language draws meaning to an act.	WEEK 3-4
	demonstrates understanding of how a written literary work is translated into a dramatic performance.	stages a literary piece.	interprets the different written literary genres into dramatic staging and performance.	WEEK 5-8



Grade Level: Grade 9

Subject: SPA- CREATIVE WRITING

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates how literature re-interprets different notions and interpretations of major events in the community.	composes short stories, poems and plays based on his/her own interpretations of major events in the community.	describes the emergence and development of literary practices in the Philippines.	WEEK 1
			trans-creates literary works from short story to poem or vice versa.	WEEK 2-8
2nd Quarter	demonstrates understanding of the fundamentals of Filipino images conveyed by indigenous, traditional and historical literature.	creates short stories, poems and plays based on and using the indigenous, traditional and historical literature and approaches.	describes how the indigenous, traditional and historical Philippine literature re-interprets and translates into Filipino images	WEEK 1
			trans-creates literary works from short story/ poem into drama, or vice versa.	WEEK 2-8
3rd Quarter	demonstrates appreciation of the major literary works in the world.	produces short stories, poems and plays using the structures of the literary works in the foreign country of his/her choice.	writes literary works patterned after foreign literature.	WEEK 1-4
	demonstrates understanding of the translation and popularization of non-Philippine literature.	Transforms literary works written in English into local language/dialect.	translates excerpts of foreign literary works into local language/dialect.	WEEK 5-8



4th Quarter	demonstrates understanding of how a written work is trans-created into different genres.	performs poetry reading and storytelling using materials formerly crafted using another literary genre.	trans-creates selected literary works into different genres.	WEEK 1-4
			creates his/her original literary works.	WEEK 5-8

Grade Level: Grade 10

Subject: SPA- CREATIVE WRITING

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
1st Quarter	demonstrates understanding of the influences of Western literature on Philippine literary practices	produces literary works inspired by Western literature.	writes literary works based on Western literature.	WEEK 1-4
	demonstrates understanding of the development of Philippine literary works in English.	researches on the development of Western literature and its impact on Philippine nationhood.	conducts a research on the distinct features of Western literature.	WEEK 5-8
2nd Quarter	demonstrates understanding of the digital media technology in the development of Philippine literature vis-a-vis the modern society	composes short stories, poems and plays using conventional writing with the aid of digital production.	produces literary works combined with digital technology.	WEEK 1-3

2nd Quarter	demonstrates understanding of the production of a masterpiece which combines a literary genre with another art discipline.	develops literary works using the combination of local/traditional and digital-based literary styles.	publishes his/her creative outputs thru digital technology.	WEEK 4-6
	demonstrates understanding of how to tap digital technology in the production and popularization of Philippine literature.		documents effects of digitalization of literary productions to social relationship and creative communication.	WEEK 7-8
3rd Quarter	demonstrates understanding of ethical practices in the production of literature for social transformation.	creates literary works that spur social transformation.	compiles literary works that show experiences and/or issues concerning ethical practices (e.g. "An Enemy of the People," an issue of corruption in various forms).	WEEK 1-2
			utilizes interdisciplinary Philippine style/genre in producing literary works for social change.	WEEK 3-4
			writes literary outputs that convey developmental goals of the society.	WEEK 5-8
4th Quarter	demonstrates understanding of the different aspects of artistic and managerial tasks in the publication and performance of literary works.	launches publication and/or exhibit of his/her literary works.	executes the identified tasks and activities in the pre-publication and production phases.	WEEK 1-8



Guiding our Teachers: A Briefer on Using the Special Program for Sports (SPS) MELCs

About the Process

Due to the COVID-19 pandemic which shortened the number of school days for SY 2020-2021, the Department of Education's (DepEd) Bureau of Curriculum Development (BCD) came up with a list of Most Essential Learning Competencies (MELCs) from the Curriculum Guides of the Special Program in Sports (SPS), anchored on the identified content and performance standards thereof. In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. Endurance is defined as the learning competency that remains with learners long after a test is completed (Reeves, 2002) or is useful beyond a single test or unit of study (Many and Horrell, 2014) which is applicable to real-life situations e.g. social participation and integration. Specifically, SPS learners who are athletes shall be able to improve their fitness levels, recognize and prevent injuries, analyze movements patterns, design nutritional plan for athletes and recognize the effects of doping on athletic performance, and apply psychosocial behavioral skills. Therefore, the MELCs identified are those that will further elevate the SPS to a higher degree of social relevance by improving the skills and talents of athletes.

Example 1:

Grade 8 Q4-Psychosocial/Behavioral Skills: Practice cooperation, clear communication, and positive social interaction to enhance teamwork.

This is an example of an enduring competency where the skills learned are applied in the other courses of the SPS which is important in life and is likewise retained even after learners finished the program.

Example 2:

Grade 7 Q4-Sports Nutrition: Explain the importance of nutrition to athletic performance

This competency can be applied both in Sports Nutrition and in other SPS courses.

Example 3:

G7 Q2- Exercise Physiology and Methods of Conditioning: Explain the principles of exercise training

The competency is essential in order for learning to be successful in particular to the course of Exercise Physiology and Methods of Conditioning.

These are samples of the MELCs identified in the SPS. However, teachers must carefully monitor the progress of their learners relative to the standard competencies and intervene or remediate if learners are having a hard time learning them.



How to Use the MELCs

The MELCs for SPS represent the standard competencies that will be assessed whether the learners have demonstrated mastery. Given the nature of the MELCs, the teacher is advised to re-teach certain competencies needed for their achievement. The curriculum is spiral, hence, the course for Quarter 1 is Biomechanics and Movement Patterns, Quarter 2 is Exercise Physiology and Methods of conditioning, Quarter 3 is Sports Injuries, Quarter 4 is Sports Nutrition while Psychosocial or Behavioral skills are integrated during practicum sessions. It is also recommended that the teacher unpack the MELCs into more specific learning competencies as provided in the original curriculum guides for SPS.

Examples:

GRADE LEVEL /QUARTER/COURSE TITLE	MELCS	SUB-COMPETENCIES
G8/Q1/Biomechanics and Movement Patterns	Performs and evaluates one's balance, agility, speed and power using different methods of testing	<ul style="list-style-type: none">• Differentiates the quality and quantity of measuring human motion.• Evaluates the movements applied for motion, resistance, momentum and friction.
G7/Q3/Sports Injury	Create creative presentation in recognizing, evaluating and preventing acute and chronic injuries	<ul style="list-style-type: none">• Compares the effects of acute injury from chronic injury• Prepares creative presentation on how to recognize, evaluate and prevent acute and chronic injury.
G8/Q4/Sports Nutrition	Evaluate meal planning for endurance and power sports	<ul style="list-style-type: none">• Develops awareness in meal planning for endurance and power sports• Recognizes the importance of different nutrients and their recommendations for endurance and power sports• Distinguishes facts from myths of nutrient intake for endurance and power sports• Formulates personal goals and nutritional strategy for adequate nutrition• Demonstrates ability to make informed choices as a consumer



Grade Level: Grade 7

Specialization: SPECIAL PROGRAM IN SPORTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Q1	The learner demonstrates understanding of basic biomechanical terminology and assesses one's muscular movement to enable them to function better.	The learner critiques and analyzes movement and assesses muscular strength and function.	The learner... <ul style="list-style-type: none">• defines basic biomechanical terminology• understands fundamental movements and their applications in their daily lives• differentiates motion across the different planes• differentiates the types of muscular contraction.• evaluates performance in upper body muscular movement• evaluates performance in lower body muscular movement• demonstrates basic static stretching techniques• demonstrates dynamic stretching techniques	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8
Q2	The learner demonstrates understanding of various methods of conditioning that develops health-related fitness components for efficient performance.	The learner designs a conditioning program that will develop health-related fitness components (i.e. aerobic capacity, strength, and flexibility).	The learner... <ul style="list-style-type: none">• explains the principles of exercise training• summarizes training adaptations of the cardiovascular system• describes methods of aerobic training• differentiates continuous, interval, and fartlek training• differentiates the adaptations of slow twitch, fast twitch, and intermediate muscle fibers to resistance training• recognizes the importance of performing both aerobic and resistance training for every athletic	Week 1 Week 2 Week 3 Week 4 Weeks 5-6 Weeks 7-8



Q3	The learner demonstrates understanding of the value in recognizing and preventing sports injuries (Acute and chronic injuries) to improve oneself.	The learner demonstrates healthful practices in order to prevent and control acute and chronic injuries	<p>The learner...</p> <ul style="list-style-type: none">• explains the difference between acute and chronic injuries• identifies ways of preventing acute and chronic injuries• discusses how to recognize and prevent acute and chronic sports injuries• recognizes the signs and symptoms of acute and chronic injuries• follows the appropriate preventive measures for athletes who suffer acute injury or chronic injury.• applies decision-making skills in giving first aid to a victim of accident. <p>practices ways to recognize and prevent sports injuries</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7-8</p>
Q4	The learner demonstrates understanding of meal planning before, during, and after competition and its effect on nutrition, fitness, and optimal performance	<p>The learner designs personal meal plan before, during, and after competition</p> <p>The learner analyzes and modifies meal plans for self and others</p>	<p>The learner...</p> <ul style="list-style-type: none">• identifies factors that affect nutrition• identifies components of a balanced diet• identifies necessary food and nutrients from Food Pyramid• Analyzes dietary requirements of athletes in various sports• identifies individual dietary requirements depending on individual characteristics• explains the importance of nutrition to athletic performance• analyzes hydration practices of athletes• develops awareness in meal planning before, during, and after competition <p>evaluates meal planning before, during, and after competition specific to sports</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p>



Grade Level: Grade 8

Specialization: SPECIAL PROGRAM IN SPORTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Q1	The learner demonstrates understanding of different movement patterns and skill-related parameters and their applications to sport.	The learner performs, analyzes and corrects one's performance in the different skill-related tests.	<p>The learner...</p> <ul style="list-style-type: none">• identifies skill-related parameters of physical fitness• identifies proper technique and form when performing balance, agility, speed, and power exercises• understands the concepts of acceleration and deceleration and their applications in sport• understands the concepts of force and power and their applications in sports• performs and evaluates one's balance, agility, speed and power using different methods of testing• identifies errors in performance and is able to correct technique.	<p>Week 1 Week 2</p> <p>Week 3-4 Week 5-6</p> <p>Week 7 Week 8</p>
Q2	The learner demonstrates understanding of various methods of conditioning that develops skill-related fitness components for efficient performance.	The learner designs a conditioning program that will develop skill-related fitness components (i.e. agility, balance, coordination, power, reaction time, and speed).	<p>The learner...</p> <ul style="list-style-type: none">• discusses the importance of skill related components of fitness in athletic performance• demonstrates exercises that will improve speed, agility, and quickness.• compares the changes in the muscle fiber as a result of aerobic training and resistance training• justifies the importance of including core training in improving balance and stability• discusses the impact of functional training on coordination	<p>Week 1 Week 2-3</p> <p>Week 4 Weeks 5-6</p> <p>Weeks 7-8</p>
Q3	The learner demonstrates understanding of recognizing, evaluating and preventing sports specific injuries	The learner evaluates the survey conducted inside school campus in preventing sports specific injuries	<p>The learner...</p> <ul style="list-style-type: none">• discusses the common sports injuries of specific sports• identifies ways of preventing sports specific injuries	<p>Week 1 Week 2 Week 3</p>



			<ul style="list-style-type: none">• describes the classifications of sports specific injuries• formulates excellent ways on how to recognize, evaluate, and prevent sports specific injuries• performs first aid to specific sports injury situations• familiarizes with potential life-threatening injuries for sport specific injuries• evaluates the result of survey made for sports specific injuries in maintaining excellent performance of athlete	Week 4 Week 5 Week 6 Week 7-8
Q4	The learner demonstrates understanding of meal planning for endurance and power sports and its effects on nutrition, fitness, and optimal performance	<p>The learner designs personal meal plan for endurance and power sports</p> <p>The learner analyzes and modifies meal plans for self and others</p>	<p>The learner...</p> <ul style="list-style-type: none">• identifies individual dietary requirements in endurance and power sports• explains the importance of nutrition to athletic performance in endurance and power sports• identifies necessary nutrients and recommendations for endurance and power sports• analyzes dietary requirements of athletes in endurance and power sports• analyzes hydration practices of athletes in endurance and power sports• distinguishes the difference in meal planning for endurance and power sports• applies healthy eating strategies to promote optimal performance in endurance and power sports• evaluates meal planning for endurance and power sports	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8



Grade Level: Grade 9

Specialization: SPECIAL PROGRAM IN SPORTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Q1	The learner demonstrates understanding of the technique and mechanics of different sports skills.	The learner identifies proper technique in selected sports skills and is able to correct errors in performance.	<p>The learner...</p> <ul style="list-style-type: none">• understands proper mechanics needed to perform skills effectively• identifies errors in sports skills' techniques and corrects errors in mechanics• develops understanding of internal biomechanics and motor learning in mechanical aspects of human exercise, sport, and play• practices throwing, striking, and kicking techniques and understands their applications to sport.• practices swinging and rotating exercises and their applications to sport• practices preparatory actions needed for each skill to be effective.• demonstrates proper jumping technique and differentiates types of jumps• performs a qualitative analysis of sports skills	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p>
Q2	The learner demonstrates understanding of the principle of specificity and its impact on designing a comprehensive conditioning program.	The learner designs a comprehensive conditioning program that is specific to a sport.	<p>The learner...</p> <ul style="list-style-type: none">• explains the importance of the principle of specificity• enumerates the skill related fitness components to be included in the conditioning program of a specific sport• identifies the ideal method of conditioning in athletics• identifies the ideal method of conditioning in racquet sports• identifies the ideal method of conditioning in throwing events in athletics.	<p>Week 1</p> <p>Week 2-3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p>



			<ul style="list-style-type: none"> Identifies the ideal method for conditioning in specialized sports. 	Week 7-8
Q3	The learner demonstrates understanding of the process of recovery from sports specific injury	The learner creates and conduct a mini conference about the effectiveness of the different process of recovery from Sports Specific Injury	<p>The learner...</p> <ul style="list-style-type: none"> identifies the different factors affecting the recovery of specific injury from specific sports identifies step by step Process of Recovery from sports specific injuries identifies the different healing process which contributes to the recovery of athletes from sports specific injury explains the importance of recovery time from sports specific injury manifests awareness of the effectiveness of recovery time that may contribute to the recovery of athlete from sports specific injury evaluates the different aspect of recovery time as one process of recovery from sports specific injury recognizes the effectiveness of psychological recovery which contributes to the recovery of athletes from sports specific injury conducts a mini conference about the importance and effectiveness of different process of recovery from sports specific injuries 	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p>
Q4	The learner demonstrates understanding of nutrition fads and supplements	<p>The learner prepares personal nutritional strategy for adequate nutrition</p> <p>The learner analyzes and modifies nutritional strategy for others</p>	<p>The learner...</p> <ul style="list-style-type: none"> identifies the role of nutrition to athletes identifies benefits and effects of fads and supplements to athletic training and performance analyzes effects of common supplements to the body distinguishes fads from healthy ones 	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 3</p> <p>Week 4</p>



			<ul style="list-style-type: none"> distinguishes difference of dietary supplements and ergogenic aids develops awareness in nutritional strategy for adequate nutrition distinguishes difference of supplements and ergogenic aids formulates personal goals and nutritional strategy for adequate nutrition applies nutritional strategies to promote good health and optimal performance 	Week 5 Week 6 Week 7 Week 8
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Grade Level: Grade 10

Specialization: SPECIAL PROGRAM IN SPORTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Q1	The learner demonstrates understanding of movement analysis and its applications to improve technique, improve training and reduce injury..	The learner identifies errors in technique and is able to correct errors confidently.	The learner... <ul style="list-style-type: none"> understands how biomechanics is used to improve technique explains how movement analysis can be used to prevent injuries understands how technology can be used to analyze movement evaluates errors in performance of different skills develops a movement analysis plan that can be integrated in training conducts a qualitative analysis on different sports skills 	Week 1 Week 2 Week 3 Week 4 Weeks 5-6 Weeks 7-8
Q2	The learner demonstrates understanding of the principle of specificity and its impact on designing a comprehensive conditioning program.	The learner designs a comprehensive conditioning program that is specific to a sport.	The learner... <ul style="list-style-type: none"> discusses the importance of periodization in the long-term preparation for athletic competitions identifies the ideal method for conditioning) in basketball 	Weeks 1-2 Week 3 Week 4

			<ul style="list-style-type: none"> identifies the ideal method for conditioning in volleyball identifies the ideal method for conditioning) in football/futsal identifies the ideal method for conditioning in sepak takraw identifies the ideal method for conditioning in baseball/softball identifies the ideal method for conditioning in combative sports 	<p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p>
Q3	The learner demonstrates understanding of the classification of rehabilitation from sports specific injury	The learner formulates and presents a research about rehabilitation that may contribute for the fast recovery of athletes from sports specific injury	<p>The learner...</p> <ul style="list-style-type: none"> explains the importance of rehabilitation from sports specific injury classifies the different rehabilitation program and services for sports specific injury identifies the rehabilitation exercise programs for sports specific injury identifies the different rehabilitation therapy for sports specific injury explains the importance of rehabilitation conditioning to regain athletic performance gives examples of rehabilitation program and services for sports specific injury determines the effects of rehabilitation exercise program suitable for specific sports injury to regain athletic performance presents a research work about the effectiveness of rehabilitation exercises, therapy and conditioning for sports specific injury 	<p>Week 1</p> <p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 4</p> <p>Week 5</p> <p>Weeks 6-8</p>
Q4	The learner demonstrates understanding of doping as a serious issue in sports	The learner prepares case study on doping	<p>The learner...</p> <ul style="list-style-type: none"> identifies effects of doping on athletic performance explains the importance of ethical behavior in sports 	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p>



			<ul style="list-style-type: none">• analyzes cases of doping in local and/or international sports• evaluates athletic and societal factors that lead to doping• distinguishes the difference of legal and illegal drugs• develops awareness of ethical issues concerning doping• demonstrates ability to make ethical choices as an athlete• applies ethical strategies to promote optimal performance	Week 4 Week 5 Week 6 Week 7 Week 8
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Grade Level: Grades 7-10 Psychosocial/Behavioral Skills

Specialization: SPECIAL PROGRAM IN SPORTS

Grade and Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
Grade 7 Q1-Q4	The learner demonstrates understanding of the significance of motivation in the pursuit of athletic excellence	The learner realizes the significance of motivation in relation to one's athletic participation and performance	The learner... <ul style="list-style-type: none">• defines motivation• lists various motivation for participation in sports• differentiates intrinsic from extrinsic motivation• identifies factors influencing motivation in sports• discusses consequences of intrinsic versus extrinsic motivations in sports• practices different strategies to enhance one's motivation in sports such as goal setting, positive self-talk, and imagery• practices different strategies to enhance one's motivation in sports such as goal setting, positive self-talk, and imagery	Integrated during practicum



Grade 8 Q1-Q4	The learner understands the significance of a teamwork in sports	The learner demonstrates cooperation, effective communication, and positive social interaction which contributes to teamwork	The learner... <ul style="list-style-type: none">• defines teamwork• describes characteristics of an effective team• recognizes the value of teamwork on one's sports participation and performance• practices cooperation, clear communication, and positive social interaction to enhance teamwork• applies different strategies to enhance teamwork in one's sport or team	Integrated during practicum
Grade 9 Q1-Q4	The learner understands mechanisms to cope with stress and anxiety in sports	The learner demonstrates understanding of ways of coping with stress and anxiety in sports participation and performance	The learner <ul style="list-style-type: none">• defines stress and anxiety• enumerates sources of stress and anxiety (in sports and in life/general)• differentiates various sources of stress and anxiety into internal and external factors• explains the effects of these internal and external factors of stress and anxiety on sports performance• examines one's sources of stress and anxiety in sports and in life	Integrated during practicum
Grade 10 Q1-Q4	The learner understands positive and negative behaviors in sports (and the benefits of overall healthy lifestyle)	The learner demonstrates fair play and sportsmanship in sports participation, as well as healthy lifestyle to support one's pursuit of athletic excellence	The learner... <ul style="list-style-type: none">• identifies positive and negative behaviors in sports• describes fair play, sportsmanship, aggression, and cheating in sports• identifies factors influencing positive and negative behaviors in sports• analyzes the effects of positive/negative behaviors on one's sports participation and performance• recognizes the value/importance of fair play and sportsmanship in sports participation and performance	Integrated during practicum



GUIDING OUR TEACHERS: A Briefer on Using the Special Program in Technical- Vocational Education (SPTVE) MELCs

The Process

The national emergencies, such as the health pandemic, has significantly disrupted the established systems and processes of the country. In education where face to face mode of teaching-learning is the most popular and widely used, with social distancing as a new normal, the school calendar, learning activities need to be adjusted accordingly in order to ensure basic quality education.

In response to this, the Bureau of Curriculum Development – Special Curricular Programs Division (BCD-SCPD) has identified the Most Essential Learning Competencies (MELCs) for the Special Program in Technical Vocational Education. This SPTVE MELCs set the competency standards for various specializations. By using MELCs, the face to face interaction between teachers and learners can be regulated, and therefore different learning delivery modes, such as online learning, media based learning, and blended learning can be explored depending on the community context or location of the school.

The SPTVE MELCs maintain the SPTVE's commitment to expand and intensify technical and vocational education and ensure that the techvoc learners acquire the necessary knowledge and the 21st century skills. To achieve this, the MELCs are embedded in the four (4) major areas: Industrial Arts, Agriculture and Fishery Arts, Information and Communications Technology, and Home Economics.

The Process of identifying the SPTVE MELCs:

In identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. Endurance is defined as the learning competency that remains with learners long after a test is completed (Reeves, 2002) or is useful beyond a single test or unit of study (Many and Horrell, 2014) which is applicable to real-life situations, e.g., social participation and integration.

The identified SPTVE MELCs feature these characteristics:

1. broad stroke competencies which needs to be unpacked by the teachers.
2. aligned to the content and performance standards of the curriculum that are based on minimum industry requirements and occupational health and safety standards.
3. do not replace the existing curriculum of the special curricular program but these are lifted for use only in this particular school year 2020-2021

For SPTVE specializations, including exploratory and mandatory subjects, the SPTVE MELCs shall be adopted by the SPTVE-implementing schools. On the other hand, the core academic subjects, such as, English, Science, Math, Filipino, Araling Panlipunan, MAPEH, its corresponding MELCs provided for all subjects across grade levels will be adopted.



GRADE LEVEL: 7

SUBJECT: EXPLORATORY

SPECIALIZATION: INTRODUCTION TO SPTVE SPECIALIZATION COURSES

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding on the different concepts and principles of basic trade operations	The learner independently performs basic trade operations	<ul style="list-style-type: none"> - observes shop safety rules and practices - explains the use of basic tools according to job specification - maintains hand tools - performs simple technical sketching according to the task requirements - performs basic benchwork operation - implements basic connection troubleshooting in accordance with the task requirement 	W1-2 W2-3 W4 W5 W6 W7-8
Q2	The learner demonstrates an understanding in the different concepts of beauty-care and wellness technology	The learner efficiently performs proper draping for head and body based on industry standards	<ul style="list-style-type: none"> - observes proper hygiene and good grooming - cultivates a pleasing personality - practices and maintains professional attitudes towards clients - performs proper draping for head and body 	W1 W2 W2 W3
	The learners demonstrate an understanding of concepts and underlying principles in food technology	The learner efficiently performs different food handling and basic preparations observing health and safety practices	<ul style="list-style-type: none"> - practices safe steps in food handling and food preparation - observes sustainable food consumption and production - describes quality of meat, poultry, fish, fruits and vegetables - identifies non-meat ingredients and their uses - performs different food preparation and techniques 	W4 W5 W5-6 W6 W7-8
Q3	The learner demonstrates understanding in the basic concepts and principles of garments technology	The learner independently produces simple projects by hand sewing and using sewing machine	<ul style="list-style-type: none"> - identifies hand tools and parts of sewing machine - performs basic hand stitches - produces simple project 	W1 W2 W3-4
	The learner demonstrates an understanding of the underlying principles in electronics technology and its application.	The learner independently produces material applying soldering techniques observing the safety procedures	<ul style="list-style-type: none"> - discusses the basic theories and principles of electronic technology - explains the basic functions of a resistor - produces basic output using appropriate soldering techniques 	W5 W6 W7-8
Q4			- explains the basic principles and theories in Agriculture	W1



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding of underlying theories, and principles in agriculture	The learner explains the basic fundamentals in agricultural crop and animal production	<ul style="list-style-type: none"> - explains the basic fundamentals of Agricultural Crop Production - explains the basic fundamentals of Animal Production 	W2
	The learner demonstrates an understanding of concepts and underlying principles in fishery arts	The learner explains the basic concepts and principles in aquaculture	<ul style="list-style-type: none"> - explains the basic concepts of aquaculture - explains the definition, history, scope, importance, and phases of aquaculture. - explains the basic morphology of the fish 	W4
		The learner produces a simple fishing net according to weaving procedures	<ul style="list-style-type: none"> - discusses the basic principles and theories in fish capture - identifies the kinds of fishing gears used in municipal fishing grounds - performs basic net weaving according to established weaving methods 	W4
				W5
				W6
				W7-8

GRADE LEVEL: 7

SUBJECT: MANDATORY – TECHNICAL DRAWING

SPECIALIZATION: SPECIAL PROGRAM IN TECHNICAL-VOCATIONAL EDUCATION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding on the concepts and principles on performing freehand drawing.	The learner independently performs different freehand drawings with satisfactory workmanship based on industry standards.	<ul style="list-style-type: none"> - performs different lettering styles and techniques - sketches basic shapes following the principles of good proportion - performs freehand sketches applying shading and rendering techniques 	W1-3 W4-5 W6-8
Q2	The learner demonstrates an understanding on the concepts and principles of constructing geometrical figures.	The learner constructs geometrical figures with accuracy based on industry standards.	<ul style="list-style-type: none"> - bisects lines, arc, circle and angles - constructs regular polygons - constructs regular solids 	W1-2 W3-5 W6-8
Q3	The learner demonstrates understanding of concepts and principles of	The learner independently constructs orthographic projection with precision and	<ul style="list-style-type: none"> - constructs orthographic projection applying proper dimensioning 	W1-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	constructing orthographic projection.	accuracy based on industry standards.		
Q4	The learner demonstrates understanding of concepts and principles of constructing pictorial drawings.	The learner independently constructs isometric views of a given object based on industry standards.	<ul style="list-style-type: none"> - constructs isometric drawings - constructs oblique drawings - constructs perspective drawings 	W1-3 W4-5 W6-8

GRADE LEVEL: 8

SUBJECT: MANDATORY – TECHNICAL DRAWING

SPECIALIZATION: SPECIAL PROGRAM IN TECHNICAL-VOCATIONAL EDUCATION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1-Q2	The learner demonstrates understanding of concepts and principles in performing working drawings.	The learner independently performs a working drawing of a given object with accuracy based on industry standards.	<ul style="list-style-type: none"> - performs basic exploded assembly drawings - constructs assembly drawings - constructs detailed drawings - prepares notes and specifications of working drawings 	W1-8 W1-2 W3-4 W5-8

GRADE LEVEL: 9

SUBJECT: MANDATORY SUBJECT – ENTREPRENEURSHIP

SPECIALIZATION: SPECIAL PROGRAM IN TECHNICAL-VOCATIONAL EDUCATION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts and principles in entrepreneurship.	The learner explains different entrepreneurial concepts.	<ul style="list-style-type: none"> - explains the concepts of entrepreneurship - identifies and differentiates behavioral indicators in Personal Entrepreneurial Competencies (PEC) clusters 	W1-2
				W2-5
	The learner demonstrates understanding of concepts	The learner discusses the fundamentals of planning a business.	<ul style="list-style-type: none"> - assesses the types of business plan - explains the steps in preparing a business plan 	W5-7
				W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	and principles in planning a business.			
Q2	The learner demonstrates understanding of concepts and principles in identifying business opportunities.	The learner identifies business opportunities.	<ul style="list-style-type: none"> - analyzes the existing problems and needs in the community where there are business opportunities - selects appropriate business opportunities based on the needs of the community 	W1-2
	The learner demonstrates understanding of concepts and principles in assessing management and organizational functions of a business.	The learner assesses management and organizational functions of a business.	<ul style="list-style-type: none"> - differentiates the forms of business organization - discusses the organizational structure of a business - designs an organizational chart based on a given structure using appropriate computer applications programs/applications. 	W2-4
	The learner demonstrates understanding of concepts and principles in legalizing a business.	The learner simulates the process of legalizing a business.	- explains the steps/ procedures in making the business legal	W5
				W5-7
Q3	The learner demonstrates understanding of concepts and principles in legalizing a business.	The learner simulates the process of legalizing a business.	<ul style="list-style-type: none"> - formulates production/service flow and schedule - prepares layout of production/service area 	W7-8
Q3	The learner demonstrates understanding of concepts, principles and processes in analyzing the financial soundness of a business.	The learner determines financial soundness of a business.	<ul style="list-style-type: none"> - identifies project cost including the percentage share of the members in relation to the investment. - determines profitability of the business 	W1-4
				W4-5
	The learner demonstrates understanding of concepts, principles and processes in developing a business plan.	The learner creates/crafts an acceptable detailed business plan.	<ul style="list-style-type: none"> - conducts a survey to gather data using the instruments made - organizes the main parts of a business plan 	W5-6
Q4				W6-7
				W7-8
Q4			- presents and defends the business plan with reviewers	W1-6



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates understanding of concepts, principles and processes in evaluating a business plan.	The learner evaluates a business plan.	- evaluate the business plan according to a set of criteria	
	The learner demonstrates understanding of concepts, principles and processes in finalizing a business plan.	The learner finalizes a business plan.	- finalizes the business plan manuscript	W6-8

GRADE LEVEL: 10

SUBJECT: MANDATORY SUBJECT – ENTREPRENEURSHIP

SPECIALIZATION: SPECIAL PROGRAM IN TECHNICAL-VOCATIONAL EDUCATION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the processes and methodologies in performing steps needed to set up small business (simulation only)	The learner finalizes product or service design specification, simulate business registration and recruitment of applicants; and source-out funds for capital requirement of the business.	- finalizes product or service design specification based on the market feedback	W1-2
	The learner demonstrates understanding of the theories, principles and standards in production management, marketing, and financial performance of a small business operations.	The learner performs simulated managerial, marketing and financial assessment tasks in operating a small business competently.	<ul style="list-style-type: none"> - manage product or service development production - introduces product or service to the market according to marketing plan and clients' feedback - assesses small business profitability liquidity based on the evaluation of sales, costs, income and cash flows and financial ratio analysis 	W3-4
				W5-6
				W7-8
Q2	The learner demonstrates understanding of	The learner applies principles, methods, and	- applies prevailing pricing structures and methods in determining production cost and price of products or services.	W1-3



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles, methods and procedures in identifying suppliers, and in conducting and managing inventory of supplies and resources.	procedures in identifying suppliers, and in conducting and managing inventory of supplies and resources.		
	The learner demonstrates understanding of conceptualizing, formulating and implementing business models to operationalize a business.	The learner prepares, describes, and creates business model to operationalize and launch trial-run period of the business' product or service.	- conduct product or service trial run based on the operational plan of the business.	W3-7
Q2	The learner demonstrates understanding of underlying theories principles, and practices in setting a target market and projecting sales.	The learner conducts marketing, benchmarking, goal setting, and sales projecting; prepare and presents results for business decisions.	- sets target market and project sales of product and/or services - applies sales management based on standard recording and reporting procedures.	W7-8
Q3-Q4	The learner demonstrates understanding of theories principles, and practices in conducting actual selling of products or services as contained in the business plan.	The learner conducts actual selling of products or services, applies marketing and management strategies, documents the actual activity, prepares and presents results for business decisions.	- performs actual selling of products or services applying the marketing strategies and sales management based on the marketing plan component of the business plan	W1-8
Q3-Q4	The learner demonstrates understanding of the theories principles, and practices in simple bookkeeping	The learner prepares, analyzes, interprets and presents financial reports of the business operations, and demonstrate safe-keeping	- prepares and maintains financial records and reports	W1-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
		and maintaining business documents.		
Q3-Q4	The learner demonstrates competence in applying tools and reporting results of monitoring and evaluating business operations.	The learner prepares, analyzes, interprets, presents results and recommends action to be taken based from data on monitoring and evaluating business operations.	<ul style="list-style-type: none"> - assesses business operation - recommends actions to be taken based on the results of the monitoring and evaluating of business operation 	W1-8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: AGRICULTURE (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the underlying theories in applying safety measures in farm operations	The learner competently applies safety measures in farm operations	<ul style="list-style-type: none"> - prepares appropriate tools, materials, and outfits in line with job requirements - applies appropriate safety measures in line with farm guidelines - safekeeps and/or observes proper disposal of tools, materials, and outfit according to manufacturers, government, and farm requirements 	W1-2
				W2-4
				W4
	The learners demonstrate an understanding of the underlying theories in using farm tools and equipment	The learners competently use farm tools and equipment based on manufacturer's manual	<ul style="list-style-type: none"> - selects and uses farm tools following safety procedures and according to job requirements and manufacturer's conditions - operates appropriate farm equipment following safety procedures - performs preventive maintenance 	W5-6
				W6-8
				W8
Q2	The learners demonstrate an understanding of the underlying theories in performing estimation and basic calculation	The learners competently perform estimation and basic calculation	<ul style="list-style-type: none"> - performs estimation on farm inputs and labor requirements for work completion - performs basic workplace calculation 	W1-4
				W5-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q3	The learners demonstrate an understanding of the underlying theories in applying basic first aid	The learners competently perform basic first aid	<ul style="list-style-type: none"> - assesses the casualty's vital signs and physical condition. - applies basic first aid techniques in accordance with effective first aid principles and workplace conditions - communicates details of the incident presenting all relevant facts to supervisors according to established company procedure. 	W1-4
				W4-7
				W7-8
Q4	The learners demonstrate an understanding of the underlying theories in processing farm waste.	The learners efficiently process farm wastes according to set standards	<ul style="list-style-type: none"> - collects farm waste following OSHS and waste collection requirements and plan - performs waste segregation according to organizational requirements and relevant legislation 	W1
				W1-2
			<ul style="list-style-type: none"> - treats and processes farm wastes according to environmental legislation and codes - performs housekeeping according to 5S principles 	W2-3
				W3-4
Q4	The learners demonstrate an understanding of the underlying theories in performing record keeping.	The learners perform efficient record keeping	<ul style="list-style-type: none"> - carries out inventory activities - maintains production record - prepares financial records 	W6
				W6-7
				W7-8

GRADE LEVEL: 8-10

SUBJECT: SPTVE

SPECIALIZATION: FISHERY (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of applying safety measures in fishing operations	The learners efficiently apply safety measures in fishing operations	<ul style="list-style-type: none"> - determines areas of concern for safety measures - applies appropriate safety measures in line with fishing guidelines - safekeeps/disposes of tools, materials and outfit according to manufacturer's, government, and fishing requirements 	W1
				W2
				W3
	The learners demonstrate an understanding of the different guidelines in	The learners efficiently use tools and equipment in fish capture operation	<ul style="list-style-type: none"> - selects and use appropriate tools and equipment according to job requirement and manufacturer's conditions - selects and operate equipment following safety procedures 	W4
				W5

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	using tools and equipment in fish capture operation		- perform preventive maintenance in line with industry procedures	W6
	The learners demonstrate an understanding of various techniques in performing estimation and calculation	The learners accurately perform estimation and calculation	<ul style="list-style-type: none"> - performs estimation - performs basic workplace calculation 	W7
				W8
Q2	The learners demonstrate and understanding of various techniques in applying food safety and sanitation	The learners efficiently apply food safety and sanitation	<ul style="list-style-type: none"> - wears PPE according to the job requirement - observe personal hygiene and good grooming in line with workplace health and safety requirements - implements food sanitation practices in line with workplace safety practices - renders safety measures and First Aid procedures - implements housekeeping activities 	W1
				W2
				W3
				W4
				W5
	The learners demonstrate an understanding of various techniques in preventing fire and firefighting	The learners effectively prevent and fight fire	<ul style="list-style-type: none"> - manage fire prevention procedures onboard - operate portable firefighting equipment - conduct interior search and rescue and fire-fighting operations 	W6
				W7
				W8
Q3	The learners demonstrate an understanding of various principles and techniques in performing First Aid treatment on board	The learners competently perform First Aid treatment on board	<ul style="list-style-type: none"> - perform immediate life-saving First Aid pending medical assistance - Apply appropriate action to conscious casualty with acute illness and/or injury in accordance with established First Aid procedures - manage wounds and bleeding in accordance with established First Aid procedures - manage burns in accordance with established First Aid procedures - manage bone, joint, and muscle injuries in accordance with established First Aid procedures - adapt First Aid procedures for remote situations 	W1
				W1-2
				W2
				W3
				W3-4
				W4-5

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learners demonstrate an understanding of various techniques in protecting marine environment	The learners do their share in protecting marine environment	<ul style="list-style-type: none"> - implements garbage disposal on board following relevant company requirements on marine environmental protection - perform garbage segregation following MARPOL regulations and procedures for the protection of the marine environment 	W4-5 W5
	The learners demonstrate an understanding of various techniques in complying with emergency procedures	The learners satisfactorily comply with emergency procedures	<ul style="list-style-type: none"> - Give prompt, accurate, and complete information on raising alarm in accordance with established vessel procedures - Implement planned damage controls procedures for dealing with damage to the vessel and its hull in accordance with company procedures and regulatory requirements - Follow procedures for the use of various shipboard life-saving appliances in accordance with regulatory requirements, manufacturer's instruction, and company procedures 	W6 W6-7 W7-8
Q3	The learners demonstrate an understanding of various principles and theories in applying deckhand skills in aboard a fishing vessel	The learners independently apply deckhand skills in a boarding a fishing vessel	<ul style="list-style-type: none"> - uses and maintains ropes in accordance with enterprise procedures and manufacturers' manual 	W8
Q4			<ul style="list-style-type: none"> - performs basic knots, bends, hitches, splices and common whipping - operate winches, capstans and windlasses in accordance with operational requirements and manufacturers' instructions 	W1 W1-2
			<ul style="list-style-type: none"> - secures the vessel at anchor according to established safety rules and regulations 	W2
			<ul style="list-style-type: none"> - secure and adjust the vessel's position during mooring operations - monitor the situation of the vessel when moored or anchored - secure the vessel for and at sea 	W3 W4 W4-5
Q4	The learners demonstrate an understanding of various principles and theories in assembling and repairing damaged netting	The learners independently assemble and repair damaged netting	<ul style="list-style-type: none"> - prepare netting material for repair - mend holes and rips using twine - mend large scale damage using netting material 	W5-6 W6-7 W7-8



GRADE LEVEL: 8-10

SUBJECT: SPTVE

SPECIALIZATION: AUTOMOTIVE (COMMON & CORE COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and underlying principles in applying appropriate sealant/adhesive	The learners independently apply appropriate sealant/adhesive based on industry standards	<ul style="list-style-type: none"> - identify appropriate sealant/adhesive in line with job requirements and manufacturer's specifications - prepare surface for sealant/ adhesive application - apply sealant/adhesive evenly in accordance with industry standard operating procedure (SOP) - store/dispose sealant as per prescribed procedure 	<p>W1</p> <p>W1</p> <p>W1</p> <p>W1-2</p>
	The learners demonstrate an understanding of concepts and underlying principles in moving and positioning vehicle	The learners independently move and position vehicle based on industry standards	<ul style="list-style-type: none"> - prepare the vehicle for driving - move and position vehicle according to job specification - check the vehicle as per requirement 	<p>W2</p> <p>W2</p> <p>W3</p>
	The learners demonstrate an understanding of concepts and underlying theories and principles in performing measurements and calculations	The learners perform mensuration and calculation with accuracy based on job requirements	<ul style="list-style-type: none"> - select appropriate measuring Instrument as per job requirement - carry out measurement and calculation in line with job requirements - maintain measuring instrument 	<p>W3</p> <p>W3-4</p> <p>W4</p>
	The learners demonstrate an understanding of concepts and underlying theories and principles in interpreting manuals of specifications in automotive servicing	The learners independently read and interpret specification and manual with	<ul style="list-style-type: none"> - identify and access manual/ specifications as per job requirement - interpret manuals in relation to the work to be conducted - apply information accessed in the manual - store manual properly for easy access and updating 	<p>W5</p> <p>W5</p> <p>W5</p> <p>W5</p>
	The learners demonstrate an understanding of using and applying lubricant/coolant	The learners independently apply lubricant/coolant based on service manuals	<ul style="list-style-type: none"> - identify types of lubricants/coolant as per job requirement - use and apply lubricants/coolant in line with job requirements - perform housekeeping activities as per company SOP 	<p>W6</p> <p>W6</p> <p>W6</p>

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learners demonstrate an understanding of concepts and underlying principles in performing shop maintenance	The learners independently perform shop maintenance in accordance with OHS (occupational health and safety) procedures	<ul style="list-style-type: none"> - inspect and clean tools, equipment and work area as per workshop cleaning requirements - store/arrange tools and shop equipment. - dispose of waste and used lubricants in accordance with SOP and environmental regulations - report damaged tools/equipment 	W7 W7 W7 W8
	The learners demonstrate an understanding of concepts and underlying principles of preparing job estimate/costing	The learners independently perform job estimating/costing	<ul style="list-style-type: none"> - identify the nature and scope of work in line with SOP - prepare and present estimate/costing in line with job requirements 	W8 W8
Q2	The learners demonstrate an understanding of concepts and underlying principles of interpreting/drawing technical drawings	The learners independently interpret/execute technical drawing	<ul style="list-style-type: none"> - interpret technical drawing - select appropriate technical drawing - apply freehand sketching using the necessary tools and materials 	W1 W1-2 W2
	The learners demonstrate an understanding of concepts and underlying principles of practicing health, safety, and environment procedures	The learner independently perform job in practicing health, safety, and environment procedures	<ul style="list-style-type: none"> - apply basic safety procedures in line with OHS - apply appropriate emergency procedures 	W3 W3
	The learners demonstrate an understanding of concepts and underlying principles of inspecting technical quality of work	The learners competently inspect technical quality of work	<ul style="list-style-type: none"> - gather information to carry out inspection - inspect and apply quality standards to work with company quality procedures - achieve quality work outcomes in accordance with company requirements 	W4 W4 W4
	The learners demonstrate an understanding of concepts and underlying	The learners efficiently maintain quality system	<ul style="list-style-type: none"> - conduct final quality checks on completed work/order in accordance with company requirements - report on the quality of processes and work outcome in accordance to company performance indicators 	W5 W5

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles of maintaining quality system		- implement improvement to work processes according to company policies and procedures	W5
	The learners demonstrate an understanding of concepts and underlying principles of identifying and selecting original automotive parts and products	The learners independently select automotive parts and products	<ul style="list-style-type: none"> - identify the part/product and its end use - identify details of the part/product by accessing and using the catalogue system - order part/product for customers - review personal training performance and finalize documentation according to organizational and legal requirements 	W5-6 W6 W6 W6-8
Q3	The learners demonstrate an understanding of concepts and underlying principles of removing and replacing electrical/electronic units/assemblies	The learners independently remove and replace electrical/ electronic units/assemblies	<ul style="list-style-type: none"> - prepare for work according to job requirements, including method, material, and equipment - remove electrical /electronic units/assemblies according to company procedures/policies 	W1 W1
			<ul style="list-style-type: none"> - replace electrical/electronic units/assemblies using approved methods, tooling and equipment in accordance with company procedures/policies - clean up work area and maintain equipment in accordance with workplace procedures 	W1-2 W2
	The learners demonstrate an understanding of concepts and underlying principles of removing and tagging engine system components	The independently remove and tag engine system components	<ul style="list-style-type: none"> - prepare to remove and tag engine system components - remove engine system components in accordance with manufacturer / component supplier specifications - tag engine system components without damage 	W2 W3 W3
	The learners demonstrate an understanding of concepts and underlying principles of removing and tagging steering,	The learner independently remove and tag steering, suspension, and brake system	<ul style="list-style-type: none"> - prepare to remove and tag steering, suspension, and brake system components according to the nature and scope of work requirements - remove steering, suspension and brake system components in accordance with manufacturer / component supplier specifications 	W3-4 W4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	suspension, and brake system		- tag steering, suspension, and brake system components without damage	W4
	The learners demonstrate an understanding of concepts and underlying principles of removing and tagging transmission system components	The learners independently remove and tag transmission system components	- prepare to remove and tag transmission components using required tools and equipment	W5
			- remove transmission system components in accordance with manufacturer / component supplier specifications	W5
			- tag transmission components	W5-6
	The learner demonstrates an understanding of the principles in servicing the automotive battery.	The learner independently performs servicing an automotive battery.	- demonstrate safe operation and handling of different types of batteries.	W6
			- demonstrate the testing of an automotive battery based on manufacturer's specification	W6
			- demonstrate the procedures in removing and replacing batteries as per manufacturer's standard and observing personal safety.	W7
			- demonstrate the procedures in servicing the battery as indicated in the manual and observing personal safety	W7
Q4	The learner demonstrates an understanding of concepts and underlying principles in servicing the charging system.	The learners independently perform servicing the charging system based on industry standard.	- <i>test charging system component and identify faults based on standard industry procedures</i>	W1
			- disassemble alternator based on the procedures stated in the service manual	W1
			- repair/replace and assemble alternator components/parts in accordance to service manual	W1-2
	The learner demonstrates an understanding of concepts and underlying principles of servicing the starting system.	The learner independently performs servicing the starting system based on industry standard.	- test starting system components and identify faults in accordance with the industry standard procedures	W2-3
			- disassemble starter motor according to service manual	W3
	The learner demonstrates an understanding of the		- explain the principle of auto electricity according to job requirement	W4-6



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles in servicing of the wiring/lighting system.	The learner independently performs servicing of the wiring/lighting system	<ul style="list-style-type: none">- explain Automotive Lighting System and its functions.- install wiring/lighting system according to job requirement- test electrical system and determine preferred action in accordance with the manufacturer's specification- carry out necessary repair in the electrical system without causing damage to workplace, property or vehicle	W4 W4-5 W5 W6
	The learner demonstrates an understanding of the principles in testing and repairing electrical security system components.	The learner independently performs testing and repairing electrical security system components.	<ul style="list-style-type: none">- install electrical security system components without causing damage to any workplace, property or vehicle- test anti-theft system without causing damage to workplace, property and vehicle- repair electrical security system and components without causing damage to any workplace property or vehicle	W7 W7 W7
	The learner demonstrates an understanding of the principles in servicing electronic body management system.	The learner independently performs servicing electronic body management system.	<ul style="list-style-type: none">- service electronic body management system and associated components using appropriate techniques	W8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: CONSTRUCTION (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of concepts in plan reading and interpreting technical drawings.	The learner independently interprets and applies concepts in construction and structural plan reading and interpretation using the different types of drawings based on industry standards	<ul style="list-style-type: none">- analyze signs, symbols and data on drawings- interpret technical drawings and plans based on manual of instruction and site operation standards- apply freehand sketching	W1 W1-2 W2-3
	The learner demonstrates an understanding of the	The learner independently performs accurate	<ul style="list-style-type: none">- carry out measurements and calculations based on given tasks	W4-5



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	concepts and underlying principles in performing measurements and calculations.	measurements and calculation based on given tasks.		
	The learner demonstrates an understanding on the basic concepts and underlying technical and scientific principles in performing basic bench work operations.	The learner independently performs basic bench work operations following task specifications, job requirements and safety procedures.	<ul style="list-style-type: none"> - identify the different basic bench work operations for construction technology - perform material measuring and measuring alternatives - perform cutting operations following task specifications, job requirements and safety procedures - perform boring operations following task specifications, job requirements and safety procedures - perform grinding and shaping operations - perform bending operations following task specifications, job requirements and safety procedures 	W5 4 W6 W6 W7 W7 W8
Q2	The learner demonstrates an understanding of the underlying principles in the maintenance of construction technology tools and equipment.	The learner independently performs proper maintenance of basic hand tools and equipment based on industry standards and manufacturer's manual	<ul style="list-style-type: none"> - perform periodic and preventive maintenance based on industry standards and manufacturer's manual - store tools and equipment in specific places and storage area based on industry standards and manufacturer's manual 	W1 W2
Q2	The learner demonstrates an understanding of the underlying principles in manual reading and interpretation	The learner independently performs proper data/ information interpretation, validation and verification	<ul style="list-style-type: none"> - read and interpret information and data in the manual - apply specifications and manual details on tasks at hand - protect and safe keep manuals according to industry standards 	W2 W2 W2
	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.	<ul style="list-style-type: none"> - prepare appropriate tools and materials for a task - inspect materials based on industry standards 	W3 W4-5



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding in staking out building lines.	The independently stakes out building lines in carpentry based on construction standards	<ul style="list-style-type: none"> - prepare tools, equipment and materials for staking out building lines - stake out and set batter boards according to according to job requirements - fix building lines 	W5 W5-7 W7-8
Q3	The learner demonstrates an understanding of the underlying principles in preparing masonry materials.	The learner independently prepares masonry materials according to workplace practices.	<ul style="list-style-type: none"> - select appropriate tools, equipment and materials needed in hauling and mixing according to the job requirement - haul materials based on standard operating procedure - mix mortar/concrete according to workplace practices 	W1 W1 W1
	The learner demonstrates an understanding of the concepts and underlying principles in performing basic masonry works.	The learner independently performs basic masonry works based on job description.	<ul style="list-style-type: none"> - perform reinforcement bar fabrication and installation based on job requirement - erect and dismantle scaffoldings (1.8 m and below) in accordance with safety practices - perform fabrication, installation and stripping of formworks in accordance with safety practices - perform excavation and basic filling/compaction observing safety precautions 	W2-5 W5-8 W1-6 W7-8
Q4			<ul style="list-style-type: none"> - perform concreting work - perform housekeeping 	W1-7 W8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: DOMRAC (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of underlying concepts and principles of applying quality standards in the workplace	The learner efficiently applies the quality standards in the workplace	<ul style="list-style-type: none"> - assess quality of materials or components in accordance with workplace procedures - assess own work in accordance with the workplace' standard operating procedures - engage in quality improvement service to ensure customer satisfaction 	W1 W1-3 W3-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations	The learner independently carries-out accurate measurements and calculation based on given tasks.	<ul style="list-style-type: none"> - carry out measurements and calculations - select appropriate measuring instruments in line with job requirements - maintain measuring instruments according to manufacturer's specifications and standard operating procedures 	W4-6 W6-7 W7-8
Q2	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings and plans in electrical installation and maintenance	The learners accurately read and interpret specifications of simple technical drawings and plans	<ul style="list-style-type: none"> - identify different kinds of technical drawing - interpret technical drawings in accordance with standard operating procedures - prepare/make changes to electrical/ electronic schematics and drawings in accordance with standard operating procedures - store technical drawings and equipment/instruments in accordance with company procedures 	W1 W1-2 W2-4 W4
	The learners demonstrate the understanding in performing bench work	The learners independently perform basic bench work	<ul style="list-style-type: none"> - prepare materials, tools and equipment according to the required specifications - lay-out and mark dimensions/features on workplace according to the requirements specified in the blueprint - perform required basic metal works applying safety procedures and according to job requirements 	W5 W5-7 W7-8
Q3	The learners demonstrate an understanding of terminating and connecting electrical wiring and electronic circuits	The learners independently perform termination and connecting electrical wiring and electronic circuits	<ul style="list-style-type: none"> - prepare appropriate tools and equipment according to tasks requirements - terminate/connect electrical wiring/electronic circuits according to specifications, manufacturer's requirements and safety procedures - test termination/ connections of electrical wiring/ electronics circuits using specified testing procedures 	W1-3 W3-6 W6-8
Q4	The learners demonstrate the understanding in performing basic electrical works	The learners independently perform basic electrical work	<ul style="list-style-type: none"> - prepare appropriate electrical tools and test instruments according to job requirements - test power supply and electrical components in accordance with manufacturer's specifications/PEC - perform basic electrical repair in line with OHSA regulations 	W1 W1-3 W4-8

**GRADE LEVEL: 8****SUBJECT: SPTVE****SPECIALIZATION: ELECTRONICS & ELECTRICAL (COMMON COMPETENCIES)**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of underlying concepts and principles of applying quality standards in the workplace	The learner efficiently applies the quality standards in the workplace	<ul style="list-style-type: none"> - assess quality of received material or components within workplace standards and specifications - assess own work in accordance with the workplace' standard operating procedures - engage in quality improvement in accordance with process improvement procedures 	W1 W1-3 W3-4
	The learner demonstrates an understanding of the concepts and underlying principles in performing measurements and calculations	The learner independently carries-out accurate measurements and calculation based on given tasks.	<ul style="list-style-type: none"> - carry out measurements and calculations - select appropriate measuring instruments in line with job requirements - maintain measuring instruments according to manufacturer's specifications and standard operating procedures 	W4-6 W6-7 W7-8
Q2	The learner demonstrates an understanding of the concepts and underlying principles in interpreting simple technical drawings and plans in electrical installation and maintenance	The learners accurately read and interpret specifications of simple technical drawings and plans	<ul style="list-style-type: none"> - identify different kinds of technical drawings - interpret technical drawing against job requirements or equipment in accordance with standard operating procedures - prepare/make changes to electrical/ electronic schematics and drawings - store technical drawings and equipment/instruments 	W1 W1-4 W4-8 W8
Q3	The learners demonstrate an understanding of terminating and connecting electrical wiring and electronic circuits	The learners independently perform termination and connecting electrical wiring and electronic circuits	<ul style="list-style-type: none"> - plan for termination/ connection of electrical wiring/electronics circuits - terminate/connect electrical wiring/electronic circuits according to specifications, manufacturer's requirements and safety - test termination/connections of electrical wiring/ electronics circuits in accordance with established procedures 	W1-3 W3-6 W6-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q4	The learners demonstrate an understanding of the underlying principles in testing electronic components based on manufacturer's specifications and testing criteria	The learners independently test electronic components based on manufacturer's specifications and testing criteria	- determine criteria for testing electronics components based on technical and quality requirements	W1
			- plan an approach for component testing in accordance with established procedures	W1-2
			- test components based on manufacturer's specifications and testing criteria	W3-7
			- evaluate the testing process and records system based on standard procedures	W8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: MECHANICAL (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the basic concepts and underlying theories in	The learner independently performs bench work operation based on industry standard.	- layout, mark dimensions/features on work piece according to industry standard	W1-2
	<ul style="list-style-type: none"> • layout and mark dimensions on a work piece 			
	<ul style="list-style-type: none"> • cutting, chipping and filing flat, rectangular or round blocks. 		- cut, chip, and file flat, rectangular or round blocks according to working drawing and standard procedures	W2-4
	<ul style="list-style-type: none"> • drilling, reaming and lapping the hole. 		- drill, ream and lap hole in accordance with the working drawing specification following safety practice	W4-6
	The learner demonstrates understanding of concepts and underlying principles in performing routine housekeeping.	The learners independently perform routine housekeeping base on housekeeping policies.	- maintain upkeep and order in work area according to 5S housekeeping principles	W6-7
			- perform machine inspection according to worksite procedures	W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	
	The learner demonstrates understanding of concepts and underlying principles in performing preventive and corrective measures for maintenance.	The learners independently perform preventive and corrective measure for maintenance base on standards.	<ul style="list-style-type: none">- perform cleaning and lubricating of machine according to prescribed schedule- perform minor machine repairs and adjustments based on manufacturer’s specifications- maintain hand tools used in machine repair and maintenance according to housekeeping procedures	W8	
Q2					W1-2
					W2-3
	The learner demonstrates understanding of concepts and underlying principles in performing shop computations.	The learners independently perform shop computation base on computation standards.	<ul style="list-style-type: none">- perform basic calculations involving fractions and decimals, percentages, ratio and proportion and algebraic expressions based on computation standards	W5-8	
Q3	The learner demonstrates understanding of concepts and underlying principles in interpreting working drawing and sketches.	The learners independently perform interpreting of working drawing and sketches base on drawing specification.	<ul style="list-style-type: none">- interpret technical drawing according to specifications- prepare freehand sketches of machine parts according to job requirements- interpret details from freehand sketches	W1-2 W2-3 W3-4	
	The learner demonstrates understanding of concepts and underlying principles in measuring workpiece.	The learners independently perform measurement of workpiece using semi-precision measuring tools.	<ul style="list-style-type: none">- use appropriate semi-precision and precision measuring tools according to the required accuracy level- measure given workpiece according to standard procedures- clean and store measuring tools according to manufacturer’s specifications.	W4-5 W5-7 W7-8	
Q4	The learner demonstrates understanding of concepts and underlying principles in selecting and cutting workshop materials.	The learners independently perform selecting and cutting workshop materials base on specifications and standard.	<ul style="list-style-type: none">- determine job requirements- select, measure, and cut materials according to required specifications and standard	W1 W1-3	
	The learner demonstrates an understanding of the basic concepts and underlying theories in	The learner independently performs a bench work operation (Complex) based on industry standard.	<ul style="list-style-type: none">- hone, scrape surface applying knowledge in safety and using personal protective devices	W3-7	



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	<ul style="list-style-type: none"> honing and scraping a surface removing damaged bolt in the threaded hole. 		<ul style="list-style-type: none"> remove damaged bolt in threaded hole. repair damaged thread according to procedure. 	W8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: WELDING & FABRICATION (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of concepts and underlying principles in <ul style="list-style-type: none"> performing measurements and calculations 	The learner independently performs accurate measurements and calculation based on given tasks	<ul style="list-style-type: none"> select appropriate measuring instruments for a specified task carry out measurements and calculations 	W1 W1-2
	<ul style="list-style-type: none"> interpreting simple technical drawings in SMAW 	The learner independently reads and interprets simple technical drawings.	<ul style="list-style-type: none"> analyze signs, symbols and data based on workplace standards interpret technical drawings based on the plan 	W2 W3
	<ul style="list-style-type: none"> observing OHS procedures 	The learner independently identifies hazards correctly in accordance with OHS procedures.	<ul style="list-style-type: none"> identify hazards and risks according to OHS practices control hazards and risks observing safety procedure in the workplace 	W3-4 W4-5
	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.	<ul style="list-style-type: none"> identify and select materials and tools request appropriate materials and tools 	W5-6 W6
	The learner demonstrates an understanding of concepts and underlying	The learner independently performs proper maintenance of SMAW tools	<ul style="list-style-type: none"> perform basic preventive maintenance based on condition and schedule LO 1. Check condition of tools and equipment store tools and equipment according to 5'S practices 	W7-8 W8

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles in the maintenance of SMAW tools and equipment.	and equipment based on industry standards.		
Q2	The learner demonstrates an understanding of concepts and underlying principles in performing SMAW	The learner efficiently performs arc welding based on industry standards.	- layout measurements on base metal in accordance with the job requirement	W1
			- perform cutting, reaming, drilling and grinding	W1-3
			- perform bending, twisting and scrolling metal bar	W3-5
			- prepare welding protective equipment in accordance with occupational health and safety standards	W5-6
			- set-up cutting equipment in conformity with the occupational health and safety standards	W6
			- cut and prepare edge of materials according to specified dimensions/specifications	W6
			- clean surfaces and edges in conformity to OHS practices	W7
			- prepare welding consumables in accordance with job requirements	W7
			- set-up welding machine according to manufacturer’s manual	W7-8
			- set-up welding accessories in accordance with manufacturer’s manual	W8
Q3			- set-up welding positioners, jigs and fixtures in conformity with job requirement	W8
			- strike an arc according to welding procedures and standard	W1
			- deposit straight beads in accordance with welding standards	W1-3
			- perform tack welding in accordance with the welding procedures	W3-4
			- weld butt joint in flat and horizontal position in accordance with welding standards	W4-6
			- mark/locate weld defects in accordance with job requirements	W7
			- remove weld defects in accordance with welding procedures	W7-8
			- perform re-welding in accordance with repair requirements	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q4			<ul style="list-style-type: none"> - prepare a fabrication plan - carry out fabrication works according to OHS practices 	W1-2 W2-8

GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: BEAUTY CARE (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding in maintaining effective relationship with client/customers.	The learner independently demonstrates the common competencies in maintaining effective relationship with clients/customers.	<ul style="list-style-type: none"> - maintain a professional image in accordance with established policies and procedure - meet client's/customer's requirements - build credibility with customers /clients 	W1 W1-3 W3-4
	The learner demonstrates an understanding in managing own performance.	The learner independently demonstrates the common competencies in managing own performance.	<ul style="list-style-type: none"> - completes own workload according to agreed time frames - maintain quality of own performance 	W5-7 W7-8
Q2	The learner demonstrates an understanding in applying quality standards.	The learner independently demonstrates the common competencies in applying quality standards.	<ul style="list-style-type: none"> - assess client service needs in accordance with workplace procedures. - assess own work in accordance with the workplace standards operating procedures - engage in quality improvement in accordance with process improvement procedures 	W1-2 W2 W3-4
	The learner demonstrates an understanding in maintaining a safe, clean and efficient work environment.	The learner independently demonstrates the common competencies in maintaining a safe, clean and efficient work environment.	<ul style="list-style-type: none"> - comply with health regulations in accordance with salon standards and legal requirements - keep and maintain work areas and walkways hygienic and in safe state and free from spills, food waste, hair or other potential hazards in line with OSHS regulations - check and maintain tools and equipment in accordance with manufacturer's instructions - check and maintain stocks in accordance with manufacturer's specifications or company procedures 	W4-6 W6-7 W7-8 W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q3	The learner demonstrates understanding of concepts, principle and techniques in pre and post beauty care services	The learner independently performs pre and post beauty care services	- prepare tool and equipment for the specific treatment activity following salon safety policies and procedures	W1
			- prepare the client according to salon policies and procedures and OHSC requirements	W1-3
			- store treatment products and chemicals following safety and environment codes and regulations	W3-4
Q3	The learner demonstrates understanding of concepts, principle and techniques in manicure and pedicure services.	The learner independently performs manicure and pedicure services.	- cleans finger nails and toe nails in accordance with the established or acceptable procedures	W4-8
Q4	The learner demonstrates understanding of concepts, principle and techniques in manicure and pedicure services.	The learner independently performs manicure and pedicure services.	- performs basic nail designs according to the client's nail service requirements	W1-4
			- clean working area according to salon's policies and procedures	
	The learner demonstrates understanding of concepts, principle and techniques in creative and fancy nail designs	The learner independently performs creative and fancy nail designing	- perform different fancy designs on finger nails and toe nails	W5-8
			- clean and sanitize work station in accordance with OH&S requirements.	

GRADE LEVEL: 8

SUBJECT: SPTVE

COMPONENT: COMMERCIAL COOKING (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and underlying principles in developing	The learners independently develop and update industry knowledge	- use correct information to assist effective work performance in line with job requirements	W1
			- update industry knowledge shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	W1-2

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	and updating industry knowledge		<ul style="list-style-type: none"> - develop and update local knowledge using informal and/or formal research - promote products and services to customers 	W2-3 W3-4
	The learners demonstrate an understanding of concepts and underlying principles in performing workplace and safety practices	The learners independently perform workplace health and safety practices	<ul style="list-style-type: none"> - follow workplace procedures for health, safety and security practices. - perform child protection duties relevant to the tourism industry. - deal with emergency situations accordingly in line with enterprise procedures - observe safe personal standards in line with enterprise requirements 	W4 W5 W6-7 W7-8
	The learners demonstrate and understanding of concepts and underlying principles in observing workplace hygiene procedures.	The learners independently observe workplace hygiene procedures.	<ul style="list-style-type: none"> - implement workplace hygiene procedures in line with enterprise and legal requirements - minimize and remove risks within scope of individual responsibility of enterprise and legal requirements 	W1 W1-2
	The learners demonstrate and understanding of concepts and underlying principles in performing computer operations	The learners independently perform computer operations based on a given tasks	<ul style="list-style-type: none"> - plan and prepare for task to be undertaken - input accurate information data into the computer using appropriate program/application in accordance with company procedures - access information using appropriate program/application computer according to company procedures 	W2-3 W3 W4
Q2	The learners demonstrate and understanding of concepts and underlying principles in providing effective customer service	The learners independently provide effective customer service	<ul style="list-style-type: none"> - greet customer observing appropriate verbal and non-verbal communications to the given situation - use appropriate interpersonal skills to ensure that customer service is accurately provided - deliver prompt service to customer in line with enterprise procedure - handle queries through use of common business tools and technology in line with enterprise procedures 	W4-5 W5-6 W6-7 W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			<ul style="list-style-type: none"> - handle complaints/conflict situations, evaluation and recommendations according to enterprise policies 	W8
Q3	The learners demonstrate an understanding of the core concepts and theories in bread and pastry production	The learners independently demonstrate core competencies in preparing and producing bakery products	<ul style="list-style-type: none"> - prepare variety of bakery supplies according to standard mixing procedures/formulation/ recipes and desired product characteristics - bake according to techniques and appropriate conditions; and enterprise requirement and standards - decorate and present bakery products according to standard recipes, enterprise standards and/or customer preferences - store bakery products according to established standards and procedures 	W1-3 W3-5 W5
Q3	The learner demonstrates understanding of the basic concept and underlying theories in preparing and producing pastry products	The learner demonstrates competencies in preparing and producing pastry products	<ul style="list-style-type: none"> - prepare pastry supplies according to standard mixing procedures/formulation/ recipes and desired product characteristics - bake according to techniques and appropriate conditions; and enterprise requirement and standards - decorate and present pastry products in accordance with standard recipes and/or enterprise standards and customer preferences - store pastry products according to established standards and procedures 	W6-8
Q4				W1-2 W2
Q4	The learner demonstrates understanding of the basic concept and underlying theories in preparing and displaying petits fours	The learner demonstrates competencies in preparing and displaying petits fours	<ul style="list-style-type: none"> - prepare iced petits fours according to standard recipes and enterprise requirements and practices - prepare fresh, marzipan and caramelized petits fours according to established standards and procedures - display petits fours creatively - store petits fours according to established standards and procedures 	W3-4 W4-5 W7-8 W8



GRADE LEVEL: 8

SUBJECT: SPTVE

SPECIALIZATION: DRESSMAKING/GARMENTS (COMMON COMPETENCIES)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding concepts, theories and principles in carrying out measurements in garment.	The learner independently carries out measurements and calculation based on job requirements	<ul style="list-style-type: none"> - obtain measurements based on job specification - perform simple calculations based on required tasks - estimate appropriate qualities according to job requirement 	W1-3 W4 W5-8
Q2	The learner demonstrates an understanding of the common concepts, theories and principles in setting up and operating sewing machine/s	The learners independently demonstrate and perform setting up and operating sewing machine/s	<ul style="list-style-type: none"> - set up the machines according to manual procedures - conduct sample run sampling based on job requirement - test machine output in accordance with Instruction procedures to ensure required standards - re-adjust machine setting to meet requirements based on job requirement 	W1 W2-3 W3 W3
Q3			<ul style="list-style-type: none"> - produce sewing project based on job specification - maintain records in accordance with the required procedure 	W1-8 W8
Q4	The learner demonstrates an understanding of common concepts, theories and principles in performing basic maintenance	The learner independently demonstrates and performs basic maintenance	<ul style="list-style-type: none"> - operate machine and assess its performance in accordance with manufacture's manual - clean and lubricate machine in accordance with workplace requirements and manufacturer's cleaning and lubricating instructions - check machine operation based on manufacture's manual 	W1 W1-2 W2
	The learner demonstrates an understanding of the concepts and principles in applying quality standards	The learner independently demonstrates common competency in applying quality standards	<ul style="list-style-type: none"> - assess own work against set quality standards - assess quality of component parts based on set specification - measure parts using the appropriate measuring instruments - record information based on standard procedures - study causes of quality deviations Identify suitable preventive action based on set quality standard 	W2 W2 W3 W3 W3
			<ul style="list-style-type: none"> - produce sewing projects, such as, sleeveless blouse, simple dress, PPE outfit, in accordance to set rubrics 	W3-8

**GRADE LEVEL: 8****SUBJECT: SPTVE****SPECIALIZATION: ICT (COMMON COMPETENCIES)**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and underlying principles in applying quality standard and maintenance in Computer Systems Servicing and Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL)	The learners shall be able to apply quality standards and maintenance in Computer Systems Servicing and Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL)	<ul style="list-style-type: none"> - assess quality of received materials in accordance with workplace procedures - assess own work in accordance with workplace procedures - perform quality maintenance for received materials in accordance with workplace standards and specifications - engage in quality improvement to ensure customer satisfaction 	W1 W1-2 W2-3 W3
	The learners demonstrate and understanding of concepts and underlying principles in operating a personal computer	The learners shall be able to operate a personal computer	<ul style="list-style-type: none"> - starts the computer by accessing and navigating the operating system features and functions - arrange and customize desktop display/ GUI settings - work with files and folders (or directories) - work with user application programs - print information or document on the installed printer - shut down computer 	W3-5 W5 W6 W6-7 W7-8 W8
Q2	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	<ul style="list-style-type: none"> - plan and prepare task to be undertaken following client-specific guidelines and procedures - input data into computer using appropriate program/application in accordance with company procedures - access information using computer based on job requirements - produce output/ data using computer system in accordance with standard operating procedures - use basic functions of a www- browser to locate information 	W1 W1-2 W2-3 W3-4 W4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			<ul style="list-style-type: none"> - maintain computer equipment and systems in accordance with standard operating procedures 	W5
Q2	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	<ul style="list-style-type: none"> - select measuring instruments in line with job requirements - carry out measurements and calculation - maintain measuring instruments according to manufacturer's specifications and standard operating procedures 	W6 W6-7 W7-8
Q3	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	<ul style="list-style-type: none"> - identify different kinds of technical drawings - interpret technical drawings and plan - prepare/ make changes to electrical/ electronic schematics and drawings in accordance with job requirements - store technical drawings and equipment/ instruments according to company procedures 	W1 W1-2 W2-3 W3
	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	<ul style="list-style-type: none"> - plan and prepare for tasks to be undertaken - prepare hand tools according to standard company procedure - use appropriate hand tools and test equipment - maintain hand tools according to standard operational procedures, principles, and techniques 	W4 W4 W5-6 W7-8
Q4	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	<ul style="list-style-type: none"> - plan and prepare for termination/ connection of electrical wiring/ electronics circuits in accordance with instruction and work site - terminate/connect electrical wiring/ electronic circuits in accordance to specifications, manufacturer's requirements, and safety - test termination/connections of electrical wiring/electronics circuits specifications and regulations using appropriate procedures and equipment 	W1-2 W2-4 W4
			<ul style="list-style-type: none"> - determine criteria for testing electronics components 	W4-5



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learners demonstrate an understanding of concepts and underlying principles in testing electronic components	The learners shall be able to test electronic components	<ul style="list-style-type: none"> - plan an approach for components testing in accordance with established procedures - test components in accordance to technical specifications - evaluate the testing process based on standard procedures 	W5-7 W7-8 W8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: AGRICULTURAL CROPS PRODUCTION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of concepts, underlying theories and principles in the preparation of materials, tools and equipment in agronomic/horticultural crop production.	The learner independently prepares farm tools and equipment for agronomic/horticultural crop production based on required task	<ul style="list-style-type: none"> - prepare materials, tools and equipment for agronomic/horticultural crop work according to job requirements - undertake agronomic/horticultural crop work as directed according to enterprise guidelines - handle materials and equipment according to workplace/OHS procedure - clean up on completion of cropping work according to company standard procedures 	W1 W1-3 W3-4 W4
Q1	The learners demonstrate an understanding of the underlying concepts and principles in performing nursery operations	The learners efficiently perform nursery operations based on required task	<ul style="list-style-type: none"> - prepare nursery tools, farm implements, and simple equipment according to work requirements and in accordance with manufacturer's manual and Phil GAP (Philippine Good Agricultural Practices) standard - maintain nursery facilities according to Phil GAP standard - handle seeds/planting materials in accordance with the standard procedures - prepare growing media according to crop requirements - conduct propagation activities based on recommended practices 	W5 W5-6 W6-7 W7-8 W8
Q2	The learners demonstrate an understanding of the		<ul style="list-style-type: none"> - prepare land for planting according to prescribed methods of land preparation and OHS standards 	W1-4



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	underlying concepts and principles in performing planting crops	The learners independently plant crops based on standard procedures	<ul style="list-style-type: none"> - conduct field lay-out according to the recommended planting system - dig holes and apply basal fertilizer based on recommended amount - perform direct seeding according to recommended practices for a particular crop 	W4-5 W5-7 W7-8
Q3	The learners demonstrate an understanding of the underlying concepts and principles in caring and maintaining crops	The learners efficiently perform crop maintenance based on standard procedures	<ul style="list-style-type: none"> - apply pest control measure according to specific pest control measure and OHS procedures - apply fertilizer based on crop requirements following safety procedures according to OSHS - water crops following the prescribed method and schedule - perform pruning following safety procedures according to OSHS and PNS: PAES 101 - perform physical growth-enhancing practices based on crop requirement 	W1-2 W2-4 W4-5 W5-7 W7-8
Q4	The learners demonstrate an understanding of the underlying concepts and principles in carrying out harvest and postharvest operations	The learners carry out harvest and postharvest operations based on standard procedures	<ul style="list-style-type: none"> - perform pre-harvest operations - perform harvesting activity based on maturity indices and characteristics affecting harvest quality while observing Phil GAP principles - perform post-harvest operation based on standard procedures - monitor storage pest and diseases 	W1-2 W2-5 W5-7 W7-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: AGRICULTURAL CROPS PRODUCTION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the underlying concepts and	The learners independently conduct variety and seed selection based on standard procedures	<ul style="list-style-type: none"> - conduct site characterization to established classification - select suitable variety based on site characterization - select quality seed according to established procedures 	W1 W1 W1

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles in conducting variety and seed selection			
Q1	The learners demonstrate an understanding of the underlying concepts and principles in performing land preparation	The learners efficiently perform land preparation based on standard procedures	<ul style="list-style-type: none"> - perform pre-tillage operations following work requirement - conduct tillage operation according to standard tillage practices - perform post-tillage operations following standard industry procedures 	W1 W2 W2-3
Q1	The learner demonstrates an understanding of the principles and practices associated with the preparation of rice land machinery and equipment.	The learner operates farm tools, machineries and equipment in rice land preparation	<ul style="list-style-type: none"> - prepare materials, tools and operate machine and equipment for rice land preparation based on OHS requirements and established practices - perform post-operation activities according to environmental regulations and established practices 	W3 W4
Q1	The learners demonstrate an understanding of the underlying concepts and principles in carrying crop establishment	The learners efficiently carry-out crop establishment	<ul style="list-style-type: none"> - germinate seed following industry standards - conduct Direct Seeding Operation following industry recommendation - establish crop for transplanting following industry standards 	W4-6 W6-7 W8
Q2	The learner demonstrates an understanding of the principles and practices in operating rice crop establishment machinery and equipment.	The learner independently operates rice crop establishment machinery and equipment based on required task.	<ul style="list-style-type: none"> - operate rice crop establishment machinery and equipment as directed in accordance with standard practice and work requirements - handle materials, tools, machinery and equipment according to enterprise guidelines 	W1 W1-2
			<ul style="list-style-type: none"> - clean up on completion of work according to company standard procedures 	W2
Q2	The learners demonstrate an understanding of the underlying concepts and principles in managing crop growth	The learners efficiently manage crop growth based on standard procedures	<ul style="list-style-type: none"> - conduct nutrient management based on soil analysis and crop requirement - perform water management based on established farm practices - carry-out pest management based on industry standard procedures 	W2 W3 W3-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			<ul style="list-style-type: none"> - conduct management of abiotic stresses following industry standard procedures - conduct seed purification activity following established farm procedures 	W4 W4
Q2	The learner demonstrates an understanding of principles and practices in various crop care machinery and equipment operations.	The learner independently operates machinery and equipment used for crop care work based on required task.	<ul style="list-style-type: none"> - prepare materials, tools and equipment for crop care work based on OHS requirements and company procedures - operate crop care machinery and equipment as directed according to crop care guidelines - store and stockpile materials according to OHS procedures and accepted recycling/composting practices and procedures - clean up on completion of crop care work according to storage guidelines and OHS requirements 	W5 W5-7 W7-9 W8
Q3	The learners demonstrate an understanding of the underlying concepts and principles in conducting of harvest and post-harvest operations	The learners efficiently conduct harvest and post-harvest operations	<ul style="list-style-type: none"> - carry-out pre-harvest operation following established farm procedures - carry-out harvesting activity according to work requirements - carry-out postharvest operations based on recommended technologies 	W1-2 W2-4 W4
Q3	The learner demonstrates an understanding of the principles and practices in operating machinery, tools and equipment for rice harvesting and threshing.	The learner independently operates machinery, tools and equipment for rice harvesting and threshing based on standard procedures	<ul style="list-style-type: none"> - prepare materials, tools and equipment for rice harvesting and threshing work - undertake harvesting and threshing work in a safe and environmentally appropriate manner according to enterprise guidelines 	W5 W5-7
			<ul style="list-style-type: none"> - handle materials and equipment according to enterprise guidelines - clean up on completion of harvesting and threshing work according to company standard procedure 	W7-8 W8
Q4	The learner demonstrates an understanding of the principles and practices in operating tools,	The learner independently operates tools, equipment, and machinery in rice drying	<ul style="list-style-type: none"> - prepare materials, tools and equipment for rice drying work following material and equipment handling procedures - undertake rice drying activity as directed according to enterprise guidelines 	W1 W1-4



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	equipment, and machinery for rice drying.		- clean up on completion of rice drying activities according to standard procedures and supervisor's instructions	W4
Q4	The learner demonstrates an understanding of the principles and practices in operating tools, equipment and machinery for rice milling	The learner independently operates equipment and machinery in rice milling	- prepare materials, tools and equipment for rice milling activity following material and equipment handling procedures	W5
			- undertake rice milling activity as directed according to enterprise guidelines	W5-7
			- handle materials and equipment according to enterprise guidelines	W7-8
			- clean up on completion of rice milling activities according to standard procedures and good environmental practices	W8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: ANIMALS PRODUCTION (SWINE)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the underlying concepts in handling breeders	The learners efficiently perform preparatory breeding activities following industry standards	- perform preparatory breeding activities based on industry and enterprise standards	W1
			- breed sows and gilts following established protocol	W2
			- prepare and train boar for breeding according industry standard	W3-4
			- monitor signs of pregnancy according to standards protocol	W5
			- maintain and monitor animal health condition following standard procedures and GAHP	W6-7
			- record data on production performance of breeders according to established farm recording system	W8
Q2	The students demonstrate an understanding of the underlying concepts and principles in handling	The learners efficiently handle farrowing sows and sucklings activities based on industry standards	- prepare animals for farrowing following Good Animal Husbandry Practices (GAHP)	W1-8
			- perform farrowing-related activities according to GAHP and DENR regulations	W1-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	farrowing sows and sucklings		<ul style="list-style-type: none"> - raise piglets to weaning based on the minimum requirements for animal welfare of pigs and GAHP - maintain good health condition based on the enterprise requirements - record data following enterprise procedures 	W1-8 W1-8 W1-8
Q2	The students demonstrate understanding of the underlying concepts and principles of raising weanlings	The students independently perform activities related to raising of weanlings	<ul style="list-style-type: none"> - prepare piglets for weaning in compliance with the Animal Welfare Act - maintain conducive atmosphere and facilities for feeding based on the Minimum Standards on the Welfare of Pigs GAHP - maintain good health condition of newly weaned piglets following enterprise procedures 	W1-8 W1-8 W1-8
			<ul style="list-style-type: none"> - record data on production performance of weanlings according to enterprise procedures 	W1-8
Q3	The students demonstrate an understanding of the underlying concepts and principles in producing finishers	The learners independently produce finishers based on industry standards	<ul style="list-style-type: none"> - prepare animals for finishing based on the Minimum Standards on the Welfare of Pigs and Code of Good Animal Husbandry Practices (GAHP) 	W1-2
			<ul style="list-style-type: none"> - maintain conducive atmosphere and facilities based on the Minimum Standard on the Welfare of Pigs and GAHP 	W2-3
			<ul style="list-style-type: none"> - feed Finishers based on farm protocols and physiological growth and veterinarian instruction 	W3-5
			<ul style="list-style-type: none"> - maintain herd health care and medication program following Animal Welfare Act and GAHP 	W5-6
			<ul style="list-style-type: none"> - prepare animals for marketing following marketing requirements and procedures and Animal Welfare Act 	W6-7
			<ul style="list-style-type: none"> - record Data on the production parameters for finishers following enterprise protocol 	W8
Q4	The students demonstrate an understanding of the underlying concepts and principles in maintaining	The students efficiently maintain healthy animal environment based on standard procedure	<ul style="list-style-type: none"> - maintain relative humidity following production requirements - control temperature following production requirements - sustain air quality according to DENR standards - sustain water quality according to establish protocol - maintain ventilation according to the animal requirements 	W1 W1-2 W2-3 W3-4 W4



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	healthy animal environment		- control Vermin following enterprise procedures	W4-5
Q4	The students demonstrate an understanding on the underlying concepts and principles in applying biosecurity measures	The students independently apply bio-security measures based on standard operating procedures	- identify bio-security threats and hazards based on established organizational policy	W5-6
			- apply disease prevention practices according to standard operating procedures	W6-7
			- apply preventive disease transmission practices in accordance with Animal Welfare Act and standard operating procedures	W7
			- maintain records in accordance with organizational policy	W7-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: ANIMALS PRODUCTION (RUMINANTS)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the underlying theories in preparing for farm maintenance activities	The learners independently prepare for farm maintenance activities based on TESDA Training Regulations	- prepare for farm maintenance activities according to enterprise requirements and DENR standards	W1
			- maintain farm and housing facilities according to industry procedures and environmental regulations (Environmental Management Standards)	W1-2
			- apply bio-security measures according to BAI-DA standards and OSHS	W2-4
			- perform work to completion according to established enterprise practices and following 5S principle	W4
Q1	The learners demonstrate an understanding of the underlying theories in providing forage	The learners efficiently provide forage based on TESDA Training Regulations and BAI standards	- prepare area for forage plantation according to site plan and production requirements following OHS procedures	W4-5
			- plant forage species according to plan and production requirements and OSHS.	W4-5
			- maintain forage plants according to Good Agricultural Practices (GAP)	W4-8
			- produce silage following established farm procedures	W4-8
Q2			- prepare animal stocks following GAHP and Animal Welfare Act	W6



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learners demonstrate an understanding of theories in breeding of ruminants	The learners independently breed ruminants according to BAI standards	<ul style="list-style-type: none"> - breed ruminants following enterprise protocols - monitor the breeding performance of ruminants following enterprise protocols - feed the animals according to animal dietary requirements - apply basic health care in accordance with enterprise standards and instructions of authority - perform post-breeding activities following enterprise protocol and DENR regulations 	W6-7 W7-8 W7-8 W7-8 W7-8
Q3	The learners demonstrate an understanding of theories in raising dairy animals	The learners shall be able to raise dairy animals based on Bureau of Animal Industry standard	- handle dairy animals following according to GAHP and standard hygienic procedures (HACCP)	W1-2
			- rear calves and kids according to the developed rearing system	W3-4
			<ul style="list-style-type: none"> - rear dairy-breeder animals according to established farm procedures and GAHP - complete the operations following environmental regulations and enterprise procedures 	W5-6 W7-8
Q4	The learners demonstrate understanding of the underlying theories in raising meat-type animals	The learners independently raise meat-type animals based on Bureau of Animal Industry standards	<ul style="list-style-type: none"> - provide assistance in management of meat-type animals following GAHP technique - feed the animals according to animal requirements and feeding standard - apply basic health care in accordance with industry standards and instructions of authority 	W1-2 W3-W6 W7-8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: AQUACULTURE OPERATION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts, underlying	The learner independently conducts pre-operational aquaculture activities.	<ul style="list-style-type: none"> - prepare tools and simple equipment - change water in aquaculture facility - monitor and collect mortalities daily 	W1 W2-3 W4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1-Q2	theories and principles in conducting pre-operational aquaculture activities.		<ul style="list-style-type: none"> - prepare aquaculture facilities - secure facilities following standard procedures 	W5-8 W1-2 W3-4
Q2	The learner demonstrates understanding of concepts, underlying theories and principles in preparing and maintaining aquaculture facilities.	The learner independently prepares and maintains aquaculture facilities.	<ul style="list-style-type: none"> - evaluate suitable site based on project standard - for fishpond(type of soil, water adequacy, water quality and topography) - for pens and cages (water current, density of natural food, water transparency, substrate and tide level) - for fish tank (land area, water quality and adequacy) - draw the lay-out plan of a fishpond, fish tanks, pens and cages in conformity with project requirement and species to be cultured - mobilize resources and carry-out installation of facilities for fish ponds, tanks, pens and cages 	W5-7
Q2-Q3				W8 W1-2 W3-4
Q3	The learner demonstrates understanding of concepts, underlying theories and principles in operating fish nursery.	The learner independently operates fish nursery.	<ul style="list-style-type: none"> - prepare nursery ponds by applying predator control and fertilizer and setting-up aerators/agitators. - stock fish in nursery pond - perform feeding operations - monitor good water quality - monitor occurrence of common disease monitoring and implement corresponding treatment - harvest and post-harvest handling observing proper handling rocedures and conditioning 	W5-8 W5-8 W5-8 W5-8 W5-8
Q4				W1-8 W1-8 W1-8 W1-8 W1-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			<ul style="list-style-type: none"> - monitor the occurrence of common disease and implement corresponding treatment - harvest stocks & Post harvest handling according to established procedures 	W1-8 W1-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: SEAWEED PRODUCTION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts, underlying theories and principles in operating seaweed nursery.	The learner independently operates seaweed nursery.	<ul style="list-style-type: none"> - conduct pre - nursery activities based on industry standards - source out propagules following the established protocols - plant propagules following GAqP - maintain seaweed nursery according to industry practices - harvest propagules based on industry practices - carry - out post - nursery activities according to established farm practices 	W1-2
Q2				W3-4 W5-8 W1-3 W4-6 W7-8
Q3	The learner demonstrates understanding of concepts, underlying theories and principles in performing grow-out seaweed operation.	The learner independently performs grow-out seaweed operation.	<ul style="list-style-type: none"> - conduct pre - cropping activities following industry requirements - prepare grow out farm following standard workplace procedures - plant seaweed propagules according to planting schedule and culture method - maintain seaweed farm in accordance to the Good Aquaculture Practices (GAQP) - carry out seaweed health management - harvest mature seaweed according to farming/ culturing methods and GAqP - complete seaweed grow-out operation in accordance with GAqP and waste management standards 	W1 W2 W3 W4-8 W4-8 W4-8 W4-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q4	The learner demonstrates understanding of concepts, underlying theories and principles in producing raw dried seaweed.	The learner independently produces raw dried seaweed.	<ul style="list-style-type: none"> - dry the newly harvested seaweeds according to Philippine National Standards (PNS) on dried raw seaweeds and 5S of Good housekeeping - pack the dried seaweeds complying with PNS - store the dried seaweeds following industry standard operating procedures 	W1-2 W3 W4
Q4	The learner demonstrates understanding of concepts, underlying theories and principles in marketing seaweed.	The learner independently performs marketing of seaweed.	<ul style="list-style-type: none"> - monitor prevailing seaweed price in coordination with other farmers and cooperatives/ associations through the assistance of BFAR and seaweeds industry - apply marketing strategies to optimize sales and profit - sell seaweeds following industry practice 	W5-8 W5-8 W5-8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: FISH CAPTURE

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of various principles and theories in preparing a small vessel	The learners independently prepare a small vessel	- prepare the small vessel for use	W1-2
			- operate and maintain a small vessel	W3-6
			- secure and maintain a small vessel and related equipment	W7-8
Q2	The learners demonstrate an understanding of various principles and theories in monitoring condition and seaworthiness of a vessel of up to 3.0 GT.	The learners efficiently monitor condition and seaworthiness of a vessel of up to 3.0 GT.	- monitor the vessel's seaworthiness	W1-2
			- rectify identified problems with the condition of the vessel	W2-3
Q2	The learners demonstrate an understanding of	The learners efficiently perform routine	- perform basic deck maintenance	W3-4
			- carry out cleaning activities	W5-6

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	various principles and theories in performing routine maintenance tasks on a small coastal vessel	maintenance tasks on a small coastal vessel	- select and apply appropriate paint systems for areas aboard a vessel	W6-7
			- follow safety and hazard control procedures	W7-8
Q3	The learners demonstrate an understanding of various principles and theories in operating and troubleshooting low-powered marine engines	The learners independently operate and troubleshoot low-powered marine engines	- initiate start-up and shutdown of low-powered diesel engine	W1-2
			- maintain output of low-powered diesel engines	W2-3
			- respond to irregularities	W3-4
			- troubleshoot engine faults and perform minor repair	W4-5
Q3	The learners demonstrate an understanding of various principles and theories in applying weather information when navigating vessel	The learners accurately use weather information when navigating a vessel	- obtain and decipher weather and oceanographic information	W5-6
			- apply weather and oceanographic data to safe navigation	W6-7
			- maintain records of weather and oceanographic information and forecast	W7-8
Q4	The learners demonstrate an understanding of various principles and theories in contributing to safe navigation	The learners effectively contribute to safe navigation	- contribute to monitoring and controlling a navigational watch	W1-2
			- maneuver the vessel when contributing to the efficient running of watch	W2-3
Q4	The learners demonstrate an understanding of various principles and theories in applying basic food handling and safety practices	The learners efficiently apply basic food handling and safety practices	- identify hazards and risks to seafood and aquatic product	W4
			- follow enterprise hygiene standards, procedures, and practices	W5-6
			- handle and store seafood and aquatic product	W6-7
			- follow the enterprise food safety program	W7-8



GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: FISH CAPTURE

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of various principles and theories in adjusting and positioning beach seines, mesh nets, or gill nets	The learners independently adjust and position beach seines, mesh nets, or gill nets	- organize a work area for adjusting beach seines, mesh nets, or gill nets	W1
			- adjust components of beach seine, mesh net, or gill net to optimize catch	W1-2
			- position beach seines, mesh nets, or gill nets to optimize catch	W2-4
Q1	The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving mesh nets, or gill nets to land catch	The learners efficiently maintain, prepare, deploy, and retrieve mesh nets of gill nets to land catch	- maintain beach seines, mesh nets, or gill nets	W4-5
			- deploy beach seines, mesh nets, or gill nets	W6-7
			- retrieve the beach seine, mesh net or gill net	W7-8
			- land, contain, and sort catch	W8
Q2	The learners demonstrate an understanding of various principles and theories in adjusting and positioning hand operated lines	The learners independently adjust and position hand-operated lines	- organize a work area to adjust hand operated lines	W1
			- adjust hand-operated line components to optimize catch	W2-3
			- position hand-operated lines to optimize catch	W2-3
Q2	The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving hand-operated lines to land catch	The learners efficiently maintain, prepare, deploy, and retrieve hand-operated lines to land catch	- maintain hand-operated lines	W3-5
			- deploy hand-operated lines	W5-6
			- retrieve hand-operated lines	W7
			- land, contain, and, sort catch	W8
Q3	The learners demonstrate an understanding of		- organize a work area to adjust pots and traps	W1
			- adjust hand-operated line components to optimize catch	W2



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	various principles and theories in adjusting and positioning pots and traps.	The learners independently adjust and position pots and traps	- position pots and traps to optimize catch	W3
Q3	The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving pots and traps	The learners efficiently maintain, prepare, deploy, and retrieves pots and traps	- maintain traps and pots	W4
			- deploy traps and pots	W5-6
			- retrieve traps and pots	W6-8
Q4	The learner demonstrates an understanding of the underlying concepts and principles in the operation of a fishport/wharf	The learner independently performs proper operation of a fishport/wharf.	- prepare for loading and unloading of fish and fish products.	W1
			- load and unload fish and fish products	W2
			- secure and protect fish and fish product load	W3
			- implement housekeeping activities	W4
Q4	The learner demonstrates an understanding of underlying concepts and principles in classifying fish and fish products.	The learner independently performs proper classification of fish and fish products	- prepare for fish classification	W4-5
			- classify fish and fish products	W5-6
			- weigh fish by classification	W6-7
			- segregate, pile and secure fish loads	W7-8
			- implement housekeeping activities	W8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: AUTOMOTIVE SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of gas engine tune-up	The learners independently perform a gas engine tune-up	- inspect/test spark plug	W1
			- check/replace fuel filter and air cleaner	W1
			- inspect/replace contact point condenser	W1-2
			- test/ adjust dwell angle and ignition setting	W2
			- adjust engine idle speed and mixture	W3
			- check advance mechanism and adjust ignition timing	W3
			- perform compression testing	W3-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding of the principles in servicing the ignition system.	The learner independently performs servicing of the ignition system.	- explain the function of ignition system components	W4
			- check ignition coil, ballast resistor and high-tension cable resistance.	W4-5
			- check distributor assembly.	W5
	The learner demonstrates an understanding of concepts and underlying principles in servicing the gasoline fuel system.	The learner independently performs servicing the gasoline fuel system based on industry standard.	- explain fuel octane rating.	W5-6
			- identify fuel pump types and classification	W6
			- <i>perform carburetor adjustment.</i>	W6
	The learners demonstrate an understanding of concepts and underlying principles in servicing the air induction system.	The learner independently performs servicing the air induction system based on industry standard.	- overhaul carburetor.	W7
			- check turbocharger operation	W7-8
			- <i>overhaul turbo charger.</i>	W8
Q2	The learners demonstrate an understanding in servicing electronic engine management	The learners independently perform servicing electronic engine management	- check electronic engine management system and associated components	W1-2
			- service electronic engine management systems and associated components	W2-3
	The learners demonstrate an understanding of diesel engine tune-up	The learners independently perform a diesel engine tune-up	- set injection timing	
			- install injection pump	W3-4
			- inspect injection timing	W4
			- bleed injection system components	W4
	The learner demonstrates an understanding of concepts and underlying principles in servicing the diesel fuel system.	The learner independently performs servicing the diesel fuel system based on industry standard.	- conduct compression testing	W5
			- <i>overhaul diesel fuel injector.</i>	W5-6
			- calibrate and install diesel fuel injector.	W7-8
Q3	The learners demonstrate an understanding servicing diesel fuel	The learners independently perform servicing the diesel fuel injection system	- overhaul rotary injection pump	W1
			- set rotary injection pump governor	W1-2
			- set pneumatic governor	W2-3

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	injection system component		- check injection automatic advance timing	W3-4
			- test injection pump	W4
			- overhaul feed pump.	W4
	The learners demonstrate an understanding in servicing diesel engine management system and components	The learners independently perform servicing diesel engine management system and components	- overhaul common rail injection pump	W5
			- adjust common rail mechanical governor	W5-6
	The learners demonstrate an understanding of concepts and underlying principles in servicing the cooling system.	The learner independently performs servicing the cooling system based on industry standard.	- <i>explain coolant circulation within cooling system.</i>	W6
			- check thermostat condition.	W6
			- perform leakage test on cooling system.	W7
			- repair/replace water pump.	W7
			- <i>apply coolant additives.</i>	W7
	The learner demonstrates an understanding of concepts and underlying principles in servicing the lubricating system.	The learner independently performs servicing the lubricating system based on industry standard.	- <i>explain the oil cycle within the engine.</i>	W7-8
			- identify types, classifications and applications of engine oil.	W8
			- overhaul oil pump, replace oil filter and change oil	W8
Q4	The learners demonstrate an understanding of concepts and underlying principles in servicing the clutch system.	The learner independently performs servicing the clutch system based on industry standard.	- diagnose clutch failure/problem	W1
			- pull out and mount clutch component parts.	W1
			- dismantle/install clutch mechanism.	W1-2
			- overhaul hydraulic clutch mechanism	W2
			- perform clutch parts failure analysis.	W3
			- set/adjust clutch system component.	W3
			- bleed clutch hydraulic system.	W3
	The learners demonstrate an understanding of concepts and underlying principles in overhauling manual transmission.	The learner independently performs overhauling manual transmission based on industry standard.	- diagnose manual transmission failure	W4
			- pull-out and mount manual transmission.	W4
			- disassemble/assemble manual transmission.	W4-6
			- inspect manual transmission parts.	W6-7
			- test manual transmission.	W7-8
			- road-test manual transmission.	W8



GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: AUTOMOTIVE SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
W1	The learners demonstrate an understanding of concepts and underlying principles in servicing the differential and front axle	The learner independently performs servicing the differential and front axle based on industry standard.	- <i>inspect drive shaft and joint</i>	W1
			- <i>dismount and mount differential assembly.</i>	W1-2
			- <i>overhaul differential.</i>	W2-3
			- <i>overhaul rear/front wheel hub.</i>	W3
			- <i>analyze king pin condition.</i>	W4
			- <i>inspect/replace i-beam.</i>	W4
	The learners demonstrate an understanding of concepts and underlying principles in servicing the steering system.	The learner independently performs servicing the steering system based on industry standard.	- <i>analyze front end geometry failure.</i>	W5
			- <i>service steering system.</i>	W5-7
			- <i>perform wheel balancing.</i>	W7-8
			- <i>conduct wheel alignment.</i>	W8
Q2	The learners demonstrate an understanding in servicing electronically controlled steering system	The learners independently perform servicing electronically controlled steering system	- <i>prepare for work</i>	W1
			- <i>service and adjust electronically controlled steering system</i>	W1-2
			- <i>rectify identified electronically controlled steering system faults</i>	W2
			- <i>test system faults after rectifying have been done</i>	W2
			- <i>clean up work area and maintain equipment</i>	W3
	The learners demonstrate an understanding of concepts and underlying principles in servicing manual brake system.	The learner independently performs servicing of ABS brake system based on industry standard.	- <i>perform brake system preventive maintenance.</i>	W3
			- <i>diagnose brake system failure.</i>	W3-4
	The learners demonstrate an understanding of concepts and underlying principles in servicing ABS brake system.	The learner independently performs servicing of ABS brake system based on industry standard.	- <i>identify the types of hydraulic brake (hydraulic abs) and its corresponding component and function</i>	W4-5
			- <i>explain the operating principle of abs equipped brake.</i>	W6
			- <i>interpret schematic diagram and circuitry.</i>	W6
			- <i>perform abs component testing.</i>	W7
			- <i>pull-out/mount brake system components.</i>	W7

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding of concepts and underlying principles in overhauling brake system.	The learner independently performs overhauling of brake system based on industry standard.	- disassemble/assemble brake system components.	W8
			- conduct road test.	W8
W3	The learner demonstrates an understanding of concepts and underlying principles in servicing the suspension system.	The learner independently performs servicing the suspension system based on industry standard.	- diagnose suspension system failure.	W1
			- dismount/mount suspension component parts.	W1-2
			- disassemble/assemble suspension parts.	W2
			- inspect/replace suspension component parts.	W3
	The learners demonstrate an understanding in servicing electronically controlled suspension system	The learners independently perform servicing electronically controlled suspension system	- prepare for work	W3-4
			- service and adjust electronically controlled suspension system	W4
			- rectify identified electronically controlled suspension system faults	W5
			- test system faults after rectifying have been done	W5-6
			- clean up work area and maintain equipment	W6
	The learner demonstrates an understanding of the concept of performing under chassis preventive maintenance.	The learner independently performs under chassis preventive maintenance.	- check clutch and brake fluid and lines.	W7
			- inspect and change transmission/differential gear oil.	W7
			- inspect/replace power steering fluid.	W7-8
			- check/refill automatic transmission fluid.	W8
			- check tire and tire pressure.	W8
W4	The learner demonstrates an understanding of concepts and underlying principles in obeying and observing traffic rules and regulations.	The learner independently performs obeying and observing traffic rules and regulations based on LTO/LTFRB regulations.	- observe traffic signs and markers	W1-2
			- obey traffic rules and regulations.	W2
			- practice road courtesy.	W3
			- respect traffic enforcers and other traffic management unit.	W3
	The learner demonstrates an understanding of driving light vehicles.	The learner independently performs driving of light vehicles based on LTO/LTFRB regulations.	- perform light vehicle pre starting and warm-up.	W4
			- drive light vehicle.	W4-7
			- monitor and maintain vehicle performance	W7
			- respond to emergencies	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learner demonstrates an understanding of concepts and underlying principles in implementing and coordinating accident-emergency procedures.	The learner independently performs implementation and coordination of accident-emergency procedures based on standard emergency-medical procedures.	<ul style="list-style-type: none">- arrange follow-up support and assistance.	W8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: COMPUTER SYSTEM SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and principles in installing configuring computer systems	The learners shall be able to install and configure computer systems based on established procedures and system requirements	- assemble computer hardware in accordance with established procedures and system requirements	W1-3
			- prepare installer in accordance with software utilization guide and end user agreement	W3-4
			- install operating system and drivers for peripherals/ devices in accordance with established installation procedures and to comply with end-user requirements	W4-6
			- install application software in accordance with manufacturer's recommendations and requirements	W6-8
Q2	The learners demonstrate an understanding of concepts and principles in setting up computer networks	The learners shall be able to set up computer networks based established procedures and system requirements for hardware	- install network cables in accordance with established procedures and system requirements	W1-3
			- set network configuration in accordance with operating systems network configuration guides	W3-5
			- set router/Wi-fi/wireless access point/repeater configuration in accordance with manufacturer's instructions, network design, and end-user preferences	W5-7
			- inspect and test the configured computer networks to conform to the manufacturer's instructions/manual	W7-8
Q3	The learners demonstrate an understanding of	The learners shall be able to set up computer servers	<ul style="list-style-type: none">- set up user access in accordance with Network operating system features	W1-3



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	concepts and principles in setting up computer servers	based on acceptable standards and hardware	<ul style="list-style-type: none"> - configure network services based on user/system requirements - perform testing, documentation, and predeployment procedures according to enterprise policies and procedures 	W4-7 W8
Q4	The learners demonstrate an understanding of concepts and principles in maintaining and repairing computer systems and networks	The learners shall be able to maintain and repair computer systems and networks based on acceptable standards in computer's software and hardware	- plan and prepare for maintenance and repair in line with job requirements	W1-2
			- maintain computer systems and networks in accordance with established procedures	W2-3
			- diagnose faults of computer systems and networks according to requirements and in line with the standard procedures	W3-5
			- rectify/ correct defects in computer systems and networks in accordance with established procedures	W6-7
			- inspect and test the computer systems and networks	W7-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: COMPUTER SYSTEM SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the principles and concepts in installing pole hardware, cable terminal, line wire and accessories.	The learner independently performs installation of pole hardware, cable terminal, line wire and accessories based on TESDA Training Regulation.	<ul style="list-style-type: none"> - prepare for pole hardware, cable terminal and line wire installation. - perform pole hardware, cable terminal, line wire and accessories installation 	W1 W1-4
Q1	The learner demonstrates an understanding of the principles and concepts in performing main cable installation.	The learners independently perform main cable installation based on TESDA Training Regulation.	<ul style="list-style-type: none"> - prepare for cable jointing and installation - install main cable 	W4-6 W6-8
Q2	The learner demonstrates an understanding of the	The learners independently perform splicing/joining	- splice and join cable terminal and main cable pairs for aerial copper cable works	W1-2



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	principles and concepts in performing splicing/joining cable terminal to main aerial and/or underground copper cable splice.	cable terminal to main aerial and/or underground copper cable splice based on TESDA Training Regulation.	<ul style="list-style-type: none"> - splice and join straight and branch cable pairs for underground copper cable works - install cable closure - install cable support 	W2-3 W3-4 W5-6
Q2	The learner demonstrates an understanding of the principles and concepts in performing basic troubleshooting and correction of cable fault and error.	The learner independently performs basic troubleshooting and correction of cable fault and error based on TESDA Training Regulation.	<ul style="list-style-type: none"> - prepare for cable fault and error troubleshooting - test and correct cable faults and errors - wrap up job 	W6-7 W7-8 W8
Q3	The learner demonstrates an understanding of the principles and concepts in installing POTS subscriber line.	The learner independently performs installing POTS subscriber line based on TESDA Training Regulation.	- prepare distribution point to customer premises installation.	W1
			<ul style="list-style-type: none"> - layout and install drop wire and house attachment - install telephone set and accessories - wrap up job 	W2-4 W5-7 W8
Q4	The learner demonstrates an understanding of the principles and concepts in installing Digital Subscriber Line (DSL).	The learners independently perform installing Digital Subscriber Line (DSL) based on TESDA Training Regulation.	<ul style="list-style-type: none"> - prepare for DSL modem installation - perform installation of DSL modem - wrap up job 	W1 W2-7 W8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: BUILDING CONSTRUCTION

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the concepts and underlying	The learner independently lays brick/block for structure based on job requirements.	<ul style="list-style-type: none"> - prepare for laying brick/block for structure - lay-out/establish brick/block structure location - perform laying brick/block for structure 	W1 W1-2 W2-8

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q2	principles in laying brick/block for structure.		- complete laying of brick/block for structure	W1-5
Q2	The learner demonstrates an understanding of the concepts and underlying principles in laying-out pipe line and creating cavity for pipelines for waterline and electrical conduits.	The learner independently lays-out and prepared cavity for pipelines for waterlines and electrical conduits based on job requirements.	- lay-out pipeline cavity for waterlines and electrical conduits - make cavity works for pipeline of waterlines and electrical conduits	W6 W7-8
Q3	The learner demonstrates an understanding of the underlying principles of preparing pipes and conduits for waterlines, waste water and electrical conduits preparatory for plastering and flooring processes	The learner independently prepares pipes and conduits for waterlines, waste water and electrical conduits preparatory for plastering and plastering processes	- prepare for plumbing works - fix pipes and electrical conduits	W1 W2-3
Q3	The learner demonstrates an understanding of the underlying principles of installing pre-cast balusters and handrail.	The learner independently installs pre-cast balusters and handrail based on job requirements.	- prepare for installing pre-cast balusters and handrails - perform pre-cast baluster and handrail installation - complete installation of pre-cast baluster and handrail	W4 W5-7 W8
Q4	The learner demonstrates an understanding of the underlying principles in plastering wall surface.	The learner independently plasters wall surfaces based on job requirements.	- prepare concrete/masonry surfaces for plastering	W1
			- prepare for plastering concrete - perform plastering work	W2-3 W4-8

**GRADE LEVEL: 10****SUBJECT: SPTVE****SPECIALIZATION: BUILDING CONSTRUCTION**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the underlying principles in framing works using wooden and metallic materials.	The learner independently constructs, fabricate and install framing works based on job requirements.	<ul style="list-style-type: none"> - select and prepare tools, materials and equipment for framing works - install floor joist - install wall frames - fabricate Trusses - install Roofing Components - install Ceiling 	W1
Q2				W1-8
Q3				W1-8
Q4	The learner demonstrates an understanding of the underlying principles in laying and repairing wall and floor tiles.	The learner independently lays and repairs wall and floor tiles based on job requirements.	<ul style="list-style-type: none"> - plan for tiling works - lay floor tiles - install wall tiles 	W1-4 W5-7 W8

GRADE LEVEL: 9**SUBJECT: SPTVE****SPECIALIZATION: REFRIGERATION AND AIRCOONDITING SERVICING**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the concepts, underlying theories and principles in installing domestic refrigeration units	The learner independently provides quality, competitive and profitable service in installing domestic refrigerator unit	- conduct survey for unit installation	W1-4
Q2			- install electrical circuit	W5-8
Q3			- install domestic refrigeration unit	W1-4
Q4	The learner demonstrates an understanding of the principles in the servicing	The learner independently performs the servicing and maintenance of refrigeration	- conduct performance test on the installation of domestic refrigeration unit	W5-8
			- service evaporator and condenser	W1-4
			- service electrical power and control circuits	W5-7
			- accomplish service and maintenance report	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	and maintenance of refrigeration units.	unit based on the service manual.		
Q4	The learner demonstrates an understanding of the concepts, underlying theories and principles in trouble shooting domestic refrigeration systems	The learner independently performs precise troubleshooting of domestic refrigeration systems	- plan and prepare for troubleshooting and repair	W1-2
			- repair faults/troubles	W3-6
			- perform refrigerant recovery / recycling and retrofitting/ conversion on domestic refrigeration unit	W7
			- test-run repaired unit	W8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: REFRIGERATION AND AIRCONDITONING SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the concepts, underlying theories and principles in installing window type air conditioning units	The learners independently provide quality, competitive and profitable service in installing window type air conditioning unit	- conduct survey for unit installation	W1-4
			- install electrical circuit	W5-8
Q2			- install window type air conditioning unit	W1-4
			- conduct performance test on the installation of window type air conditioning unit	W5-8
Q3	The learner demonstrates an understanding of the principles in the servicing and maintenance of window type air conditioning units.	The learner independently performs the servicing and maintenance of window type air conditioning unit based on the service manual	- clean and replace air filter	W1-6
			- service evaporator and condenser	W7-8
Q4	The learner demonstrates an understanding of the concepts, underlying theories and principles in trouble shooting window	The learner independently performs precise troubleshooting of window type air conditioning systems.	- plan and prepare for troubleshooting and repair	W1-2
			- repair faults/troubles	W3-6
			- perform refrigerant recovery/recycling and retrofitting/ conversion on domestic refrigeration unit	W7
			- test-run repaired unit	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	type air conditioning systems.			

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: ELECTRICAL INSTALLATION AND SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of roughing-in activities, wiring and cabling works for single-phase distribution, power, lighting and auxiliary systems	The learners independently perform roughing-in activities, wiring and cabling works for single-phase distribution, power, lighting and auxiliary systems	- install electrical non-metallic (PVC conduit)	W1-8
Q2			- install wire ways and cable tray	W1-3
			- install auxiliary terminal cabinet and distribution panel	W3-4
Q2	The learners demonstrate an understanding of the concepts of wiring devices of floor and wall mounted outlets, lighting fixture/switches and auxiliary outlets in electrical installation and maintenance	The learners independently perform installation of wiring devices of floor and wall mounted outlets, lighting fixture/switches and auxiliary outlets in electrical installation and maintenance	- select wiring devices	W4
			- install wiring devices	W5-6
			- install lighting fixture/switches	W6-8
Q3	The learners demonstrate an understanding of electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	The learners independently perform installation of electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	- plan and prepare work	W1-2
			- install electrical protective devices	W2-4
Q3			- prepare unit, tools and workplace for installation and service	W5



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	The learners competently demonstrate an understanding of the concepts and principles of installing and servicing consumer electronic products and systems	The learners independently perform installation of consumer electronic products and systems	<ul style="list-style-type: none">- install consumer electronic products and systems- diagnose faults and defects of consumer electronic products and systems	<div>W5-8</div> <div>W8</div>
Q4	The learners demonstrate an understanding of the concepts and principles of installing electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	The learners independently perform installation of electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	<ul style="list-style-type: none">- install auxiliary systems	W1-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: REFRIGERATION AND AIRCOONDITING SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the concepts and principles of performing roughing-in activities, wiring and cabling works for single-phase distribution, power, lighting and auxiliary systems	The learners independently perform roughing-in activities, wiring and cabling works for single-phase distribution, power, lighting and auxiliary systems	<ul style="list-style-type: none">- install electrical metallic tubing	W1-8

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q2	The learners demonstrate an understanding of the concepts and principles of installing electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	The learners independently perform installation of electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems	- install auxiliary systems	W1-8
Q3	The learners demonstrate an understanding of the concepts and principles of assessing sites/locations for PV installation layout	The learners competently assess sites/locations for PV installation layout	- validate parameters for the installation	W1
			- prepare installation data sheet	W1-3
Q3	The learners demonstrate an understanding of the concepts of checking PV components and materials compliance	The learners independently perform checking of PV components and materials compliance	- identify components/materials and specifications for inspection/ testing	W3-4
			- interpret manuals	W5
			- identify and prepare test instruments	W5-6
			- inspect/test components and materials	W6-8
			- report test results	W8
Q4	The learners demonstrate an understanding of the concepts and underlying theories on the installation of photovoltaic system	The learners independently perform the installation of photovoltaic system	- plan and prepare work	W1
			- install pv components	W1-5
			- notify completion of work	W5
			- obtain and convey information	W6
			- complete relevant work	W6
Q4	The learners demonstrate an understanding of the concepts and underlying theories on testing and	The learners independently perform testing and commissioning of photovoltaic system	- prepare to commission pv system	W6
			- commission pv system	W7-8
			- inspect and notify completion of work	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	commissioning of photovoltaic system			

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: ELECTRONICS SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and underlying principles in assembling electronic products based on task requirement and acceptable procedures and standards	The learners independently assemble electronic products based on task/ requirements and acceptable procedures and standards	- prepare to assemble electronics product	W1
			- prepare/make PCB modules	W1-2
			- mount and solder electronic components	W2-3
			- perform electronic products assembly	W3-6
			- test and inspect assembled electronic products	W6-7
Q1	The learners demonstrate an understanding of concepts and underlying principles in assembling electronic products based on task requirement and acceptable procedures and standards	The learner efficiently applies the knowledge, skills, and attitude required to undertake commissioning of consumer electronic product system associated basic circuits, components to comply with pre-determined parameters and standards	- plan and prepare consumer electronic products and systems for commissioning	W7
			- commission consumer electronic products and system	W7
			- inspect and document completion of work	W8
Q2	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on client's	The learners independently provide servicing to consumer electronic products and systems (appliance with electric motors) based on client's requirements and as per standard procedure	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-4
			- maintain/repair consumer electronic products	W4-7
			- reassemble and test repaired consumer electronic product	W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	requirements and as per standard procedure			
Q3	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on client's requirements and as per standard procedure	The learners independently provide servicing to consumer electronic products and systems (appliance with heating components) based on client's requirements and as per standard procedure	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-4
			- maintain/repair consumer electronic products	W4-7
			- reassemble and test repaired consumer electronic product	W7-8
Q4	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on client's requirements and as per standard procedure	The learners competently provide servicing to consumer electronic products and systems (rechargeable and electronic-controlled lighting units and charging system) based on client's requirements and as per standard procedure	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-4
			- maintain/repair consumer electronic products	W4-7
			- reassemble and test repaired consumer electronic product	W7-8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: ELECTRONICS SERVICING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic	The learners competently provide servicing to consumer electronic products and systems (rechargeable and electronic-	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-4
			- maintain/repair consumer electronic products	W4-7

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	products and systems based on client's requirements and as per standard procedure	controlled lighting units and charging system) service based on client's requirements and as per standard procedure	- reassemble and test repaired consumer electronic product	W7-8
Q2	The learner demonstrates an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on client's requirements and as per standard procedure	The learners competently provide servicing to home security equipment and solar powered management system based on client's requirements and as per standard procedure	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-6
			- maintain/repair consumer electronic products	W6-7
			- reassemble and test repaired consumer electronic product	W7-8
Q3	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on customer description and standard procedures	The learners competently provide servicing to consumer electronic products and systems (audio products and systems) based on customer description and standard procedures	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-5
			- maintain/repair consumer electronic products	W6-7
			- re-assemble and test repaired consumer electronic product	W7-8
Q4	The learners demonstrate an understanding of concepts and underlying principles in servicing consumer electronic products and systems based on customers description and standard procedures	The learners competently provide servicing to consumer electronic products and systems (audio-video products and systems) based on customers description and standard procedures	- prepare unit, tools, and workplace for installation and service	W1
			- install consumer electronic products and systems	W1-2
			- diagnose faults and defects of consumer electronic products and systems	W2-5
			- maintain/repair consumer electronic products	W6-7
			- reassemble and test repaired consumer electronic product	W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q4	The learners demonstrate an understanding of concepts and underlying principles in servicing industrial electronics modules, products, and systems based on customer's description and standard procedures	The learners competently provide servicing to industrial electronic modules, products and systems (sensors, input devices, actuators, output devices, optoelectronics equipment and devices) based on customer's description and standard procedures	- prepare units, tools, and workplace for installation/servicing	W1
			- install industrial electronic modules/products/system	W1-2
			- diagnose faults and defects of industrial electronic modules/products/systems	W3-6
			- maintain/repair industrial electronic products	W6-7

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: FURNITURE MAKING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate understanding of underlying principles in operating woodworking machine/s	The learners shall be able to operate woodworking machine/s based on industry standards	- determine job requirements	W1-4
Q1-Q2			- prepare materials and tools	W4
			- set up woodworking machine	W5-8 W1-8
			- perform woodworking machine operation	W1-8
			- perform workplace organization	W1-8
Q3	The learners demonstrate an understanding of the underlying principles in applying quality standards of a furniture product/s	The learners shall be able to apply quality standards on raw or finished furniture products, components, and finishing materials based on job requirements	- assess quality of received materials or components	W1-3
			- assess own work	W3-5
			- engage in quality improvement	W6-8
Q4	The learners demonstrate an understanding of the underlying principles in	The learners shall be able to prepare surface for final coating	- prepare materials, tools, and equipment	W1-8
			- prepare surface	W1-8
			- perform good housekeeping	W1-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	preparing surface for final coating			

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: FURNITURE MAKING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the underlying principles in applying final coating using spray gun system	The learners shall be able to apply final coating using spray gun system	- prepare materials, tools, and equipment	W1-4
			- apply surface coating	W4-7
			- perform good housekeeping	W7-8
Q1	The learners demonstrate an understanding of the concepts and underlying principles in performing basic preventive maintenance on spray equipment and booth	The learners shall be able to perform basic preventive maintenance on spray equipment and booth	- identify defects	W8
Q2			- perform basic preventive maintenance servicing	W1-4
			- prepare maintenance report	W4-5
Q2	The learners demonstrate an understanding of the concepts and underlying principles in performing simple welding operation	The learners shall be able to perform simple welding operation	- perform simple welding operations	W5-8
Q2	The learners demonstrate an understanding of the concepts and underlying principles in performing drilling and countersinking operation	The learners shall be able to perform drilling and countersinking operation	- perform drilling and countersinking operation	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q3	The learners demonstrate an understanding of the concepts and underlying principles in performing disc grinding operation	The learners shall be able to perform disc grinding operations	- perform disc grinding operation	W1
Q3	The learners demonstrate an understanding of the concepts and underlying principles in assembling with bolts and nuts and other metal fasteners	The learners shall be able to assemble with bolts and nuts and other metal fasteners	- perform assembling with bolts and nuts and other metal fasteners	W1-2
Q3-4	The learners demonstrate an understanding of the concepts and underlying principles in constructing furniture product using wood	The learners shall be able to construct furniture product using wood	- perform in the constructing furniture product using wood	W2-8 W1
Q4	The learners demonstrate an understanding of the concepts and underlying principles in constructing furniture product using different materials e.g. metal, bamboo, plastic etc.	The learners shall be able to construct furniture product using different materials e.g. metal, bamboo, plastic etc.	- perform in the constructing furniture product using wood	W1-8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: MACHINING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding of the	The learners independently perform turning work piece	- determine job requirements	W1-4



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	basic concepts and underlying theories in determining job requirements.	(basic) based on industry standard.		
	The learner demonstrates an understanding of the basic concepts and underlying theories in setting up a work piece.		- set up work piece	W5-8
Q2	The learner demonstrates an understanding of the basic concepts and underlying theories in performing turning operation, checking and measuring a work piece.		- perform turning operations	W1-8
Q3	The learner demonstrates an understanding of the basic concepts and underlying theories in setting up a work piece.	The learner independently performs grinding a work piece (intermediate) based on industry standards.	- set up a work piece	W1-8
Q4	The learner demonstrates an understanding of the basic concepts and underlying theories in performing turning operations.		- perform turning operations	W1-8

**GRADE LEVEL: 10****SUBJECT: SPTVE****SPECIALIZATION: MACHINING**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts and underlying principles in milling work pieces.	The learner must be able to perform milling work pieces based on job requirements.	- determine job requirements	W1-2
			- set up workpiece	W3-5
			- perform basic milling operations	W6-8
Q2	The learner demonstrates an understanding of the basic concepts and underlying theories in setting up work piece.	The learner independently performs milling work piece (intermediate) based on industry standards.	- set up work piece	W1-2
	The learner demonstrates an understanding of the basic concepts and underlying theories in performing milling operations and checking work piece measurement.		- perform milling operations and check work piece	W3-8
Q3	The learner demonstrates an understanding of the basic concepts and underlying theories in setting up a work piece and machine accessories.	The learner independently performs grinding work piece (basic) based on industry standard.	- set up work piece and machine accessories	W1-2
	The learner demonstrates an understanding of the basic concepts and underlying theories in performing grinding operations and measuring a work piece		- perform grinding operation	W3-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q4	The learner demonstrates an understanding of the basic concepts and underlying theories in selecting wheels and accessories.	The learner independently performs grinding a work piece (complex) based on industry standard.	- select wheels and accessories	W1-2
			- perform grinding operations	W3-8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: SHIELDED METAL ARC WELDING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the basic concepts and underlying theories in performing fillet welding on carbon steel plates	The learner independently performs fillet welding on carbon plates based on industry standard.	- weld carbon steel plates in flat position (1F)	W1-2
			- weld carbon steel plates in horizontal position (2F)	W3-5
			- weld carbon steel plates in vertical position (3F)	W6-8
Q2			- weld carbon steel plates in overhead position (4F)	W1-3
Q2	The learner demonstrates an understanding of the basic concepts and underlying theories in performing groove welding on carbon steel plates	The learner independently performs groove welding on carbon plates based on industry standard.	- weld carbon steel plates in flat position (1G)	W4-5
			- weld carbon steel plates in horizontal position (2G)	W6-8
Q3			- weld carbon steel plates in vertical position (3G)	W1-4
			- weld carbon steel plates in overhead position (4G)	W5-8
Q4	The learner demonstrates an understanding of the basic concepts and underlying theories in performing fabrication works	The learner independently performs fabrication works based on industry standards	- prepare a fabrication plan	W1-2
			- carry out fabrication works	W2-8



GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: WELDING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the basic concepts and underlying principles in developing a pattern for 90 degrees elbow pipe	The learner independently develops a pattern for 90 degrees elbow pipe based on industry standards	- develop pattern for 2-piece 90 degrees elbow pipe	W1
			- develop pattern for 3-piece 90 degrees elbow pipe	W1-2
	The learner demonstrates an understanding of the basic concepts and underlying principles in developing a pattern for 45 degrees elbow pipe	The learner independently develops a pattern for 45 degrees elbow pipe based on industry standards	- develop pattern for 2-piece 45 degrees elbow pipe	W3-4
	The learner demonstrates an understanding of the basic concepts and underlying principles in developing a pattern for 60 degrees elbow pipe	The learner independently develops a pattern for 60 degrees elbow pipe based on industry standards	- develop pattern for 2-piece 60 degrees elbow pipe	W5-6
	The learner demonstrates an understanding of the basic concepts and underlying principles in welding carbon steel pipe	The learner independently performs welding carbon steel pipe based on industry standards	- weld carbon steel pipe in flat position (1G)	W7-8
Q2			- weld carbon steel pipe in horizontal position (2g)	W1-4
Q2-3			- weld carbon steel pipe in vertical position (5G)	W5-8 W1-2
			- weld carbon steel pipe in inclined 45 degrees position (6G)	W3-8
Q4			- prepare a plan for fabrication works	W1
	- carry out fabrication works	W1-4		

**GRADE LEVEL: 9****SUBJECT: SPTVE****SPECIALIZATION: BEAUTY CARE AND WELLNESS**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts and principles in hand spa.	The learner independently performs hand spa.	- prepare client for hand spa	W1-3
			- apply hand treatment according to manufacturer's instruction	W3-7
			- perform post hand activity according to ohsc	W7-8
Q2	The learner demonstrates understanding of concepts and principles in foot spa.	The learner independently performs foot spa.	- prepare client according to salon procedures	W1-2
			- apply foot spa following safety procedures	W2-8
			- perform post foot spa activity following salon procedure	W8
Q3	The learner demonstrates understanding of concepts and principles in facial treatment/cleansing	The learner independently performs facial treatment/cleansing	- assess client needs	W1
			- perform cleansing and actual treatment of the face	W1-8
			- perform post treatment activity	W8
Q4	The learner demonstrates understanding of concepts and principles in facial makeup	The learner independently performs facial makeup	- prepare client	W1
			- perform application of make-up	W1-8

GRADE LEVEL: 10**SUBJECT: SPTVE****SPECIALIZATION: BEAUTY CARE AND WELLNESS**

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of concepts and principles in temporary hair removal	The learner independently performs temporary hair removal	- prepare client	W1
			- perform shaving and tweezing	W1-5
			- perform cold waxing	W5-8
Q2	The learner demonstrates understanding of concepts and principles in body scrub	The learner independently performs body scrub and massage	- prepare client prior to body scrub	W1-2
			- scrub body surface	W2-6
			- perform final checking and polish output	W6-7
			- prepare client prior to body massage	W7-8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q3			- massage body	W1-7
			- post body massage treatment	W7-8
Q4	The learner demonstrates understanding of concepts and principles in planning the wellness/pinoy hilot program of clientes	The learner independently performs wellness program of clients	- assess/interview client	W1-3
	The learner demonstrates understanding of concepts and principles in applying wellness massage techniques	The learner independently performs wellness massage techniques	- apply wellness massage techniques	W3-7
			- provide advice on post wellness massage services	W7-8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: FOOD PROCESSING AND COOKERY

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding of the core concept and underlying theories in preparing and presenting gateaux, tortes and cakes	The learner demonstrates competencies in preparing and presenting gateaux, tortes and cakes	- prepare sponge and cakes	W1-3
			- prepare and use fillings	W4
			- decorate cakes	W4-6
			- present cakes	W6-7
			- store cakes	W8
			- evaluate the finished product	W8
Q2	The learners demonstrate an understanding the knowledge, skills, and attitudes required in maintaining kitchen tools,	The learners independently clean and maintain kitchen tools, equipment, and premises.	- clean, sanitize, and store kitchen tools and equipment	W1
			- clean and sanitize kitchen premises	W1-2

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	equipment, and work premises.			
Q2	The learner demonstrates understanding on packaging prepared food stuff	The learner demonstrates independently the procedures on packaging prepared food stuff	- select packaging materials	W2
			- package food items	W2-3
			- evaluate the finished product	W3-4
Q2	The learners demonstrate an understanding on how to prepare sandwiches	The learners independently prepare sandwiches	- perform mise en place	W4
			- prepare a variety of sandwiches	W5-7
			- present a variety of sandwiches	W7-8
			- storing sandwiches	W8
			- evaluate the finished product	W8
Q3	The learners demonstrate an understanding the knowledge, skills, and attitudes required in preparing appetizers	The learners independently prepare appetizers	- perform mise en place	W1
			- prepare a range of appetizers	W1-3
			- present a range of appetizers	W3-4
			- store appetizers	W4
			- evaluate the finished product	W4
Q3	The learners demonstrate an understanding he knowledge, skills, and attitudes required in preparing appetizers.	The learners independently prepare salad and dressing.	- perform mise en place	W5
			- prepare a variety of salads and dressings	W5-7
			- present a variety of salads and dressings	W7-8
			- store salad and dressing	W8
			- evaluate the finished product	W8
Q4	The learners demonstrate an understanding on how to prepare desserts	The learners independently prepare desserts	- perform mise en place	W1
			- prepare desserts	W1-3
			- plate/present desserts	W3-4
			- storing desserts	W4
			- evaluate the finished product	W4
Q4	The learners demonstrate an understanding concepts and principles in preparing egg dishes	The learners independently demonstrate competencies in preparing egg dishes	- perform mise en pl ace	W5
			- prepare and cook egg dishes	W5-7
			- present egg dishes	W7-8
			- evaluate the finished product	W8



GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: FOOD PROCESSING AND COOKERY

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learners demonstrate an understanding basic concepts and underlying theories in preparing stocks, sauces, and soups	The learners prepare a variety of stocks, sauces, and soups used in different cultures	- prepare stocks and soup required for menu items	W1-2
			- prepare sauces required for menu items	W2-3
	The learners demonstrate an understanding concepts and principles in storing and reheating stocks, sauces, and soups	The learners independently demonstrate competencies in storing and reheating stocks, sauces, and soups	- store and reconstitute stocks, sauces, and soups	W4
			- evaluate the finished product	W4
Q1	The learners demonstrate an understanding preparing and cooking cereals and starch dishes	The learners independently prepare and cook cereals and starch dishes	- perform mise en place	W5
			- prepare starch and cereal dishes	W5-7
			- present starch and cereal dishes	W7-8
			- present starch dishes with suitable plating and garnishing according to standards	
			- storing starch and cereal dishes	W8
			- evaluate the finished product	W8
Q2	The learners demonstrate an understanding preparing and cooking vegetable dishes	The learners independently prepare and cook vegetable dishes	- rate the finished products using rubrics	
			- perform mise en place	W1
			- prepare vegetable dishes	W1-3
			- present vegetable dishes	W3
			- store vegetables	W4
Q2	The learners demonstrate an understanding basic concepts and underlying theories in preparing poultry and game dishes	The learners independently prepare and cook vegetable dishes	- evaluate the finished product	W4
			- performs mise en place	W5
			- cook poultry and game bird dishes	W5-7
			- plate/present poultry and game bird dishes	W7-8
			- Store poultry and game bird	W8



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
			- Evaluate the finished product	W8
Q3	The learners demonstrate an understanding preparing and cooking seafood dishes	The learners independently prepare and cooks seafood dishes	- Perform Mise en Place	W1-2
			- Handle fish and seafood	W2-3
			- Cook fish and shellfish	W3-6
			- Plate/Present fish and seafood	W6-7
			- Prepare and present fish and seafood dishes	
			- Perform guidelines in serving fish and seafood dishes	W7-8
			- Store fish and seafood	
Q4	The learners demonstrate an understanding preparing and cooking meat dishes	The learners independently prepare and cook meat dishes	- Evaluate the finished product	W8
			- Perform mise en place	W1-2
			- Cook meat cuts	W2-5
			- Present meat dishes	W5-7
			- Store meat	W7-8
			- Evaluate the finished product	W8

GRADE LEVEL: 9

SUBJECT: SPTVE

SPECIALIZATION: DRESSMAKING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates understanding on the concepts, theories and principles related to drafting and cutting basic/block patterns for casual apparel.	The learner plans, designs, takes body measurements, drafts basic/block pattern and cuts final patterns for casual apparel.	- plan garment design	W1-2
			- take client's body measurement	W2
			- draft basic/block pattern	W3
			- manipulate pattern	W4
			- cut final pattern	W4-5
			- prepare materials	W6-7
			- lay out and pin pattern pieces on the fabric	W7-8
			- cut fabric	W8
Q2	The learner demonstrates understanding on the concepts and underlying	The learner creatively sews women's apparel based on industry standards	- prepare cut parts	W1-2
			- sew and assemble casual garments	W2-3
			- alter completed garment	W3-4



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q2	principles on sewing women’s apparel		- apply finishing touches	W4-5
			- trim excess thread	W6
			- press finished garment	W6-7
			- package finished garment	W8
Q3	The learner demonstrates understanding on the concepts and underlying principles on sewing men’s apparel	The learner creatively sews men’s apparel based on industry standards	- plan garment design	W1-2
			- take client’s body measurement	W2
			- draft basic/block pattern	W3
			- manipulate pattern	W4
			- cut final pattern	W4-5
Q3			- prepare materials	W6
			- lay out and pin pattern pieces on the fabric	W7
			- cut fabric	W8
Q4			- prepare cut parts	W1
			- sew and assemble casual garments	W2
			- alter completed garment	W3
Q4			- apply finishing touches	W4-5
			- trim excess thread	W5-6
			- press finished garment	W6-7
			- package finished garment	W8

GRADE LEVEL: 10

SUBJECT: SPTVE

SPECIALIZATION: DRESSMAKING

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding of the common concepts in maintaining effective relationship with client/customers.	The learner independently performs the common competencies in maintaining an effective relationship with clients/customers	- maintain a professional image.	W1-2
			- meet client/customer requirements.	W3-4

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
Q1	The learner demonstrates an understanding in managing own performance	The learner independently performs the common competencies in managing own performance.	- plan completion of own work load.	W5-6
			- maintain quality of own performance.	W7-8
Q2	The learner demonstrates an understanding of the core concepts, theories and principles in creating garments design.	The learner independently demonstrates and performs the creation of garment design.	- determine client requirements.	W1-2
			- research fashion trends and theme analysis.	
			- produce designs.	W3-5
Q3	The learner demonstrates an understanding of concepts, theories and principles in calculating and procuring garment product.	The learner independently performs calculating and procuring garment product.	- source garment materials.	W5-6
			- identify garment cost components.	W6
			- calculate production costs.	W6-7
			- lo 4. purchase garment materials.	W7-8
Q3	The learner demonstrates an understanding of concepts, theories and principles in making fashion accessories	The learner independently performs and making fashion accessories	- trace the history & development of fashion accessory production	W1-4
			- enumerate different kinds of fashion accessory projects / products	
			- select materials tools and equipment in making fashion accessories	W5
Q3	The learner demonstrates an understanding of concepts, theories and principles in calculating and procuring accessory materials	The learner independently performs calculating and procuring accessory materials	- use basic tools in fashion accessory	W6-7
			- Identify Fashion Accessory cost component	W8
Q4	The learner demonstrates an understanding of concepts, theories and principles in preparing and	The learner independently performs how to prepare and produce fashion accessories	- Follow methods and procedures in making fashion accessory	W1-5
			- Describe quality projects / products of Fashion Accessory	W5
			- Prepare packaging of finished Fashion Accessory	W5-6



QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION
	producing fashion accessories			
Q4	The learner demonstrates an understanding of concepts, theories and principles in evaluating finished product.	The learner independently performs evaluation on finished product.	- Evaluate final product	W6-8
			- Cost outcome	W8
			- Maintain records	W8