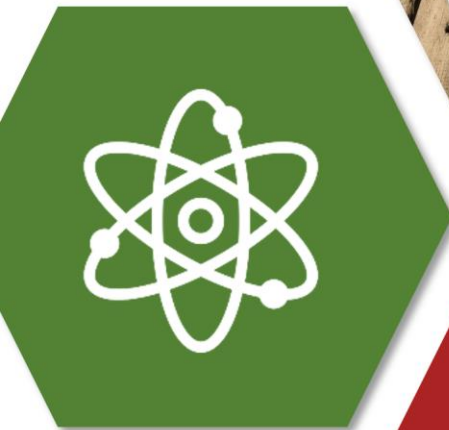


Most Essential Learning Competencies

With Corresponding CG Codes/Suggested LRs



Department of Education
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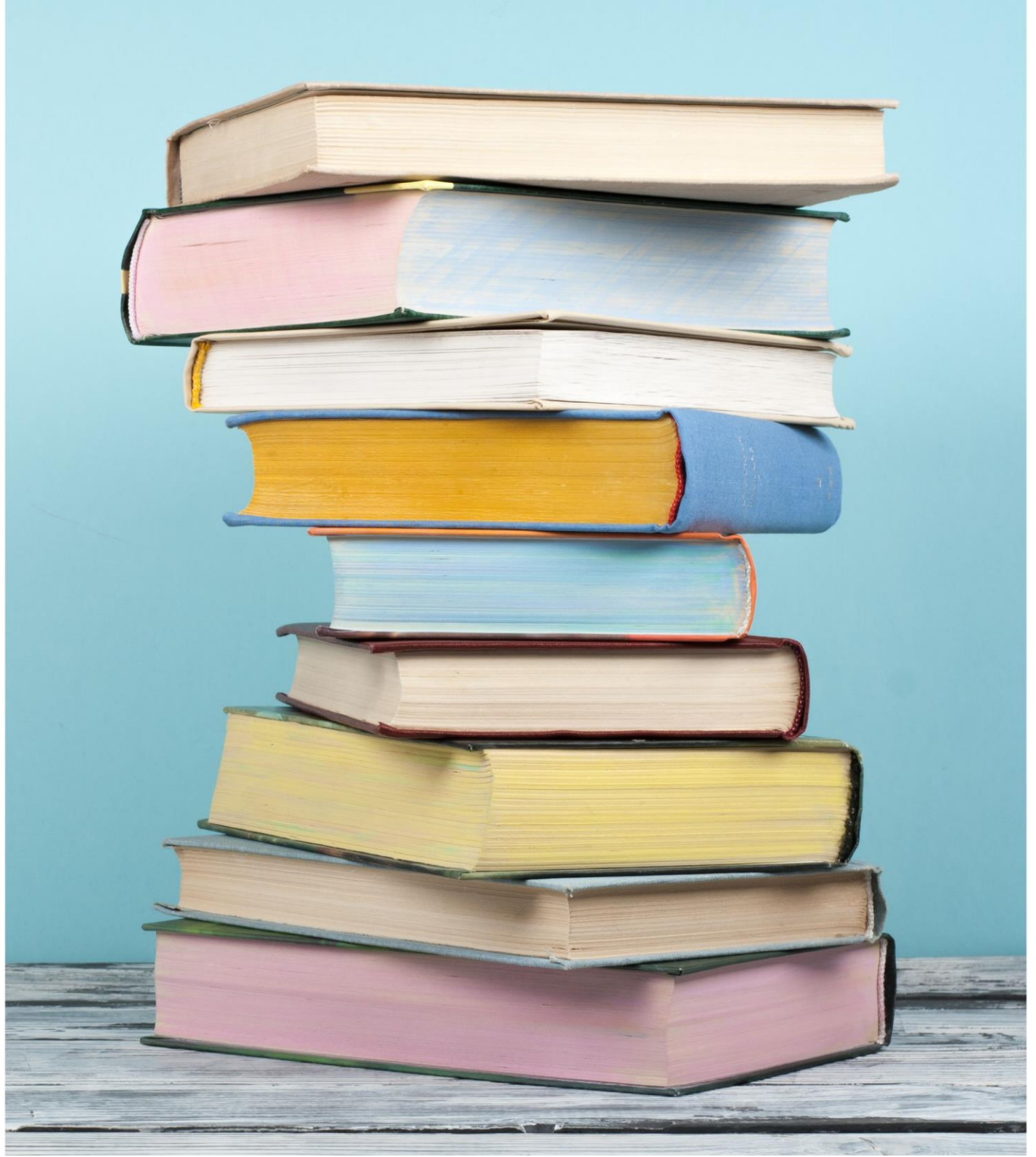
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Department of Education



KINDERGARTEN

Grade Level: Kindergarten

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Code |
|---------|--|--|--|----------|--|
| 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"> Nakikilala ang sarili <ol style="list-style-type: none"> pangalan at apelyido kasarian gulang/kapanganakan 1.4 gusto/di-gusto Use the proper expression in introducing oneself e.g., I am/My name is _____ | Week 1 | SEKPSE-00-1 SEKPSE-Ia-1.1 SEKPSE-Ib-1.2 SEKPSE-Ic-1.3 SEKPSE-IIc-1.4 LLKVPD-Ia-13 |
| | <p>Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.</p> <p>Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: 1. Disiplina</p> | <p>Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain</p> <p>Ang bata ay nakapagpapamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba</p> | <ul style="list-style-type: none"> Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan | Week 2 | SEKPSE-If-3 SEKPSE-IIa-4 |

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| | <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 manipulate objects based on properties or attributes</p> | <ul style="list-style-type: none"> • Sort and classify objects according to one attribute/property (shape, color, size, function/use) | <p>Week 3</p> | <p>MKSC-00-6</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 identify the letter names and sounds</p> | <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 | | <p>LLKH-00-6</p> |
| | <p>Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> | <p>Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at</p> | <ul style="list-style-type: none"> • Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa | <p>Week 4</p> | <p>SEKPSE-If-2</p> |

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| | The child demonstrates an understanding of similarities and differences in what he/she can see | 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"> Identify the letter, number, or word that is different in a group | | LLKVPD-00-6 |
| | Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin The child demonstrates an understanding of similarities and differences in what he/she can see | Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain The child shall be able to 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 | SEKPSE-00-11 LLKVPD-Ie-4 |
| | The child demonstrates an understanding of Objects can be 2-dimensional or 3-dimensional | The child shall be able to describe and compare 2- dimensional and 3- dimensional objects | <ul style="list-style-type: none"> Recognize symmetry (own body, basic shapes) | Week 6 | MKSC-00-11 |

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|--|--|---|---------|----------------------------|
| 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 body parts | | PNEKBS-Id-1 |
| The child demonstrates an understanding of body parts and their uses | The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living | <ul style="list-style-type: none"> Tell the function of each basic body part Demonstrate movements using different body parts | Week 7 | PNEKBS-Id-2 PNEKBS-Ic-3 |
| The child demonstrates an understanding of body parts and their uses | The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living | <ul style="list-style-type: none"> Name the five senses and their corresponding body parts | Week 8 | PNEKBS-Ic-4 |
| 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 | PNEKBS-Ii-8 |
| The child demonstrates an understanding of body parts and their uses | The child shall be able to take care of oneself and the environment and able to solve problems encountered | <ul style="list-style-type: none"> Practice ways to care for one's body | Week 10 | PNEKBS-Ii-9 |

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| | | within the context of everyday living | | | |
| 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"> Natutukoy na may pamilya ang bawat isa | Week 1 | KMKPPam-00-1 |
| | Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito | Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad | <ul style="list-style-type: none"> Natutukoy kung sino-sino ang bumubuo ng pamilya | Week 2 | KMKPPam-00-2 |
| | Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at 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 | KMKPPam-00-3 |
| | Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito | Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang | <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 | Week 4 | KMKPPam-00-5 |

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| | <p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p> | <p>kabahagi ng pamilya, paaralan at komunidad</p> <p>The child shall be able to identify the letter names and sounds</p> | <p>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 mungkahing mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya</p> <ul style="list-style-type: none"> Identify the letters of the alphabet (mother tongue, orthography) | | <p>LLKAK-Ih-3</p> |
| | <p>The child demonstrates an understanding of acquiring new words/ widening his/her</p> | <p>The child shall be able to actively engage in meaningful conversation with peers</p> | <ul style="list-style-type: none"> Name the places and the things found in the classroom, school and community | <p>Week 5</p> | <p>LLKV-00-8</p> |

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|--|---|--|---|---------------|------------------------------------|
| | <p>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>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"> • 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) | | <p>MKSC-00-23</p> |
| | <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 increasing his/her conversation skills</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 confidently speaks and expresses his/her feelings and ideas in words that make sense</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 • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words | <p>Week 6</p> | <p>LLKV-00-6</p> <p>LLKOL-00-5</p> |

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| 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 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please.../May I..... | Week 7 | LLKOL-1a-1 |
| <p>The child demonstrates an understanding of increasing his/her conversation skills</p> <p>The child demonstrates an understanding of increasing his/her conversation skills</p> | <p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p> <p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p> | <ul style="list-style-type: none"> • Talk about likes/dislikes (foods, pets, toys, games, friends, places) • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words | Week 8 | <p>LLKOL-1c-15</p> <p>LLKOL-00-5</p> |
| 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 | PNEKE-00-1 |

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|--|---|---|---|---------|------------|
| | 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) | | PNEKE-00-1 |
| | 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 | PNEKE-00-2 |
| | 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 safety practices in different kinds of weather | | PNEKE-00-6 |
| | 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 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, | | LLKH-00-3 |

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|---|---|--|---|--------|-------------------------------|
| | 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 | P, Q, R, S, U), rounded strokes with loops • Write one's given name | | LLKH-00-5 |
| 3 | The child demonstrates an understanding of concepts of size, length, weight, time, and money Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito | The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule) Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad | • Tell the names of the days in a week, months in a year • Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa | Week 1 | MKME-00-8 KMKPKom-00-2 |
| | Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito | Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang | • Natutukoy ang iba't ibang lugar sa komunidad | Week 2 | KMKPKom-00-3 |

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| | | kabahagi ng pamilya, paaralan at komunidad | | | |
| | Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito | Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad | <ul style="list-style-type: none"> • Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad | Week 3 | KMKPKom-00-6 |
| | Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan at kagandahan ng kapaligiran | Ang bata ay nakapagpapamalas ng kakayahang magmasid at 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 | SKPK-00-2 |
| | The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, | The child shall be able to manipulate objects based on properties or attributes | <ul style="list-style-type: none"> • Identify sequence of events (before, after, first, next, last) | Week 5 | MKSC-00-9 |

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|--|---|--|--|---------------|-------------------|
| | <p>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 manipulated based on these properties and attributes</p> | <p>The child shall be able to manipulate objects based on properties or attributes</p> | <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) | | <p>MKSC-00-10</p> |
| | <p>The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease</p> | <p>The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings</p> | <ul style="list-style-type: none"> • Rote count up to 20 | <p>Week 6</p> | <p>MKSC-00-12</p> |
| | <p>The child demonstrates an understanding of the sense of quantity and</p> | <p>The child shall be able to perform simple addition and subtraction</p> | <ul style="list-style-type: none"> • Count objects with one-to-one correspondence up to quantities of 10 | <p>Week 7</p> | <p>MKC-00-7</p> |

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| | numeral relations, that addition results in increase and subtraction results in decrease | of up to 10 objects or pictures/drawings | | | |
| | 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 | MKSC-00-23 |
| | Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan | Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at 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 | Week 9 | KPKPKK-Ih-3 |

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|---|---|--|---|---------|----------------------------|
| | | | sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar | | |
| | Ang bata ay nagkakaroon ng pag- unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan | Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw- araw na pamumuhay at pangangalaga para sa sariling kaligtasan | <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 10 | KPKPKK-Ih-3 |
| 4 | The child demonstrates an understanding of | The child shall be able to communicate the usefulness of animals | <ul style="list-style-type: none"> • Name common animals • Observe, describe, | Week 1 | PNEKA-Ie-1 PNEKA-IIIh-2 |

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|--|--|--|--|--------|--|
| | characteristics and needs of animals and how they grow | and practice ways to care for them | and examine common animals using their senses <ul style="list-style-type: none"> • Identify the needs of animals • Identify ways to care for animals • Identify and describe how animals can be useful | | <p>PNEKA-III g-5</p> <p>PNEKA-III g-6</p> <p>PNEKA-III g-7</p> |
| | 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 | <p>PNEKP-IIa-7</p> <p>PNEKP-IIb-1</p> <p>PNEKP-IIb-8</p> <p>PNEKP-IIb-2</p> <p>PNEKP-III f-4</p> |
| | 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 | PNEKPP-00-1 |
| | The child demonstrates an | The child shall be able to work with objects | <ul style="list-style-type: none"> • Identify simple ways of taking care of the | Week 4 | PNEKE-00-4 |

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| | understanding of physical properties and movement of objects | and materials safely and appropriately | environment | | |
| | 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 | PNEKE-00-5 |
| | The child demonstrates an understanding of concepts of size, length, weight, time, and money | The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule) | <ul style="list-style-type: none"> • Recognize and name the hour and minute hands in a clock • Tell time by the hour | Week 6 | MKME-00-6 MKME-00-7 |
| | The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease | The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings | <ul style="list-style-type: none"> • Identify the number that comes before, after, or in between • Arrange three numbers from least to greatest/ greatest to least | Week 7 | MKC-00-5 MKC-00-6 |
| | The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in | 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 | Week 8 | MKAT-00-26 |

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| | increase and subtraction results in decrease | | <p>numbers</p> <ul style="list-style-type: none"> • Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers | | MKAT-00-4 |
| | 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 objects • Subtract quantities up to 10 using concrete objects | Week 9 | <p>MKAT-00-8</p> <p>MKAT-00-9</p> |
| | 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 | MKAT-00-10 |



Department of Education



ARALING PANLIPUNAN

Grade Level: Grade 1
Subject: Araling Panlipunan

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

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| | | | karanasan ng mga kamag-aral ibang miyembro ng pamilya gaya ng mga kapatid, mga magulang (noong sila ay nasa parehong edad), mga pinsan, at iba pa; o mga kapitbahay | | |
| | | | Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamamaraan | Week 8 | AP1NAT- Ij- 14 |
| Second | Ang mag-aaral ay... naipamamalas ang pag-unawa at pagpapahalaga sa sariling pamilya at mga kasapi nito at bahaging ginagampanan ng bawat isa | Ang mag-aaral ay... buong pagmamalaking nakapagsasaad ng kwento ng sariling pamilya at bahaging ginagampanan ng bawat kasapi nito sa malikhaing pamamaraan | *Naipaliliwanag ang konsepto ng pamilya batay sa bumubuo nito (ie. two-parent family, single-parent family, extended family) | Week 1 | |
| | | | *Nailalarawan ang sariling pamilya batay sa: (a) komposisyon (b) kaugalian at paniniwala (c) pinagmulan at (d) tungkulin at karapatan ng bawat kasapi | Week 2 | AP1PAM- IIa-3 |
| | | | Nasasabi ang kahalagahan ng bawat kasapi ng pamilya | Week 3 | |
| | | | Nailalarawan ang mga mahahalagang pangyayari sa buhay ng pamilya sa pamamagitan ng timeline/family tree | Week 4 | |
| | | | *Napahahalagahan ang kwento ng sariling pamilya. | Week 5/6 | |
| | | | Nakagagawa ng wastong | Week 7 | |

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| | | | pagkilos sa pagtugon sa mga alituntunin ng pamilya | | |
| | | | Nakabubuo ng konklusyon tungkol sa mabuting pakikipag-ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino. | Week 8 | AP1PAM-IIIh-23 |
| Third | Ang mag-aaral ay... naipamamalas ang pag-unawa sa kahalagahan ng pagkilala ng mga batayang impormasyon ng pisikal na kapaligiran ng sariling paaralan at ng mga taong bumubuo dito na nakakatulong sa paghubog ng kakayahan ng bawat batang mag-aaral | Ang mag-aaral ay... buong pagmamalaking nakapagpapahayag ng pagkilala at pagpapahalaga sa sariling paaralan | Nasasabi ang mga batayang impormasyon tungkol sa sariling paaralan: pangalan nito (at bakit ipinangalan ang paaralan sa taong ito), lokasyon, mga bahagi nito, taon ng pagkakatatag at ilang taon na ito, at mga pangalan ng gusali o silid (at bakit ipinangalan sa mga taong ito) | Week 1-2 | AP1PAA-IIIa-1 |
| | | | Nasasabi ang epekto ng pisikal na kapaligiran sa sariling pag-aaral (e.g. mahirap mag-aaral kapag maingay, etc) | Week 3 | 3 |
| | | | Nailalarawan ang mga tungkuling ginagampanan ng mga taong bumubuo sa paaralan (e.g. punong guro, guro, mag-aaral, doktor at nars, dyanitor, etc | Week 4-5 | AP1PAA-IIIb-4 |
| | | | Naipaliliwanag ang kahalagahan ng paaralan sa sariling buhay at sa pamayanan o komunidad. | Week 6 | |

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| | | | 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 | |
| Fourth | Ang mag-aaral ay... naipamamalas ang pag-unawa sa konsepto ng distansya sa paglalarawan ng sariling kapaligirang ginagalawan tulad ng tahanan at paaralan at ng kahalagahan ng pagpapanatili at pangangalaga nito | Ang mag-aaral ay... 1. nakagagamit ang konsepto ng distansya sa paglalarawan ng pisikal na Kapaligirang Ginagalawan 2. nakapagpakita ng payak na gawain sa pagpapanatili at pangangalaga ng kapaligirang ginagalawan | *Naipaliliwanag ang konsepto ng distansya at direksyon at ang gamit nito sa pagtukoy ng lokasyon | Week 1 | |
| | | | Nakagagawa ng payak na mapa ng loob at labas ng tahanan | Week 2 | AP1KAP-IVb-4 |
| | | | *Natutukoy ang mga bagay at istruktura na makikita sa nadadaan mula sa tahanan patungo sa paaralan | Week 3 | AP1KAP-IVc-5 |
| | | | Naiuugnay ang konsepto ng lugar, lokasyon at distansya sa pang-araw-araw na buhay sa pamamagitan ng iba't ibang uri ng transportasyon mula sa tahanan patungo sa paaralan | Week 4 | AP1KAP-IVc-6 |
| | | | *Naipaliliwanag ang kahalagahan ng mga istruktura mula sa tahanan patungo sa paaralan | Week 5 | AP1KAP-IVd-7 |
| | | | Nakagagawa ng payak na mapa mula sa tahanan | Week 6 | |

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| | | | patungo sa paaralan | | |
| | | | 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 | AP1KAP-IVj-14 |

Grade Level: Grade 2

Subject: Araling Panlipunan

| Quarter | Content Standard Ang mag-aaral ay... | Performance Standard Ang mag-aaral ay... | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| First | Ang mag-aaral ay... naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad | Ang mag-aaral ay... malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad | *Naipaliliwanag ang konsepto ng komunidad | Week 1 | AP2KOM-Ia- 1 |
| | | | *Nailalarawan ang sariling komunidad batay sa pangalan nito, lokasyon, mga namumuno, populasyon, wika, kaugalian, | Week 2 | |

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| | | | paniniwala, atbp. | | |
| | | | Naipaliliwanag ang kahalagahan ng 'komunidad' | Week 3 | |
| | | | * Natutukoy ang mga bumubuo sa komunidad : a. mga taong naninirahan b: mga institusyon c. at iba pang istrukturang panlipunan | Week 4 | |
| | | | Naiuugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya | Week 5 | |
| | | | Nakaguguhit ng payak na mapa ng komunidad mula sa sariling tahahan o paaralan, na nagpapakita ng mga mahahalagang lugar at istruktura, anyong lupa at tubig, atbp. | Week 6 | |
| | | | Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad | Week 7 | |
| | | | *Naisasagawa ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad | Week 8 | |
| Second | Ang mag-aaral ay... | Ang mag-aaral ay... | *Nakapagsasalaysay ng | Week 1 | AP2KNN- |

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| 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 | <ol style="list-style-type: none"> 1. nauunawaan ang pinagmulan at kasaysayan ng komunidad 2. nabibigyang halaga ang mga bagay na nagbago at nananatili sa pamumuhay komunidad | pinagmulan ng sariling komunidad batay sa pagtatanong at pakikinig sa mga kuwento ng mga nakatatanda sa komunidad | | Ila-1 |
| | | * Nailalahad ang mga pagbabago sa sariling komunidad a.heograpiya (katangiang pisikal) b. politika (pamahalaan) c. ekonomiya (hanapbuhay/kabuhayan) d. sosyo-kultural | Week 2 | |
| | | *Naiuugnay ang mga sagisag (hal. natatanging istruktura) na matatagpuan sa komunidad sa kasaysayan nito. | Week 3 | |
| | | Naihahambing ang katangian ng sariling komunidad sa iba pang komunidad tulad ng likas na yaman, produkto at hanap-buhay, kaugalian at mga pagdiriwang, atbp | Week 4 | |
| | | *Nakapagbibigay ng mga inisyatibo at proyekto ng komunidad na nagsusulong ng natatanging pagkakakilanlan o | Week 5 | |

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| | | | identidad ng komunidad | | |
| | | | Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad | Week 6 | AP2KNN-IIj-12 |
| | | | *Nabibigyang halaga ang pagkakakilalang kultural ng komunidad | Week 7 | |
| Third | Ang mag-aaral ay... naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad | Ang mag-aaral ay... nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad | * Natatalakay ang mga pakinabang na naibibigay ng kapaligiran sa komunidad | Week 1 | AP2PSK-IIIa-1 |
| | | | * Nailalarawan ang kalagayan at suliraning pangkapaligiran ng komunidad. | Week 2 | |
| | | | Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpapanatili ng kalinisan ng sariling komunidad | Week 3 | |
| | | | *Naipaliliwanag ang pansariling tungkulin sa pangangalaga ng kapaligiran. | Week 4 | |
| | | | *Natatalakay ang konsepto ng pamamahala at pamahalaan | Week 5 | |

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| | | | *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-aaambag sa kaunlaran ng komunidad | Week 7 | |
| Fourth | 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 | AP2PKK-IVg-j-6 |

Grade Level: Grade 3

Subject: Araling Panlipunan

| Quarter | Content Standard Ang mag-aaral ay... | Performance Standard Ang mag-aaral ay... | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| First | 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 | AP3LAR- la-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 | Week 4 | AP3LAR- le-7 |

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| | | | heograpikal nito gamit ang mapang topograpiya ng rehiyon | | |
| | | | Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon | Week 5 | |
| | | | Nakagagawa ng payak na mapa na nagpapakita ng mahahalagang anyong lupa at anyong tubig ng sariling lalawigan at mga karatig na lalawigan nito | Week 6 | AP3LAR-If-10 |
| | | | Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito | Week 7 | AP3LAR-Ig-h-11 |
| | | | *Naipaliliwanag ang wastong pangangasiwa ng mga pangunahing likas na yaman ng sariling lalawigan at rehiyon | Week 8 | |
| | | | Nakabubuo ng interpretasyon ng kapaligiran ng sariling lalawigan at karatig na mga lalawigan ng rehiyon gamit ang mapa | Week 8 | AP3LAR-Ii-14 |
| Second | Ang mag-aaral ay... naipapamalas ang pang- | Ang mag-aaral ay... nakapagpapamalas | *Nasusuri ang kasaysayan ng kinabibilangang rehiyon | Week 1 | AP3KLR-Ila-b-1 |

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| | unawa at pagpapahalaga ng iba't ibang kwento and mga sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon | 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 | Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon | Week 2 | AP3KLR-IIC-2 |
| | | | *Naiuugnay sa kasalukuyang pamumuhay ng mga tao ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at ibang panglalawigan ng kinabibilangang rehiyon | Week 3 | AP3KLR-IID-3 |
| | | | Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon | Week 4 | AP3KLR-IIE-4 |
| | | | Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon | Week 5 | AP3KLR-IIF-5 |
| | | | Natatalakay ang kahulugan ng "official hymn" at iba pang sining na nagpapakilala ng sariling lalawigan at rehiyon | Week 6 | AP3KLR-IIG-6 |
| | | | *Napahahalagahan ang mga naiambag ng mga | Week 7 | AP3KLR- |

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| | | | kinikilalang bayani at mga kilalang mamamayan ng sariling lalawigan at rehiyon | | IIh-i-7 |
| | | | *Nabibigyang-halaga ang katangi-tanging lalawigan sa kinabibilangang rehiyon | Week 8 | AP3KLR-IIj-8 |
| Third | Ang mag-aaral ay... naipapamalas ang pag-unawa at pagpapahalaga sa pagkakakilanlang kultural ng kinabibilangang rehiyon | Ang mag-aaral ay... nakapagpapahayag ng may pagmamalaki at pagkilala sa nabubuong kultura ng mga lalawigan sa kinabibilangang rehiyon | *Nailalarawan ang kultura ng mga lalawigan sa kinabibilangang rehiyon | Week 1 | AP3PKR-IIIa-1 |
| | | | *Naipaliliwanag ang kaugnayan ng heograpiya sa pagbuo at paghubog ng uri ng pamumuhay ng mga lalawigan at rehiyon | Week 2 | AP3PKR-IIIa-2 |
| | | | Nailalarawan ang pagkakakilanlang kultural ng kinabibilangang rehiyon | Week 3 | AP3PKR-IIIb-c-3 |
| | | | Naipaliliwanag ang kahalagahan ng mga makasaysayan lugar at ang mga saksi nito sa pagkakakilanlang kultura ng sariling lalawigan at rehiyon | Week 4 | AP3PKR-III d-4 |
| | | | Naihahambing ang pagkakatulad at pagkakaiba ng mga | Week 5-6 | |

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| | | | kaugalian, paniniwala at tradisyon sa sariling lalawigan sa karatig lalawigan sa kinabibilangang rehiyon at sa ibang lalawigan at rehiyon | | |
| | | | Napahalagahan ang iba't ibang pangkat ng tao sa lalawigan at rehiyon | Week 7 | AP3PKR-III-f-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 | |
| Fourth | 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 | 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 | AP3EAP-IVa-1 |
| | | | Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon | Week 2 | AP3EAP-IVa-2 |

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| | kinabibilangang rehiyon | | 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 | |

Grade Level: Grade 4

Subject: Araling Panlipunan

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

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| | | | kahalagahan ng mga katangiang pisikal sa pag-unlad ng bansa | | |
| Second | Ang mag-aaral ay... nasusuri ang mga iba't ibang mga gawaing pangkabuhayan batay sa heograpiya at mga oportunidad at hamong kaakibat nito tungo sa likas kayang pag-unlad. | Ang mag-aaral ay... nakapagpapakita ng pagpapahalaga sa iba't ibang hanapbuhay at gawaing pangkabuhayan na nakatutulong sa pagkakakilanlang Pilipino at likas kayang pag-unlad ng bansa. | Naipaliliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas na yaman ng bansa | Week 1 | |
| | | | *Nasusuri ang kahalagahan ng pangangasiwa at pangangalaga ng mga likas na yaman ng bansa | Week 2 | |
| | | | *Natatalakay ang mga hamon at pagtugon sa mga gawaing pangkabuhayan ng bansa. | Week 3 | AP4LKE-IId-5 |
| | | | *Nakalalahok sa mga gawaing nagsusulong ng likas kayang pag-unlad (sustainable development) ng mga likas yaman ng bansa | Week 4 | AP4LKE-IIe-6 |
| | | | * Naipaliliwanag ang kahalagahan at kaunayan ng mga sagisag at pagkakakilanlang Pilipino | Week 5 | |
| Third | Ang mag-aaral ay... naipamamalas ang pang-unawa sa bahaging ginagampanan ng pamahalaan sa lipunan, | Ang mag-aaral ay... nakapagpapakita ng aktibong pakikilahok at pakikiisa sa mga proyekto at gawain ng | *Natatalakay ang kahulugan at kahalagahan ng pamahalaan | Week 1 | AP4PAB-IIIa-1 |
| | | | Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas | Week 2-3 | |

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| | mga pinuno at iba pang naglilingkod sa pagkakaisa, kaayusan at kaunlaran ng bansa | 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 | |
| | | | *Nahahalagahan (nabibigyang-halaga) ang bahaging ginagampanan ng pamahalaan | Week 8 | |
| Fourth | Ang mag-aaral ay... naipamamalas ng mag-aaral ang pang-unawa at pagpapahalaga sa kanyang mga karapatan at tungkulin bilang mamamayang Pilipino | Ang mag-aaral ay... nakikilahok sa mga gawaing pansibiko na nagpapakita ng pagganap sa kanyang tungkulin bilang mamamayan ng bansa at pagsasabuhay ng kanyang karapatan. | *Natatalakay ang konsepto at prinsipyo ng pagkamamamayan | Week 1 | AP4KPB-IVa-b-1 |
| | | | Natatalakay ang konsepto ng karapatan at tungkulin | Week 2-3 | |
| | | | *Naipaliliwanag ang mga gawaing lumilina sa kagalingan pansibiko | Week 4-5 | AP4KPB-IVd-e-4 |
| | | | *Nahahalagahan ang kagalingang pansibiko | Week 6 | AP4KPB-IVd-e-4 |
| | | | *Nasusuri ang bahaging ginagampanan ng mga mamamayan sa | Week 7-8 | |

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| | | | pagtataguyod ng kaunlaran ng bansa | | |
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Grade Level: Grade 5

Subject: Araling Panlipunan

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| First | 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 kabihasan 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 *Naipaliliwanag ang pinagmulan ng Pilipinas batay sa a. Teorya (Plate Tectonic Theory) b. Mito c. Relihiyon *Natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas a. Teorya (Austronesyano) b. Mito (Luzon, Visayas, Mindanao) c. Relihiyon *Nasusuri ang paraan ng pamumuhay ng mga sinaunang Pilipino sa panahong Pre-kolonyal. *Nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong pre-kolonyal a. panloob at panlabas na kalakalan b. uri ng kabuhayan (pagsasaka, | Week 1 Week 2 Week 3 Week 4 Week 5 | AP5PLP- Id-4 AP5PLP- Ie-5 AP5PLP- If-6 AP5PLP- Ig-7 |

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| | | | pangingisda, panghihiram/pangungutang, pangangaso, slash and burn, pangangayaw, pagpapanday, paghahabi atbp) | | |
| | | | * Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino a. sosyo-kultural (e.g. pagsamba (animismo, anituismo, at iba pang ritwal, pagbabatok/pagbabatik , paglilibing (mummification primary/ secondary burial practices), paggawa ng bangka e. pagpapalamuti (kasuotan, alahas, tattoo, pusad/ halop) f. pagdaraos ng pagdiriwang b. politikal (e.g. namumuno, pagbabatas at paglilitis) | Week 6 | |
| | | | *Natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas. | Week 7 | AP5PLP-li- 10 |
| | | | *Napahahalagahan ang kontribusyon ng sinaunang kabihasnang Asyano sa pagkabuo ng lipunang at | Week 8 | |

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| | | | pagkakakilanlang Piliipino | | |
| Second | Ang mag-aaral ay... naipamamalas ang mapanuring pag-unawa sa konteksto,ang bahaging ginampanan ng simbahan sa, layunin at mga paraan ng pananakopng Espanyolsa Pilipinas at ang epekto ng mga ito sa lipunan. | Ang mag-aaral ay... nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon | *Naipapaliwanag ang mga dahilan ng kolonyalismong Espanyol | Week 1 | |
| | | | *Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. Pwersang militar/ divide and rule b. Kristyanisasyon | Week 2-3 | |
| | | | * Nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa A. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa) B. Patakarang pampolitika (Pamahalaang kolonyal) | Week 4-8 | |
| Third | 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 | 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 | |
| | | | *Napahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol | Week 2 | |

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| | Kolonyalismong Espanyol at ang impluwensya nito sa kasalukuyang panahon. | | *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 | |
| Fourth | Ang mag-aaral ay... naipamamalas ang mapanuring pag-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 | Ang mag-aaral ay... nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginagampanan nito sa pag-usbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon | *Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino | Week 1-2 | |
| | | | *Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan | Week 3-4 | AP5PKB-IVe-3 |
| | | | Natataya ang partisipasyon ng iba't-ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan | Week 5-6 | AP5PKB-IVf-4 |
| | | | * Napahahalagahan ang partisipasyon ng iba't ibang rehiyon at sektor sa pagsulong ng kamalayang pambansa | Week 7-8 | |

Grade Level: Grade 6

Subject: Araling Panlipunan

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|--------------------|
| First | 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 pag-usbong ng nasyonalismong Pilipino | 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 | AP6PMK-Ie-8 |
| | | | *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 | K to 12 CG Code |
|---------|--|---|--|--|---------------------|
| | | | <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 | AP6PMK-Ih-11 |
| Second | Ang mag-aaral ay... 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 | Ang mag-aaral ay... 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 | <p>*Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano</p> <p>*Naipaliliwanag ang mga pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan</p> <p>*Nasusuri ang pamahalaang Komonwelt</p> <p>* Naipapaliwag ang resulta ng pananakop ng mga Amerikano</p> <p>Natatalakay ang mga layunin at mahahalagang pangyayari sa pananakop ng mga Hapones</p> | Week 1 Week 2 Week 3 Week 4 Week 5 | AP6KDP-Ile-5 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado | kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado | Hal: o Pagsiklab ng digmaan o Labanan sa Bataan o Death March o Labanan sa Corregidor | | |
| | | | *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 | |
| Third | 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 nagpunyaging 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 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|---|-----------------------|
| Fourth | 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 | <p>*Nasusuri ang mga suliranin at hamon sa ilalim ng Batas Militar</p> <p>*Natatalakay ang mga pagkilos at pagtugon ng mga Pilipino nagbigay-daan sa pagwawakas ng Batas Militar</p> <ul style="list-style-type: none"> • People Power 1 <p>*Napahalalagahan ang pagtatanggol at pagpapanatili sa karapatang pantao at demokratikong pamamahala</p> <p>*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan</p> <p>*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</p> <p>Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa</p> | <p>Week 1</p> <p>Week 2-3</p> <p>Week 4-5</p> <p>Week 6</p> <p>Week 7-8</p> | <p>AP6TDK-IVe-f-6</p> |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | | | <ul style="list-style-type: none"> • 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) | | |
| | | | *Natatalakay ang mga gampaning ng pamahalaan at mamamayan sa pagkamit ng kaunlaran ng bansa | | |
| | | | *Napahalagahan ang aktibong pakikilahok ng mamamayan sa mga programa ng pamahalaan tungo sa pag-unlad ng bansa | | |

Grade Level: Grade 7

Subject: Araling Panlipunan

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| First | Ang mag-aaral ay... | Ang mag-aaral ay... | Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, | Week 1 | AP7HAS-Ia-1.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|-----------------------|
| | naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano. | malalim na nakapaguugnay-ugnay sa bahaging ginampanan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano | Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya at Hilaga/ Gitnang Asya | | |
| | | | Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano | Week 2 | AP7HAS-Ia-1 |
| | | | Nailalarawan ang mga yamang likas ng Asya | Week 3 | AP7HAS-Ie-1.5 |
| | | | *Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon | Week 4-5 | |
| | | | Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon | Week 6 | AP7HAS-Ig-1.7 |
| | | | *Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang-tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon | Week 7-8 | |
| Second | 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 kabihasnang at mga katangian nito | Week 1 | AP7KSA-IIb-1.3 |
| | | | Napaghahambing ang mga sinaunang kabihasnang sa Asya (Sumer, Indus, Tsina) | Week 2-3 | AP7KSA-IIc-1.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasan sa Asya at sa pagbuo ng pagkakakilanlang Asyano | daan sa paghubog ng sinaunang kabihasan sa Asya at sa pagbuo ng pagkakakilanlang Asyano | *Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya | Week 4 | |
| | | | *Napapahalagahan ang mga kaisipang Asyano na nagbigay-daan sa paghubog ng sinaunang kabihasnang sa Asya at sa pagbuo ng pagkakakilanlang Asyano | Week 5 | |
| | | | *Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasan at ikalabing-anim na siglo | Week 6-7 | |
| | | | Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya | Week 8 | AP7KSA-IIh-1.12 |
| Third | 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 | 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 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | Makabagong Panahon (ika-16 hanggang ika-20 siglo) | | *Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano | Week 4 | |
| | | | *Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista | Week 4 | |
| | | | *Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika | Week 5 | |
| | | | *Napahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya | Week 6 | |
| | | | Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay | Week 6 | AP7TKA-IIIg-1.21 |
| | | | *Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Timog at Kanlurang Asya | Week 7 | |
| | | | Napahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa kulturang Asyano | Week 8 | AP7TKA-IIIj-1.25 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|-----------------|
| Fourth | 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 pandaigdig sa kasaysayan ng mga bansang Asyano | Week 4 | |
| | | | *Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pagusbong 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 | Week 6 | |

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|---------|-------------------|-----------------------|---|----------|------------------------|
| | | | wakas sa imperyalismo sa Silangan at Timog-Silangang Asya | | |
| | | | Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay | Week 6 | AP7KIS-IVh-1.21 |
| | | | *Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Silangan at Timog-Silangang Asya | Week 7 | |
| | | | Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa kulturang Asyano | Week 8 | AP7KIS-IVj-1.26 |

Grade Level: Grade 8

Subject: Araling Panlipunan

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|---------|---|--|--|----------|--------------------|
| First | Ang mag-aaral ay... | Ang mag-aaral ay... | Nasusuri ang katangiang pisikal ng daigdig | Week 1 | AP8HSK-Id-4 |
| | naipamamalas ang pag-unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasan na | nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon | Napahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig) | Week 2-3 | AP8HSK-Ie-5 |
| | | | Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko | Week 4 | AP8HSK-If-6 |

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| | nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon | | Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasan sa daigdig | Week 5 | AP8HSK-Ig-6 |
| | | | <i>*Nasusuri ang mga sinaunang kabihasan ng Egypt, Mesopotamia, India at China batay sa politika, ekonomiya, kultura, relihiyon, paniniwala at lipunan</i> | Week 6-7 | |
| | | | Napahalagahan ang mga kontribusyon ng mga sinaunang kabihasan sa daigdig | Week 8 | AP8HSK-Ij-10 |
| Second | 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 | AP8DKT-Ila-1 |
| | | | Naipapaliwanag ang kontribusyon ng kabihasnang Romano | Week 2 | AP8DKT-Ilc-3 |
| | | | <i>*Nasusuri ang pag-usbong at pag-unlad ng mga klasikong kabihasan 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 | Week 4 | AP8DKT-IIf-8 |

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|---------|---|--|--|----------|----------------------|
| | | | klasiko sa pag-unlad ng pandaigdigang kamalayan | | |
| | | | <p>*Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon</p> <ul style="list-style-type: none"> • Politika (Pyudalismo, Holy Roman Empire) • Ekonomiya (Manoryalismo) <p>Sosyo-kultural (Paglakas ng Simbahang Katoliko, Krusada)</p> | Week 5 | |
| | | | Natataya ang impuwensya ng mga kaisipang lumaganap sa Gitnang Panahon | | AP8DKT-III-13 |
| Third | 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 | 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. | <p><i>*Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance</i></p> | 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 | |

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| | pagbuo ng pandaigdigang kamalayan | | <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. | | AP8PMD-IIIi-10 |
| Fourth | Ang mag-aaral ay... naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikipag- ugnayan at sama-samang pagkilos sa kontemporaryong daigdig tungo sa pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran | Ang mag-aaral ay... aktibong nakikilahok sa mga gawain, programa,proyekto sa antas ng komunidad at bansa na nagsusulong ng rehiyonal at pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran | Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Unang Digmaang Pandaigdig | Week 1-2 | AP8AKD-IVa-1 |
| | | | Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaigdig. | Week 3-4 | AP8AKD-IVb-2 |
| | | | Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran. | Week 5 | AP8AKD-IVh-8 |
| | | | Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan. | Week 6 | AP8AKD-IVi-9 |
| | | | Natataya ang epekto ng mga ideolohiya, ng <i>Cold War</i> at ng Neo-kolonyalismo sa iba't ibang bahagi ng daigdig. | Week 7 | AP8AKD-IVi-10 |
| | | | <i>*Napakahalagahan ang bahaging ginampanan ng mga</i> | Week 8 | |
| | | | | | |

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| | | | pandaigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran. | | |

Grade Level: Grade 9
Subject: Araling Panlipunan

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| First | Ang mag-aaral ay... may pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay | Ang mag-aaral ay... naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay | Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan | Week 1 | AP9MKE-Ia-1 |
| | | | Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at ng lipunan | Week 2-3 | AP9MKE-Ia-2 |
| | | | *Nasusuri ang iba't-ibang sistemang pang-ekonomiya | Week 4 | |
| | | | *Natatalakay ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay | Week 5 | |
| | | | Nasusuri ang mga salik na nakaaapekto sa pagkonsumo. | Week 6-7 | AP9MKE-Ih-16 |
| | | | Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili | Week 8 | AP9MKE-Ih-18 |
| Second | Ang mag-aaral ay... may pag-unawa sa mga pangunahing | Ang mag-aaral ay... kritikal na | *Natatalakay ang konsepto at salik na nakaaapekto sa demand sa pang araw-araw na pamumuhay | Week 1-2 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|---|---|----------|-----------------|
| | kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay- kalakal tungo sa pambansang kaunlaran | nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay- kalakal tungo sa pambansang kaunlaran | *Natatalakay ang konsepto at salik na nakaaapekto sa suplay sa pang araw-araw na pamumuhay | Week 3-4 | |
| | | | *Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan | Week 5 | |
| | | | *Nasusuri ang kahulugan at iba't ibang istraktura ng pamilihan | Week 6-7 | |
| | | | *Napahahalagahan ang bahaging ginagampanan ng pamahalaan sa regulasyon ng mga gawaing pangkabuhayan | Week 8 | |
| Third | 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 | 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 | |

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|---------|--|---|--|----------|----------------------|
| | mamamayan tungo sa pambansang kaunlaran | | *Nasusuri ang layunin at pamamaraan ng patakarang pananalapi | Week 7 | |
| | | | *Napahahalagahan ang pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya | Week 8 | |
| Fourth | Ang mag-aaral ay... may pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng mga hamon at pwersa tungo sa pambansang pagsulong at pag-unlad | Ang mag-aaral ay... aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad | Nasisiyasat ang mga palatandaan ng pambansang kaunlaran | Week 1 | AP9MSP-IVa-2 |
| | | | Natutukoy ang iba't ibang gampanin ng mamamayang Pilipino upang makatulong sa pambansang kaunlaran | Week 2 | AP9MSP-IVb-3 |
| | | | *Nasusuri ang bahaging ginagampanan ng agrikultura, pangngisda, at paggugubat sa ekonomiya | Week 3 | |
| | | | Nasusuri ang mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangngisda, at paggugubat | Week 4 | AP9MSP-IVd-7 |
| | | | Nabibigyang-halaga ang mga patakarang pang- ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangngisda, at paggugubat) | Week 5 | AP9MSP-IVd-8 |
| | | | Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng industriya at mga patakarang | Week 6 | AP9MSP-IVe-11 |

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| | | | pang- ekonomiyang nakatutulong dito | | |
| | | | Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng paglilingkod at mga patakarang pang- ekonomiyang nakatutulong dito | Week 6 | AP9MSP-IVh-17 |
| | | | Nabibigyang-halaga ang mga ang mga gampanin ng impormal na sektor at mga patakarang pang- ekonomiyang nakatutulong dito | Week 7 | AP9MSP-IVh-16 |
| | | | Nasusuri ang pang-ekonomikong ugnayan at patakarang panlabas na nakakatulong sa Pilipinas | Week 8 | |

Grade Level: Grade 10

Subject: Araling Panlipunan

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| First | Ang mag-aaral ay... ay may pag- unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging | 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 | Week 4 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|--|--|----------|-----------------|
| | bahagi ng pagtugon na makapagpapabuti sa pamumuhay ng tao. | | gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran | | |
| | | | *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 | |
| Second | 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 | |
| Third | Ang mag-aaral ay... nakagagawa ng mga malikhaing hakbang na nagsusulong ng | Ang mag-aaral ay... may pag-unawa sa mga epekto ng mga isyu at hamon na may kaugnayan sa kasarian at lipunan | *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 | Week 3-4 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | pagtanggap at paggalang sa iba't ibang kasarian upang maitaguyod ang pagkakapantay-pantay ng tao bilang kasapi ng pamayanan. | upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa kapwa bilang kasapi ng pamayanan. | at diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian , Gay , Bi – sexual , Transgender) | | |
| | | | *Napahahalagahan ang tugon ng pamahalaan at mamamayan Pilipinas sa mga isyu ng karahasan at diskriminasyon | Week 5-6 | |
| | | | Nakagagawa ng hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay-pantay ng tao bilang kasapi ng pamayanan | Week 7-8 | |
| Fourth | Ang mag-aaral ay... ay may pag-unawa sa kahalagahan ng pagkamamamayan at pakikilahok sa mg agawaing pansibiko tungo sa pagkakaroon ng pamayanan at bansang maunlad, mapayapa at may pagkakaisa. | Ang mag-aaral ay... nakagagawa ng pananaliksik tungkol sa kalagayan ng pakikilahok sa mga gawaing pansibiko at politikal ng mga mamamayan sa kanilang pamayanan. | *Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan | Week 1-2 | |
| | | | *Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan | Week 3-4 | |
| | | | *Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at | Week 5-6 | |

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| | | | lipunan | | |
| | | | *Napahahalagahan ang papel ng mamamayan sa pagkakaroon ng isang mabuting pamahalaan | Week 7-8 | |



Department of Education



EDUKASYON SA PAGPAPAKATAO

Grade Level: **Grade 1**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

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| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at sariling kakayahan, pangangalaga sa sariling kalusugan at pagiging mabuting kasapi ng pamilya. | Naipakikita ang kakayahan nang may tiwala sa sarili | 1. Nakikilala ang sariling: 1.1. gusto 1.2. interes 1.3. potensyal 1.4. kahinaan 1.5. damdamin / emosyon | Week 1 | EsP1PKP-Ia-b – 1 |
| | | | 2. Naisasakilos ang sariling kakayahan sa iba't ibang pamamaraan 2.1 pag-awit 2.2 pagsayaw 2.3 pakikipagtalastasan at iba pa | Week 2 | EsP1PKP-Ib-c – 2 |
| | | Naisabubuhay nang may wastong pag-uugali ang iba't ibang paraan ng pangangalaga sa sarili at kalusugan upang mapaunlad ang | 1. Nakapaglalarawan ng iba't ibang gawain na maaaring makasama o makabuti sa kalusugan 1.1 nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan | | |

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| | | anumang kakayahan. | 3.2 nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili | Week 3 | EsP1PKP-Id – 3 |
| | | Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya | 4. Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng 4.1. pagsasama-sama sa pagkain 4.2. pagdarasal 4.3. pamamasyal 4.4. pagkukuwentuhan ng masasayang pangyayari | Week 4 | EsP1PKP-Ig – 6 |
| | | | 5. Nakatutukoy ng mga kilos at gawain na nagpapakita ng | | EsP1PKP-Ii – 8 |

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| | | | 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 | Naisasabuhay ang wastong pakikitungo sa ibang kasapi ng | 6. Nakapagpapakita ng pagmamahal at paggalang sa mga magulang | Week 1 | EsP1P-Ila-b – 1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | pamilya at kapwa tulad ng pagkilos at pagsasalita ng may paggalang at pagsasabi ng katotohanan para sa kabutihan ng nakararami | pamilya at kapwa sa lahat ng pagkakataon. | 7. Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan | Week 2 | EsP1P-IIc-d – 3 |
| Naisasabuhay ang pagiging magalang sa kilos at pananalita | | 8. Nakapagpapakita ng paggalang sa pamilya at sa kapwa sa pamamagitan ng: <ul style="list-style-type: none"> a. pagmamano/paghalik sa nakatatanda b. bilang pagbati c. pakikinig habang may nagsasalita d. pagsagot ng “po” at “opo” e. paggamit ng salitang “pakiusap” at “salamat” | | EsP1P-IIe-f– 4 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|--|---|--|----------|-------------------------|
| | | | | Week 3 | |
| | | Naisasabuhay ang pagiging matapat sa lahat ng pagkakataon | <p>9. Nakapagsasabi ng totoo sa magulang/ nakatatanda at iba pang kasapi ng mag-anak sa lahat ng pagkakataon upang maging maayos ang samahan</p> <p>10.1.kung saan papunta/ nanggaling</p> <p>10.2.kung kumuha ng hindi kanya</p> <p>10.3. mga pangyayari sa paaralan na nagbunga ng hindi pagkakaintindihan</p> <p>9.4. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral</p> | Week 5 | EsP1P-IIg-i- 5 |
| Ikatlong Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagiging masunurin, | Naisasabuhay ang pagiging masunurin at | 10. Nakapagpapakita ng iba't ibang paraan ng pagiging masunurin at magalang tulad ng: | | EsP1PPP-Illa – 1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---|---|--|---|----------------------------|-----------------|
| | pagpapanatili ng kaayusan, kapayapaan at kalinisan sa loob ng tahanan at paaralan | magalang sa tahanan, nakasusunod sa mga alituntunin ng paaaralan at naisasagawa nang may pagpapahalaga ang karapatang tinatamasa | 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 | EsP1PPP-IIIb-c- 2 | |
| 12. Nakasusunod sa utos ng magulang at nakatatanda. Nakapagpapakita ng mga paraan upang makamtam at mapanatili ang kaayusan at | | | Week 3 | EsP1PPP-III d-e – 3 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|----------------------------|
| | | | <p>kapayapaan sa tahanan at paaralan tulad ng:</p> <p>12.1.pagiging masaya para sa tagumpay ng ibang kasapi ng pamilya at ng kamag-aral</p> <p>12.2.pagpaparaya</p> <p>12.3.pagpapakumbaba</p> | | |
| | | | <p>13. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan sa loob ng tahanan at paaralan para sa mabuting kalusugan</p> <p>Hal.</p> <p>Pagtulong sa paglilinis ng tahanan</p> <p>Pagtulong sa paglilinis ng paaralan</p> <p>Pag-iwas sa pagkakat</p> | Week 4 | EsP1PPP-III-f-h – 4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|---|---|----------|-------------------------|
| | | Naisasagawa nang may kusa ang mga kilos at gawain na nagpapanatili ng kalinisan, kaayusan at katahimikan sa loob ng tahanan at paaralan | 14. Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan | Week 5 | EsP1PPP-IIIi – 5 |
| Ikaapat na Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa Diyos, paggalang sa paniniwala ng iba at pagkakaroon ng pag-asa | Naipakikita ang pagmamahal sa magulang at mga nakatatanda, paggalang sa paniniwala ng kapwa at palagiang pagdarasal | 15. Nakasusunod sa utos ng magulang at nakatatanda | Week 1 | EsP1PD-IVa-c– 1 |
| | | | 16. Nakapagpapakita ng paggalang sa paniniwala ng kapwa | Week 2 | EsP1PD-IVd-e – 2 |
| | | | 17. Nakasusunod sa mga gawaing panrelihiyon | | EsP1PD-IVf-g– 3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--------------------------------------|----------|-----------------|
| | | | | Week 3 | |

Grade Level: **Grade 2**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|---|----------|------------------------------|
| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan | Naisasagawang buong husay ang anumang kakayahan o potensyal at napaglalaman ang anumang kahinaan | <p>1. Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan:</p> <p>1.1. pag-awit</p> <p>1.2. pagguhit</p> <p>1.3. pagsayaw</p> <p>1.4. pakikipagtalastasan</p> <p>1.5. at iba pa</p> | Week 1 | EsP2PKP- Ia-b – 2 |
| | | | <p>2. Napahahalagahan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent</p> | Week 2 | EsP2PKP- Ic – 9 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--------------------|--|---|---|----------|---------------------------|
| | | | 3. Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully | Week 3 | EsP2PKP- Ic – 10 |
| | | Naisasagawa nang palagian ang pangangalaga at pag-iingat sa katawan | 4. Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan | Week 4 | EsP2PKP- Id – 11 |
| | | Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan | 5. Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan 5.1. paggising at pagkain sa tamang oras 5.2. pagtapos ng mga gawaing bahay 5.3. paggamit ng mga kagamitan 5.4. at iba pa | Week 5 | EsP2PKP- Id-e – 12 |
| Ikalawang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa | Naisasagawa ang wasto at tapat na pakikitungo at | 6. Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may | | EsP2P- Ila-b – 6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|-------------------------|--|----------|-----------------|
| | damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa | pakikisalamuha sa kapwa | 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 kabuhayan 7.2. pinagmulan 7.3. pagkakaroon ng kapansanan | Week 2 | EsP2P- IIc – 7 |
| | | | 8. Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda | | EsP2P- IId – 8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|---|--|----------|--------------------|
| | | | 9. Nakapagpapakita ng iba't ibang magalang na pagkilos sa kaklase o kapwa bata | Week 3 | EsP2P- IId-9 |
| | | | 10. Nakapagbabahagi ng gamit, talento, kakayahan o anumang bagay sa kapwa | | EsP2P- IIe – 10 |
| | | Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa | 11. Nakapaglalahad na ang paggawa ng mabuti sa kapwa ay pagmamahal sa sarili. | | EsP2P- II f 11 |
| | | | 12. Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan | Week 4 | EsP2P- II g – 12 |
| | | | 13. Nakapagpapakita ng pagmamalasakit sa kasapi ng | Week 5 | EsP2P- II h-i – 13 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|---|--|--|-------------------------|--------------------------|
| | | | 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 | EsP2PPP-IIIa-b- 6 |
| | | | 15. Nakatutukoy ng mga karapatang maaaring ibigay ng pamilya o mga kaanak | Week 2 | EsP2PPP-IIIc- 7 |
| | | | 16. Nakapagpapahayag ng kabutihang dulot ng karapatang tinatamasa | | EsP2PPP-IIIc- 8 |
| | | | 17. Nakapagbabahagi ng pasasalamat sa tinatamasang karapatan sa pamamagitan ng kuwento | EsP2PPP-III d- 9 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|--|---|----------|----------------------------|
| | | Naisasabuhay ang pagsunod sa iba't ibang paraan ng pagpapanatili ng kaayusan at kapayapaan sa pamayanan at bansa | 18. Nakagagamit nang masinop ng anumang bagay tulad ng tubig, pagkain, enerhiya at iba pa | Week 3 | EsP2PPP-III d-e- 10 |
| | | | 19. Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa | Week 4 | EsP2PPP-III f- 11 |
| | | | 20. Nakatutukoy ng iba't ibang paraan upang mapanatili ang kalinisan at kaayusan sa pamayanan hal. - pagsunod sa mga babalang | | EsP2PPP-III g-h- 12 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|---|--|----------|-------------------------|
| | | | pantrapiko - wastong pagtatapon ng basura - pagtanim ng mga halaman sa paligid | Week 5 | |
| | | | 21. Nakapagpapakita ng pagmamahal sa kaayusan at kapayapaan | Week 6 | EsP2PPP-IIIi- 13 |
| Ikaapat na Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa | Naisasabuhay ang pagpapasalamat sa lahat ng | 22. Nakapagpapakita ng ibat-ibang paraan ngpagpapasalamat sa mga biyayang tinanggap, | | EsP2PD-IVa-d- 5 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|--|--|-----------------------------|---------------------------------------|
| | lahat ng likha at mga biyayang tinatanggap mula sa Diyos | biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon | <p>tinatanggap at tatanggapin mula sa Diyos</p> <p>23. Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng:</p> <p>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</p> | <p>Week 1</p> <p>Week 2</p> | <p></p> <p>EsP2PD-IVe-i- 6</p> |

Grade Level: **Grade 3**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|---|---|---|-----------------|-------------------------|
| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga at pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan | Naipakikita ang natatanging kakayahan sa iba't ibang pamamaraan nang may tiwala, katapatan at katatagan ng loob | Nakatutukoy ng natatanging kakayahan Hal. talentong ibinigay ng Diyos | Week 1 | EsP3PKP- Ia – 13 |
| | | | Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili | | EsP3PKP- Ia – 14 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|--|--|----------|-----------------------------|
| | | | Napahahalagahan ang kakayahan sa paggawa | Week 2 | EsP3PKP- Ib 15 |
| | | | Nakatutukoy ng mga damdamin na nagpapamalas ng katatagan ng kalooban | | EsP3PKP- Ic – 16 |
| | | Naisasabuhay ang iba't ibang patunay ng pangangalaga at pag-iingat sa sarili | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga ng sariling kalusugan at kaligtasan. | | EsP3PKP- Ie – 18 |
| | | Naipakikita ang katapatan, pakikiisa at pagsunod sa mga | Nakasusunod sa mga pamantayan/tuntunin ng mag-anak | | EsP3PKP- Ii – 22 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--------------------|--|---|---|----------|--------------------------|
| | | tuntunin o anumang kasunduang itinakda ng mag-anak na may kinalaman sa kalusugan at kaligtasan tungo sa kabutihan ng lahat | | Week 3 | |
| Ikalawang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwatao | <p>Naisasabuhay nang palagian ang mga makabuluhang gawain tungo sa kabutihan ng kapwa</p> <ol style="list-style-type: none"> 1. pagmamalasakit sa kapwa 2. pagiging matapat sa kapwa 3. pantay-pantay na pagtingin | <p>Nakapagpapadama ng malasakit sa kapwa na may karamdaman sa pamamagitan ng mga simpleng gawain</p> <ol style="list-style-type: none"> 1.1.pagtulong at pag-aalaga 1.2.pagdalaw, pag-aliw at pagdadala ng pagkain o anumang bagay na kailangan | Week 1 | EsP3P- Ila-b – 14 |
| | | | <p>Nakapagpapakita ng malasakit sa may mga kapansanan sa pamamagitan ng:</p> <ol style="list-style-type: none"> 2.1.pagbibigay ng | | EsP3P- IIC-e – 15 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|---|
| | | | <p>simpleng tulong sa kanilang pangangailangan</p> <p>2.2.pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba pang programang pampaaralan</p> <p>2.3 pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro at iba pang paligsahan sa pamayanan</p> | Week 2 | |
| | | | <p>Naisasaalang-alang ang katayuan/ kalagayan/ pangkat etnikong kinabibilangan ng kapwa bata sa pamamagitan ng pagbabahagi ng</p> | Week 3 | <p>EsP3P- IIf-g -16</p> |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|---|---|---|----------|-----------------------------|
| | | | pagkain, laruan, damit, gamit at iba pa | | |
| | | | Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. paglalaro programa sa paaralan (paligsahan, pagdiriwang at iba pa) | Week 4 | EsP3P- IIh-i – 17 |
| Ikatlong Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pananatili ng mga natatanging kaugaliang Pilipino kaalinsabay ng pagsunod sa mga tuntunin at batas na may kaugnayan sa | Naipagmamalaki ang mga magagandang kaugaliang Pilipino sa iba't ibang pagkakataon | Nakapagpapakita ng mga kaugaliang Pilipino tulad ng: pagmamano paggamit ng "po" at "opo" pagsunod sa tamang tagubilin ng mga nakatatanda | Week 1 | EsP3PPP- IIIa-b – 14 |
| | | | | | EsP3PPP- IIIc-d– 15 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--|------------------------|---|--|----------|-----------------|
| | kalikasan at pamayanan | | 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 | EsP3PPP-IIIe-g – 16 | | |
| | | Nakasusunod sa mga tuntuning may kinalaman sa | EsP3PPP-IIIh – 17 | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|---|---|----------|---------------------------|
| | | | 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 | EsP3PPP- IIIi – 18 |
| Ikaapat na Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos, paggalang sa sariling paniniwala at paniniwala sa | 1. Naisabubuhay ang paggalang sa paniniwala ng iba tungkol sa Diyos | Nakapagpapakita ng pananalig sa Diyos | Week 1 | EsP3PD- IVa– 7 |
| | | | | | EsP3PD- IVb–8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|--|--|----------|-----------------|
| | iba hinggil sa Diyos, pagkakaroon ng pag-asa at pagmamahal bilang isang nilikha | 2. Naipakikita ang pagmamahal sa Diyos at sa lahat ng Kanyang nilikha kaakibat ang pag-asa | Nakapagpapakita ng paggalang sa paniniwala ng iba tungkol sa Diyos | Week 2 | |

Grade Level: **Grade 4**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|--------------------------------------|----------|-------------------------------|
| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng katatagan ng loob, mapanuring pag- | Naisasagawa nang may mapanuring pag-iisip ang tamang pamamaraan/ pamantayan sa | | | EsP4PKP- la-b – 23 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|---------------------------|--|----------|--------------------------|
| | iisip, pagkamatiyaga, pagkamapagtiis, pagkabukas-isip, pagkamahinahon at pagmamahal sa katotohanan na magpapalaya sa anumang alalahanin sa buhay ng tao bilang kasapi ng pamilya | 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 2.4 pagsangguni sa taong kinaukulan | Week 2 | EsP4PKP-Ic-d – 24 |
| | | | 3. Nakapagninilay ng katotohanan BATAY sa mga NAKALAP NA IMPORMASYON: 3.1. balitang napakinggan 3.2. patalastas na nabasa/narinig | | EsP4PKP-Ie-g - 25 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--------------------|--|--|---|----------|--------------------------|
| | | | <p>3.3. napanood na programang pantelebisyon</p> <p>3.4. nababasa sa internet at mga social networking sites</p> | Week 3 | |
| | | | 4. Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan | Week 4 | EsP4PKP-Ih-i - 26 |
| Ikalawang Markahan | Naipamamalas ang pag-unawa na hindi naghihintay ng anumang kapalit ang paggawa ng mabuti | Naisasagawa nang mapanuri ang tunay na kahulugan ng pakikipagkapwa | <p>5. Nakapagpapakita ng pagkamahinahon sa damdamin at kilos ng kapwa tulad ng:</p> <p>5.1. pagtanggap ng sariling pagkakamali at pagtutuwid nang bukal sa loob</p> <p>5.2. pagtanggap ng puna ng kapwa nang maluwag sa kalooban</p> <p>5.3. pagpili ng mga salitang dinakakasakit ng damdamin sa pagbibiro</p> | Week 1 | EsP4P-Ila-c-18 |
| | | | 6. Nakapagbabahagi ng sariling karanasan o makabuluhang | | EsP4P-IId-19 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|---|---|----------|------------------------|
| | | | 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 | EsP4P-IIe- 20 |
| | | Naisasagawa ang paggalang sa karapatan ng kapwa | 8. Nakapagpapakita ng paggalang sa iba sa mga sumusunod na sitwasyon: 8.1. oras ng pamamahinga 8.2. kapag may nag-aaral 8.3. kapag mayroong maysakit 8.4. pakikinig kapag may nagsasalita/ nagpapaliwanag 8.5. paggamit ng pasilidad ng paaralan nang may pag-aalala sa kapakanan ng kapwa 8.5.1. palikuran | Week 3 | EsP4P-IIf-i- 21 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|--|--|---|----------|--------------------------|
| | | | <p>8.5.2. silid-aklatan</p> <p>8.5.3. palaruan</p> <p>8.6. pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapwatao</p> | | |
| Ikatlong Markahan | Naipamamalas ang pag-unawa sa pagmamahal sa bansa sa pamamagitan ng pagpapahalaga sa kultura | Naisasabuhay ang mga gawaing nagpapakita ng pagpapahalaga sa kultura | 9. Nakapagpapakita ng kawilihan sa pakikinig o pagbabasa ng mga pamanang kulturang materyal (hal. kuwentong bayan, alamat, mga epiko) at di-materyal (hal. mga magagandang kaugalian, pagpapahalaga sa nakatatanda at iba pa) | Week 1 | EsP4PPP-IIIa-b-19 |
| | | | 10. Naipagmamalaki/napahahalagahan ang nasuring kultura ng iba't ibang | | EsP4PPP-IIIc-d-20 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|--|---|----------|--------------------------|
| | | | pangkat etniko tulad ng kuwentong-bayan, katutubong sayaw, awit, laro at iba pa | | |
| | Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling disiplina para sa bansa tungo sa pandaigdigang pagkakaisa | Naisasabuhay ang patuloy na pagninilay para makapagpasya nang wasto tungkol sa epekto ng tulong-tulong na pangangalaga ng kapaligiran para sa kaligtasan ng bansa at daigdig | 11. Nakasusunod sa mga batas/panuntunang pinaiiral tungkol sa pangangalaga ng kapaligiran kahit walang nakakakita | Week 2 | EsP4PPP-IIIe-f-21 |
| | | | 12. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan ng kapaligiran saanman sa pamamagitan ng: <ul style="list-style-type: none"> 12.1. segregasyon o pagtapon ng mga basurang nabubulok at dinabubulok sa tamang lagayan 12.2. pag-iwas sa pagsunog ng anumang bagay 12.3. pagsasagawa ng muling paggamit ng mga patapong bagay (Recycling) | Week 3 | EsP4PPP-IIIg-i-22 |
| Ikaapat na Markahan | Nauunawaan at naipakikita ang | Naisasabuhay ang pananalig sa | 13. Napahalalagahan ang lahat ng mga likha: may buhay at mga materyal na bagay | | EsP4PD-IVa-c-10 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---|---|--|--|------------------------|-----------------|
| | pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha | Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha | 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: 13.2.1. pagkalinga sa mga hayop na ligaw at endangered | | | Week 2 | EsP4PD-IVd-11 | |
| 13.3. Halaman : pangangalaga sa mga halaman gaya ng : 13.3.1. pag-aayos ng mga nabuwal na halaman 13.3.2. paglalagay ng mga lupa sa paso 13.3.3. pagbubungkal ng tanim na halaman sa paligid | | | | EsP4PD-IVe-g-12 | |
| 13.4. Mga Materyal na Kagamitan: 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao | | | Week 3 | EsP4PD-IVh-i-13 | |

Grade Level: **Grade 5**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|---|----------|--------------------------|
| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang gawain na may kinalaman sa sarili at sa pamilyang kinabibilangan | Nakagagawa ng tamang pasya ayon sa dikta ng isip at loobin sa kung ano ang dapat at di-dapat | 1. Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga: <ul style="list-style-type: none"> 1.1. balitang napakinggan 1.2. patalastas na nabasa/narinig 1.3. napanood na programang pantelebisyon 1.4. nabasa sa internet | Week 1 | EsP5PKP – Ia- 27 |
| | | | 2. Nakasusuri ng mabuti at di-mabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin, napapakinggan at napapanood <ul style="list-style-type: none"> 2.1. dyaryo 2.2. magasin 2.3. radyo 2.4. telebisyon | Week 2 | EsP5PKP – Ib - 28 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|--|---|----------|--------------------------------|
| | | | 2.5. pelikula 2.6. Internet | | |
| | | Naisasabuhay ang pagkakaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain. | 3. Nakapagpapakita ng kawilihan at positibong saloobin sa pag-aaral 3.1. pakikinig 3.2. pakikilahok sa pangkatang gawain 3.3. pakikipagtalakayan 3.4. pagtatanong 3.5. paggawa ng proyekto (gamit ang anumang technology tools) 3.6. paggawa ng takdang-aralin 3.7. pagtuturo sa iba | Week 3 | EsP5PKP – Ic-d - 29 |
| | | | 4. Nakapagpapakita ng matapat na paggawa sa mga proyektong pampaaralan | Week 4 | EsP5PKP – Ie - 30 |
| | | | 5. Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain | | EsP5PKP – If - 32 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--------------------|---|---|--|----------|--------------------------|
| | | | 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 | EsP5PKP – Ig - 34 |
| | | Naisasagawa ang mga kilos,gawain at pahayag na may kabutihan at katotohanan | 7. Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 7.1. pagkuha ng pag-aari ng iba 7.2. pangongopya sa oras ng pagsusulit 7.3. pagsisinungaling sa sinumang miyembro ng pamilya, at iba pa | | EsP5PKP – Ih - 35 |
| Ikalawang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwatao at pagganap ng mga inaasahang hakbang, pahayag | Naisasagawa ang inaasahang hakbang, kilos at pahayag na may paggalang at pagmamalasakit para sa kapakanan | 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, | Week 1 | EsP5P – Ila –22 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|----------------------------------|--|----------|--------------------|
| | at kilos para sa kapakanan at ng pamilya at kapwa | at kabutihan ng pamilya at kapwa | baha, sunog, lindol, at iba pa | | |
| | | | Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan / kinukutya / binubully) | Week 2 | EsP5P – I1b – 23 |
| | | | Nakapagpapakita ng paggalang sa mga dayuhan sa pamamagitan ng: 3.1. mabuting pagtanggap/pagtrato sa mga katutubo at mga dayuhan 3.2. paggalang sa natatanging kaugalian/paniniwala ng mga katutubo at dayuhang kakaiba sa kinagisnan | | EsP5P – I1c – 24 |
| | | | Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion | Week 3 | EsP5P – I1d-e – 25 |
| | | | Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa | | EsP5P – I1f – 26 |
| | | | Nakapagsasaalang-alang ng karapatan ng iba | Week 4 | EsP5P – I1g – 27 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|---|---|--|----------|----------------------------|
| | | | Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan | | EsP5P – IIh – 28 |
| | | | Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto gamit ang anumang teknolohiya sa paaralan | Week 5 | EsP5P – III – 29 |
| Ikatlong Markahan | Naipamamalas ang pag-unawa sa kahalagahan nang pagpapakita ng mga natatanging kaugaliang Pilipino, pagkakaroon ng disiplina para sa kabutihan ng lahat, komitment at pagkakaisa bilang tagapangalaga ng kapaligiran | Naisasagawa nang may disiplina sa sarili at pakikiisa sa anumang alituntuntunin at batas na may kinalaman sa bansa at global na kapakanan | Nakapagpapakita ng mga kanais-nais na kaugaliang Pilipino 1.1. nakikisama sa kapwa Pilipino 1.2. tumutulong/lumalahok sa bayanihan at palusong 1.3. magiliw na pagtanggap ng mga panauhin | Week 1 | EsP5PPP – IIIa – 23 |
| | | | Nakapagpapakamalas ng pagkamalikhain sa pagbuo ng mga sayaw, awit at sining gamit ang anumang multimedia o teknolohiya | Week 2 | EsP5PPP – IIIb – 24 |
| | | | Napananatili ang pagkamabuting mamamayang Pilipino sa pamamagitan ng pakikilahok | | EsP5PPP – IIIb – 25 |
| | | | Nakasusunod ng may masusi at matalinong pagpapasiya para sa | Week 3 | EsP5PPP – IIIc – 26 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|--|--|----------|-----------------------------|
| | | | 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 | | |
| | | Naisasabuhay ang pagkakaisa at komitment bilang responsableng tagapangalaga ng kapaligiran | Nakapagpapakita ng magagandang halimbawa ng pagiging responsableng tagapangalaga ng kapaligiran 5.1. pagiging mapanagutan 5.2. pagmamalasakit sa kapaligiran sa pamamagitan ng pakikiisa sa mga programang pangkapaligiran | Week 4 | EsP5PPP – III d – 27 |
| | Napatutunayan na di-nakukuha sa kasakiman ang pangangailangan 6.1. pagiging vigilant sa mga illegal na gawaing nakasisira sa kapaligiran | | EsP5PPP – III e – 28 | | |
| | | | Nakikiisa nang may kasiyahan sa mga programa ng pamahalaan na may kaugnayan sa pagpapanatili ng kapayapaan 7.1. paggalang sa karapatang | Week 5 | EsP5PPP – III f – 29 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|--|--|----------|-----------------------------|
| | | | <p>pantao</p> <p>7.2. paggalang sa opinyon ng iba</p> <p>7.3. paggalang sa ideya ng iba</p> | | |
| | | | <p>Nakalalahok sa pangangampanya sa pagpapatupad ng mga batas para sa kabutihan ng lahat</p> <p>8.1. pangkalinisan</p> <p>8.2. pangkaligtasan</p> <p>8.3. pangkalusugan</p> <p>8.4. pangkapayapaan</p> <p>8.5. pangkalikasan</p> | Week 6 | EsP5PPP – IIIg – 30 |
| | | | <p>Nakagagawa ng isang proyekto gamit ang iba't ibang multimedia at technology tools sa pagpapatupad ng mga batas sa kalinisan, kaligtasan, kalusugan at kapayapaan</p> | Week 7 | EsP5PPP – IIIg-h– 31 |
| | | | <p>Nakikiisa nang buong tapat sa mga gawaing nakatutulong sa bansa at daigdig</p> | | EsP5PPP – IIIh – 32 |
| Ikaapat na Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng | Naisasabuhay ang tunay na pasasalamat sa | <p>1. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng:</p> <p>1.1. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan</p> | Week 1 | EsP5PD - IVa-d – 14 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|----------------------------|
| | pananalig sa Diyos na nagbigay ng buhay | Diyos na nagkaloob ng buhay Hal. - palagiang paggawa ng mabuti sa lahat | 1.2. pakikiisa sa pagdarasal para sa kabutihan ng lahat 1.3. pagkalinga at pagtulong sa kapwa | | |
| | | | 2. Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos | Week 2 | EsP5PD - IVe-i – 15 |

Grade Level: **Grade 6**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|--------------------|--|---|---|----------|-------------------|
| Unang Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat | Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat | 1. Nakapagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari | Week 1 | EsP6PKP- Ia-i- 37 |
| | | | 2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito | Week 2 | EsP6PKP- Ia-i- 37 |
| | | | 3. Nakagagamit ng impormasyon (wasto / tamang impormasyon) | | EsP6PKP- Ia-i- 37 |
| Ikalawang Markahan | Naipamamalas ang pag-unawa sa kahalagan ng pakikipagkapwatao 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; | Week 1 | EsP6P- Ila-c- 30 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------|---|---|--|----------|---------------------------|
| | | | 4.3 pagiging matapat | | |
| | | | 5. Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa | Week 2 | EsP6P- IId-i-31 |
| Ikatlong Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa bansa at pandaigdigang pagkakaisa tungo sa isang maunlad, mapayapa at mapagkalingang pamayanan | Naipakikita ang tunay na paghanga at pagmamalaki sa mga sakripisyong ginawa ng mga Pilipino | 6. Napahahalagahan ang magaling at matagumpay na mga Pilipino sa pamamagitan ng: 6.1 pagmomodelo ng kanilang pagtatagumpay; 6.2 kuwento ng kanilang pagsasakripisyo at pagbibigay ng sarili para sa bayan; 6.3 pagtulad sa mga mabubuting katangian na naging susi sa pagtatagumpay ng mga Pilipino | Week 1 | EsP6PPP- IIIc-d-35 |
| | | Naipakikita ang wastong pangangalaga | 7. Nakagagamit nang may pagpapahalaga at | Week 2 | EsP6PPP- IIIe-36 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|--|--|----------|---------------------------|
| | | sa kapaligiran para sa kasalukuyan at susunod na henerasyon | pananagutan sa kabuhayan at pinagkukunang-yaman | | |
| | | | 8. Nakapagpapakita ng tapat na pagsunod sa mga batas pambansa at pandaigdigan tungkol sa pangangalaga sa kapaligiran | Week 3 | EsP6PPP-III f-37 |
| | | | 9. Naipagmamalaki ang anumang natapos na gawain na nakasusunod sa pamantayan at kalidad | Week 4 | EsP6PPP-III g-38 |
| | | 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 | EsP6PPP-III h-39 |
| | | Naisasagawa ang mga gawain na may kaugnayan sa kapayapaan at kaayusan | 11. Naisasakilos ang pagtupad sa mga batas pambansa at pandaigdigan: | Week 6 | EsP6PPP-III h-i-40 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------------------|--|--|--|----------|-----------------|
| | | tungo sa pandaigdigang pagkakaisa | <p>11.1 pagtupad sa mga batas para sa kaligtasan sa daan; pangkalusugan; pangkapaligiran; pag-abuso sa paggamit ng ipinagbabawal na gamot;</p> <p>11.2 lumalahok sa mga kampanya at programa para sa pagpapatupad ng batas tulad ng pagbabawal sa paninigarilyo, pananakit sa hayop, at iba pa;</p> <p>11.3 tumutulong sa makakayanang paraan ng pagpapanatili ng kapayapaan</p> | | |
| Ikaapat na Markahan | Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling | 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 | Week 1-2 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|-----------------------|---|----------|-----------------|
| | kapayapaan (inner peace) para sa pakikitungo sa iba | | ng positibong pananaw, pag-asa, at pagmamahal sa kapwa at Diyos | | |

Grade Level: **Grade 7**

Subject: **Edukasyon sa Pagpapakatao (EsP)**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|----------|---|--|---|---------------|----------------------|
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa mga inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata, talento at kakayahan, hilig, at | Naisasagawa ng mag-aaral ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos ¹ (developmental tasks) sa panahon ng | Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan sa aspetong: a. Pagtatamo ng bago at ganap | Week 1 | EsP7PS-Ia-1.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|---------|---|----------------------------|--|----------|--------------|
| | mga tungkulin sa panahon ng pagdadalaga/pagbibinata | pagdadalaga / pagbibinata. | <p>na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan)</p> <p>b. Pagtanggap ng papel o gampanin sa lipunan</p> <p>c. Pagtanggap sa mga pagbabago sa katawan at paglalapat ng tamang pamamahala sa mga ito</p> <p>d. Pagnanais at pagtatamo ng mapanagutang asal sa</p> | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|---------|-------------------|-----------------------|--|---------------|----------------------|
| | | | <p>pakikipagkapwa / sa lipunan</p> <p>e. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasya</p> <p>f. Pagkilala ng tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata</p> | | |
| 1 | | | Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata | | EsP7PS-Ia-1.2 |
| | | | NaipaliLiwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng | Week 2 | EsP7PS-Ib-1.3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|---------|-------------------|-----------------------|---|----------|--------------|
| | | | <p>pagdadalaga / pagbibinata ay nakatutulong sa:</p> <ul style="list-style-type: none"> a. pagkakaroon ng tiwala sa sarili, at 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 | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|----------|---|--|---|---------------|--|
| | | | pag-unawa ng kabataan sa kanyang mga tungkulin sa sarili, bilang anak, kapatid, mag-aaral, mamamayan, mananampalataya, kosyumer ng media at bilang tagapangalaga ng kalikasan ay isang paraan upang maging mapanagutan bilang paghahanda sa susunod na yugto ng buhay | | |
| 1 | | | 1.4. Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata | | EsP7PS-Ib-1.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa talento at kakayahan | Naisasagawa ng mag-aaral ang mga gawaing angkop sa pagpapaunlad ng kanyang mga talento | Natutukoy ang kanyang mga talento at kakayahan Natutukoy ang mga aspekto ng sarili kung saan kulang siya ng tiwala sa | Week 3 | EsP7PS-Ic-2.1 EsP7PS-Ic-2.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|----------|--|---|--|---------------|----------------------|
| | | at kakayahan | 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 | EsP7PS-Id-2.3 |
| | | | Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan | | EsP7PS-Id-2.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa mga hilig | Naisasagawa ng mag-aaral ang mga gawaing angkop para sa pagpapaunlad ng | Natutukoy ang kaugnayan ng pagpapaunlad ng mga hilig sa pagpili ng kursong akademiko o teknikal-bokasyonal, negosyo o | Week 5 | EsP7PS-le-3.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|---------|--|---|--|----------|----------------|
| 1 | | kanyang mga hilig | hanapbuhay | Week 6 | |
| | | | Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito | | EsP7PS-Ie-3.2 |
| | | | NaipaliLiwanag na ang pagpapaunlad ng mga hilig ay makatutulong sa pagtupad ng mga tungkulin, paghahanda tungo sa pagpili ng propesyon, kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay, pagtulong sa kapwa at paglilingkod sa pamayanan | | EsP7PS-If-3.3 |
| | | | Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig | | EsP7PS-If-3.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa isip at kilos-loob. | Nakagagawa ng angkop na pagpapasiya tungo sa katotohanan at | Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob | Week 1 | EsP7PS-IIa-5.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|----------|--|--|--|---------------|-----------------------|
| | | kabutihan gamit ang isip at kilos-loob | Nasusuri ang isang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob | | EsP7PS-IIa-5.2 |
| | | | NaipaliLiwanag na ang isip at kilos-loob ang nagpapabukod-tangi sa tao, kaya ang kanyang mga pagpapasiya ay dapat patungo sa katotohanan at kabutihan | Week 2 | EsP7PS-IIb-5.3 |
| | | | Naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob | | EsP7PS-IIb-5.4 |
| 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 | Nakikilala na natatangi sa tao ang Likas na Batas Moral dahil ang pagtungo sa kabutihan ay may kamalayan at kalayaan. Ang unang prinsipyo nito ay likas sa tao na dapat gawin ang mabuti at iwasan ang masama. | Week 3 | EsP7PS-IIc-6.1 |

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|----------|-------------------|--|--|---------------|-----------------------|
| | | tamang konsiyensiya. | Nailalapat ang wastong paraan upang baguhin ang mga pasya at kilos na taliwas sa unang prinsipyo ng Likas na Batas Moral | | EsP7PS-I1c-6.2 |
| | | | Nahihinuha na nalalaman agad ng tao ang mabuti at masama sa kongkretong sitwasyon batay sa sinasabi ng konsiyensiya. Ito ang Likas na Batas Moral na itinanim ng Diyos sa isip at puso ng tao. | Week 4 | EsP7PS-I1d-6.3 |
| | | | Nakabubuo ng tamang pangangatwiran batay sa Likas na Batas Moral upang magkaroon ng angkop na pagpapasiya at kilos araw-araw | | EsP7PS-I1d-6.4 |
| 2 | Naipamamalas ng | Naisasagawa ng mag-aaral ang pagbuo ng mga hakbang upang baguhin o paunlarin | Nakikilala ang mga indikasyon / palatandaan ng pagkakaroon o kawalan ng kalayaan | Week 5 | EsP7PT-I1e-7.1 |

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|---------|---|--|---|----------|----------------|
| | mag-aaral ang pag-unawa sa kalayaan. | ang kaniyang paggamit ng kalayaan. | Nasusuri kung nakikita sa mga gawi ng kabataan ang kalayaan | Week 6 | EsP7PT-Ile-7.2 |
| | | | Nahihinuha na likas sa tao ang malayang pagpili sa mabuti o sa masama; ngunit ang kalayaan ay may kakambal na pananagutan para sa kabutihan | | EsP7PT-Ilf-7.3 |
| | | | Naisasagawa ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan | | EsP7PT-Ilf-7.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa dignidad ng tao. | Naisasagawa ng mag-aaral ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapuspalad o higit na nangangailangan. | Nakikilala na may dignidad ang bawat tao anoman ang kanyang kalagayang panlipunan, kulay, lahi, edukasyon, relihiyon at iba pa | Week 7 | EsP7PT-Ilg-8.1 |
| | | | Nakabubuo ng mga paraan upang mahalín ang sarili at kapwa na may | | EsP7PT-Ilg-8.2 |

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|---------|-------------------|-----------------------|--|---------------|-----------------------|
| | | | pagpapahalaga sa dignidad ng tao | | |
| | | | <p>Napatutunayan na ang</p> <ul style="list-style-type: none"> a. paggalang sa dignidad ng tao ay ang nagsisilbing daan upang mahalin ang kapwa tulad ng pagmamahal sa sarili at b. ang paggalang sa dignidad ng tao ay nagmumula sa pagiging pantay at magkapareho nilang tao | Week 8 | EsP7PT-IIh-8.3 |
| | | | Naisasagawa ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan kaysa sa kanila | | EsP7PT-IIh-8.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
|----------|--|--|---|---------------|------------------------|
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa pagpapahalaga at birtud | Naisasagawa ng mag-aaral ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/nagbibinata | Nakikilala ang pagkakaiba at pagkakaugnay ng birtud at pagpapahalaga | Week 1 | EsP7PB-IIIa-9.1 |
| | | | Natutukoy <ul style="list-style-type: none"> a. ang mga birtud at pagpapahalaga na isasabuhay at b. ang mga tiyak na kilos na ilalapat sa pagsasabuhay ng mga ito | | EsP7PB-IIIa-9.2 |
| | | | Napatutunayan na ang paulit-ulit na pagsasabuhay ng mga mabuting gawi batay sa mga moral na pagpapahalaga ay patungo sa paghubog ng mga birtud (acquired virtues) | Week 2 | EsP7PB-IIIb-9.3 |
| | | | Naisasagawa ang pagsasabuhay ng mga pagpapahalaga at birtud | | EsP7PB-IIIb-9.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
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| | | | 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 | EsP7PB-IIIc-10.1 |
| | | | Nakagagawa ng hagdan ng sariling pagpapahalaga batay sa Hirarkiya ng mga Pagpapahalaga ni Max Scheler | | EsP7PB-IIIc-10.2 |
| | | | Napatutunayang ang piniling uri ng pagpapahalaga batay sa hirarkiya ng mga pagpapahalaga ay gabay sa makatotohanang pag-unlad ng ating pagkatao | Week 4 | EsP7PB-IIIId-10.3 |
| | | | Naisasagawa ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga | | EsP7PB-IIIId-10.4 |

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| 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. | <p>Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay, sa mga aspetong:</p> <ul style="list-style-type: none"> a. personal na salik na kailangang paunlarin kaugnay ng pagpapalano ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay b. pagkilala sa mga <ul style="list-style-type: none"> (a) mga kahalagahan ng pag-aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at ang (b) mga hakbang sa paggawa ng Career Plan | Week 5 | EsP7PB-IVa-13.1 |

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|---------|-------------------|-----------------------|---|----------|-------------------------------|
| | | | <p>Nakapagtatakda ng malinaw at makatotohanang mithiin upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap, maging ang pagsaalang-alang sa mga:</p> <ul style="list-style-type: none"> 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 | | <p>EsP7PB-IVa-13.2</p> |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 Code |
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| | | | teknikal- bokasyonal, negosyo o hanapbuhay | | |
| | | | Naipaliliwanag na mahalaga ang <ul style="list-style-type: none"> 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 kursong akademiko o teknikal- | Week 6 | EsP7PB-IVb-13.3 |

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|---------|-------------------|-----------------------|--|----------|------------------------|
| | | | <p>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 | | EsP7PB-IVb-13.4 |

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|----------|---|--|--|---------------|------------------------|
| | | | 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 | EsP7PB-IVc-14.1 |
| | | | Nasusuri ang ginawang Personal na Pahayag ng Misyon sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya | | EsP7PB-IVc-14.2 |
| | | | Nahihinuha na ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay ay gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at | Week 2 | EsP7PB-IVd-14.3 |

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| | | | matupad ang mga pangarap | | |
| | | | Naisasagawa ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay batay sa mga hakbang sa mabuting pagpapasiya | | EsP7PB-IVd-14.4 |

Grade Level: Grade 8

Subject: Edukasyon sa Pagpapakatao

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|---------|--|--|--|----------|-----------------|
| 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. | 1.1 Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong impluwensya sa sarili | Week 1 | EsP8PBla-1.1 |
| | | | 1.2 Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, naobserbahan o napanood | | EsP8PBla-1.2 |
| | | | 1.3 Napatutunayan kung bakit ang pamilya ay natural na institusyon ng pagmamahalan at pagtutulungan na nakatutulong sa pagpapaunlad ng sarili tungo sa makabuluhang pakikipagkapwa | Week 2 | EsP8PBib-1.3 |

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|---------|---|--|--|----------|-----------------|
| | | | 1.4 Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya | | EsP8PB1b-1.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya. | Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya | a. Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya | Week 3 | EsP8PB1c-2.1 |
| | | | b. Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya | | EsP8PB1c-2.2 |
| | | | 2.3 Naipaliliwanag na: a. Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa pagpapasya | Week 4 | EsP8PB1d-2.3 |

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| | | | <p>at hubugin sa pananampalataya.</p> <p>b. Ang karapatan at tungkulin ng mga magulang na magbigay ng edukasyon ang bukod-tangi at pinakamahalagang gampanin ng mga magulang.</p> | | |
| | | | <p>c. Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya</p> | | EsP8PBId-2.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng komunikasyon sa pamilya. | Naisasagawa ng mag-aaral ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya | 3.1 Natutukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon | Week 5 | EsP8PBle-3.1 |

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| | | | 3.2 Nabibigyang-puna ang uri ng komunikasyon na umiiralsa isang pamilyang nakasama, naobserbahan o napanood | | EsP8PBle-3.2 |
| | | | 3.3. Nahihinuha na: <ul style="list-style-type: none"> a. Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa. b. Ang pag-unawa at pagiging sensitibo sa pasalita, di-pasalita at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa. c. Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos | Week 6 | EsP8PBIf-3.3 |

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| | | | na pakikipag-ugnayan sa kapwa. | | |
| | | | 3.4 Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya | | EsP8PBIf-3.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa papel ng pamilya sa pamayanan. | Naisasagawa ng mag-aaral ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya. | 4.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya na nagpapakita ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampulitikal) | Week 7 | EsP8PBIg-4.1 |
| | | | 4.2. Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito | | EsP8PBIg-4.2 |
| | | | 4.3. Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay | Week 8 | EsP8PBIf-4.3 |

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| | | | sa mga batas at institusyong panlipunan (papel na pampolitikal) | | |
| | | | 4.4. Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya | | EsP8PB1h-4.4 |
| 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 | EsP8PIIa-5.1 |
| | | | Nasusuri ang mga impluwensya ng kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal | | EsP8PIIa-5.2 |
| | | | Nahihinuha na: <ul style="list-style-type: none"> a. Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspektong intelektwal, | Week 2 | EsP8PIIb-5.3 |

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|---------|-------------------|-----------------------|---|----------|----------------------------|
| | | | <p>panlipunan, pangkabuhayan, at politikal.</p> <p>b. Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa .</p> <p>b. Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na indikasyon ng pagmamahal.</p> | | |
| | | | <p>Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa</p> | | <p>EsP8PIIb-5.4</p> |

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| | | | aspektong 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). | 6.1 Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito | Week 3 | EsP8PIIc-6.1 |
| | | | 6.2. Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng pakikipagkaibigan ayon kay Aristotle | | EsP8PIIc-6.2 |
| | | | 6.3 Nahihinuha na: <ul style="list-style-type: none"> a. Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan. b. Maraming kabutihang naidudulot ang | Week 4 | EsP8PIId-6.3 |

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| | | | <p>pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan</p> <p>.</p> <p>c. Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad ng pakikipagkapwa.</p> | | |
| | | | <p>Naisasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)</p> | | <p>EsP8PIId-6.4</p> |

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|---------|---|---|--|--|-----------------|
| 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 | EsP8PIIe-7.1 |
| | | | Nasusuri kung paano naiimpluwensyahan ng isang emosyon ang pagpapasiya sa isang sitwasyon na may krisis, suliranin o pagkalito | | EsP8PIIe-7.2 |
| | | | | Napangangatwiran na: <ul style="list-style-type: none"> a. Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa pagpapaunlad ng sarili at pakikipagkapwa. b. Ang katatagan (fortitude) at kahinahunan (prudence) ay nakatutulong upang harapin ang | Week 6 |

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|---------|---|---|---|----------|-----------------|
| | | | matinding pagkamuhi, matinding kalungkutan, takot at galit. | | |
| | | | Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon | | EsP8PIIf-7.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pagiging mapanagutang lider at tagasunod | Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod. | Natutukoy ang kahalagahan ng pagiging mapanagutang lider at tagasunod | Week 7 | EsP8PIIg-8.1 |
| | | | Nasusuri ang katangian ng mapanagutang lider at tagasunod na nakasama, naobserbahan o napanood | | EsP8PIIg-8.2 |
| | | | Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lider at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapwa at makabuluhang buhay sa lipunan | Week 8 | EsP8PIIh-8.3 |
| | | | Naisasagawa ang mga angkop na kilos | | EsP8PIIh-8.4 |

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| | | | 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-loobng kapwa at mga paraan ng pagpapakita ng pasasalamat | Week 1 | EsP8PBIIIa-9.1 |
| | | | Nasusuri ang mga halimbawa o sitwasyon na nagpapakita ng pasasalamat o kawalan nito | | EsP8PBIIIa-9.2 |
| | | | Napatutunayan na ang pagiginig mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasaiyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapwa, na sa kahuli-hulihan ay biyaya ng Diyos. Kabaligtaran ito ng Entitlement Mentality, isang paniniwala o pag-iisip na anomang inaasam mo ay karapatan mo na dapat bigyan ng dagliang pansin. | Week 2 | EsP8PBIIIb-9.3 |

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| | | | Hindi naglalayong bayaran o palitan ang kabutihan ng kapwa kundi gawin sa iba ang kabutihang ginawa sa iyo. | | |
| | | | Naisasagawa ang mga angkop na kilos at pasasalamat | | EsP8PBIIB-9.4 |
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa pagsunod at paggalang sa magulang, nakatatanda at may awtoridad. | Naisasagawa ng mag-aaral ang mga angkop na kilos ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad at nakaiimpluwensya sa kapwa kabataan na maipamalas ang mga ito. | Nakikilala ang: <ul style="list-style-type: none"> a. mga paraan ng pagpapakita ng paggalang na ginagabayan ng katarungan at pagmamahal b. bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad | Week 3 | EsP8PBIIC-10.1 |
| | | | Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad | | EsP8PBIIC-10.2 |
| | | | 10.3 Nahihinuha na dapat gawin ang pagsunod at paggalang sa mga magulang, nakatatanda at may | Week 4 | EsP8PBIID-10.3 |

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| | | | awtoridad dahil sa pagmamahal, sa malalim na pananagutan at sa pagkilala sa kanilang awtoridad na hubugin, bantayan at paunlarin ang mga pagpapahalaga ng kabataan | | |
| | | | 10.4 Naisasagawa ang mga angkop na kilos ng pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad at nakaiimpluwensiya sa kapwa kabataan na maipamalas ang mga ito | | EsP8PBIIId-10.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa. | Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa. | 12.1 Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan | Week 1 | EsP8PBIIIg-12.1 |
| | | | 12.2 Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan | | EsP8PBIIIg-12.2 |

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| | | | 12.3 Naipaliliwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal. | Week 2 | EsP8PBIIIh-12.3 |
| | | | 12.4 Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa | | EsP8PBIIIh-12.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng Tao. | Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal. | 13.1 Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad | Week 3 | EsP8PIVa-13.1 |
| | | | 13.2 Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad | | EsP8PIVa-13.2 |
| | | | 13.3 Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda sa | Week 4 | EsP8PIVb-13.3 |

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| | | | susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal. | | |
| | | | 13.4 Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal | | EsP8IPIVb-13.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan. | Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan. | 14.1 Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan | Week 5 | EsP8IPIVc-14.1 |
| | | | 14.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan | | EsP8IPIVc-14.2 |
| | | | 14.3 Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa | Week 6 | EsP8IPIVd-14.3 |

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| | | | <p>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).</p> <p>b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya</p> | | |

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| | | | sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito. | | |
| | | | 14.4 Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan | | EsP8IPIVd-14.4 |

Grade Level: Grade 9

Subject: Edukasyon sa Pagpapakatao

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|----------|---|---|---|---------------|----------------------|
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa lipunan at layunin nito (ang kabutihang panlahat). | Naisasagawa ng mag-aaral ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. | Natutukoy ang mga elemento ng kabutihang panlahat | Week 1 | EsP9PL-Ia-1.1 |
| | | | Nakapagsusuri ng mga halimbawa ng pagsasaalang-alang sa kabutihang panlahat sa pamilya, paaralan, pamayanan o lipunan | | EsP9PL-Ia-1.2 |

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| | | | <p>Napangangatwiran na ang pagsisikap ng bawat tao na makamit at mapanatili ang kabutihang panlahat sa pamamagitan ng pagsasabuhay ng moral na pagpapahalaga ay mga puwersang magpapatatag sa lipunan</p> | Week 2 | EsP9PL-Ib-1.3 |
| | | | <p>Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.</p> | | EsP9PL-Ib-1.4 |
| 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. | <p>Naipaliliwanag ang:</p> <p>a. dahilan kung bakit may lipunang pulitikal</p> <p>b. Prinsipyo ng Subsidiarity</p> <p>c. Prinsipyo ng Pagkakaisa</p> | Week 3 | EsP9PL-Ic-2.1 |
| | | | <p>Natataya ang pag-iral o kawalan sa pamilya, paaralan, baranggay, pamayanan, o lipunan/bansa ng: a. Prinsipyo ng Subsidiarity</p> | | EsP9PL-Ic-2.2 |

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| | | | <p>b. Prinsipyo ng Pagkakaisa</p> <p>Napatutunayan na:</p> <p>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.</p> <p>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.</p> <p>c. Kailangan ang pakikibahagi ng bawat tao sa mga pagsisikap na mapabuti ang uri ng pamumuhay sa</p> | <p>Week 4</p> | <p>EsP9PL-Id-2.3</p> |

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| | | | lipunan/bansa, lalo na sa pag-angat ng kahirapan, dahil nakasalalay ang kaniyang pag-unlad sa pag-unlad ng lipunan (Prinsipyo ng Pagkakaisa). | | |
| | | | Nakapagtataya o nakapaghuhusga kung umiiral ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, pamayanan (baranggay), at lipunan/bansa | | EsP9PL-Id-2.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa lipunang ekonomiya. | Nakatataya ang mag-aaral ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop). | Nakikilala ang mga katangian ng mabuting ekonomiya | EsP9PL-Ie-3.1 EsP9PL-Ie-3.2 | EsP9PL-Ie-3.1 |
| | | | Nakapagsusuri ng maidudulot ng magandang ekonomiya | | EsP9PL-Ie-3.2 |
| | | | Napatutunayan na: a. Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap. b. Ang ekonomiya ay hindi para lamang sa sariling | EsP9PL-If-3.3 | EsP9PL-If-3.3 |

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| | | | pag-unlad kundi sa pag-unlad ng lahat. Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop) | | EsP9PL-If-3.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa Lipunang Sibil (Civil Society), Media at Simbahan. | Natataya ng mag-aaral ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) o ispiritwalidad (mga pagpapahalagang kailangan sa isang sustainable society). | Natutukoy ang mga halimbawa ng lipunang sibil at ang kani-kaniyang papel na ginagampanan ng mga ito upang makamit ang kabutihang panlahat | Week 7 | EsP9PL-Ig-4.1 |
| | | | Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil upang kumilos tungo sa kabutihang panlahat | | EsP9PL-Ig-4.2 |
| | | | Nahihinuha na : a. Ang layunin ng Lipunang Sibil, ang likas-kayang pag-unlad, ay isang ulirang lipunan na pinagkakaisa ang mga panlipunang pagpapahalaga tulad | Week 8 | EsP9PL-Ih-4.3 |

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| | | | <p>ng katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad.</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</p> | | |

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| | | | <p>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 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> | | <p>EsP9PL-Ih-4.4</p> |

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| 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 | Natutukoy ang mga karapatan at tungkulin ng tao | Week 1 | EsP9TT-IIa-5.1 |
| | | | Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa | | EsP9TT-IIa-5.2 |
| | | | Napatutunayan na ang karapatan ay magkakaroon ng tunay na kabuluhan kung gagampanan ng tao ang kanyang tungkulin na kilalanin at unawain, gamit ang kanyang katwiran, ang pagkakapantay-pantay ng dignidad ng lahat ng tao | Week 2 | EsP9TT-IIb-5.3 |
| | | | Naisasagawa ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang-pantao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa | | EsP9TT-IIb-5.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa mga batas na nakabatay sa Likas na Batas Moral | Nakabubuo ang mag-aaral ng panukala sa isang batas na umiiral tungkol sa mga kabataan tungo sa | Natutukoy ang mga batas na nakaayon sa Likas na Batas Moral | Week 3 | EsP9TT-IIc-6.1 |
| | | | Nasusuri ang mga batas na umiiral at panukala tungkol | | EsP9TT-IIc-6.2 |

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| | (Natural Law). | pagsunod nito sa likas na batas moral. | 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 | EsP9TT-Ild-6.3 |
| | | | Naipahahayag ang pagsang-ayon o pagtutol sa isang umiiral na batas batay sa pagtugon nito sa kabutihang panlahat | | EsP9TT-Ild-6.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod. | Nakabubuo ang mag-aaral ng paglalahat tungkol sa kabutihang naidudulot ng paggawa sa sarili, kapwa/pamilya, at lipunan gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan | Naipaliliwanag ang kahalagahan ng paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod | Week 5 | EsP9TT-Ile-7.1 |

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| | | (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal. | | | |
| | | | Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya, paaralan o baranggay/pamayanan ay nagtataguyod ng dignidad ng tao at paglilingkod | | EsP9TT-Ile-7.2 |
| | | | Napatutunayan na sa pamamagitan ng paggawa, nakapagpapamalas ang tao ng mga pagpapahalaga na makatutulong upang patuloy na maiangat, bunga ng kanyang paglilingkod, ang antas kultural at moral ng lipunan at makamit niya ang kaganapan ng kanyang pagkatao | Week 6 | EsP9TT-Iif-7.3 |
| | | | Nakabubuo ng sintesis tungkol sa kabutihang naidudulot ng paggawa gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't | | EsP9TT-Iif-7.4 |

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| | | | 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 7 | EsP9TT-IIg-8.1 |
| | | | Nakapagsusuri ng kwentong buhay ng mga taong inilaan ang malaking bahagi ng kanilang buhay para sa pagboboluntaryo Hal. Efren Peñaflorida, greenpeace volunteers atbp. | | EsP9TT-IIg-8.2 |
| | | | Napatutunayan na: a. Ang pakikilahok at bolunterismo ng bawat mamamayan sa mga gawaing pampamayanan, panlipunan/ pambansa, batay sa | Week 8 | EsP9TT-IIh-8.3 |

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| | | | 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 | | |
| | | | Nakalalahok sa isang proyekto o gawain sa baranggay o mga sektor na may partikular na pangangailangan, Hal. mga batang may kapansanan o mga matatandang walang kumakalinga | | EsP9TT-IIh-8.4 |
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng katarungang panlipunan. | Natutugunan ng mag-aaral ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon. | Nakikilala ang mga palatandaan ng katarungang panlipunan Nakapagsusuri ng mga paglabag sa katarungang panlipunan ng mga | Week 1 | EsP9KP-IIIc-9.1 EsP9KP-IIIc-9.2 |

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| | | | tagapamahala at mamamayan | | |
| | | | Napatutunayan na may pananagutan ang bawat mamamayan na ibigay sa kapwa ang nararapat sa kanya | Week 2 | EsP9KP-IIIId-9.3 |
| | | | Natutugunan ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon | | EsP9KP-IIIId-9.4 |
| 3 | Naipamamalas ng mag-aaral ang kakayahan sa pamamahala ng paggamit ng oras. | Natataya ng mag-aaral ang sariling kakayahan sa pamamahala sa oras batay sa pagsasagawa ng mga gawain na nasa kanyang iskedyul ng mga gawain | Natutukoy ang mga indikasyon na may kalidad o kagalingan sa paggawa ng isang gawain o produkto kaakibat ang wastong paggamit ng oras para rito | Week 3 | EsP9KP-IIIa-11.1 |
| | | | Nakabubuo ng mga hakbang upang magkaroon ng kalidad o kagalingan sa paggawa ng isang gawain o produkto kasama na ang pamamahala sa oras na ginugol dito | | EsP9KP-IIIa-11.2 |
| | | | Naipaliliwanag na kailangan ang kagalingan sa paggawa at paglilingkod na may wastong pamamahala sa oras upang maiangat ang sarili, mapaunlad ang | Week 4 | EsP9KP-IIIb-11.3 |

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| | | | ekonomiya ng bansa at mapasalamatan ang Diyos sa mga talentong Kanyang kaloob | | |
| | | | Nakapagtatapos ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa at wastong pamamahala sa oras | | EsP9KP-IIIb-11.4 |
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng kasipagan sa paggawa | Nakagagawa ang mag-aaral ng mga hakbang upang mapanatili ang kasipagan sa pag-aaral o takdang gawain sa tahanan. | Natutukoy ang mga indikasyon ng taong masipag, nagpupunyagi sa paggawa, nagtitipid at pinamamahalaan ang naimpok | Week 5 | EsP9KP-IIIe-12.1 |
| | | | Nakagagawa ng journal ng mga gawaing natapos nang pinaghandaan, ayon sa pamantayan at may motibasyon sa paggawa | | EsP9KP-IIIe-12.2 |
| | | | Napatutunayan na: <ul style="list-style-type: none"> a. Ang kasipagan na nakatuon sa disiplinado at produktibong gawain na naaayon sa itinakdang mithiin ay kailangan upang | Week 6 | EsP9KP-III f-12.3 |

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| | | | <p>umunlad ang sariling pagkatao, kapwa, lipunan at bansa</p> <p>b. Ang mga hirap, 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 | | EsP9KP-III f-12.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa mga pansariling salik sa pagpili ng tamang kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay | Nagtatakda ang mag-aaral ng sariling tunguhin pagkatapos ng haiskul na naaayon sa taglay na mga talento, pagpapahalaga, tunguhin at katayuang ekonomiya. | <p>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</p> <p>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> | Week 1 | <p>EsP9PK-IVa-13.1</p> <p>EsP9PK-IVa-13.2</p> |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|---|---|--|---------------|------------------------|
| | | | Napatutunayan na ang pagiging tugma ng mga personal na salik sa mga pangangailangan (requirements) sa napiling kursong akademiko, teknikal-bokasyonal, sining at isports o negosyo ay daan upang magkaroon ng makabuluhang hanapbuhay o negosyo at matiyak ang pagiging produktibo at pakikibahagi sa pagpapaunlad ng ekonomiya ng bansa | Week 2 | EsP9PK-IVb-13.3 |
| | | | Natutukoy ang kanyang mga paghahandang gagawin upang makamit ang piniling kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo (hal., pagkuha ng impormasyon at pag-unawa sa mga tracks sa Senior High School) | | EsP9PK-IVb-13.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng | 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 | EsP9PK-IVc-14.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|-----------------------|---|---------------|------------------------|
| | Personal na Pahayag ng Misyong sa Buhay. | | Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag ng Misyong sa Buhay | | EsP9PK-IVc-14.2 |
| | | | Nahihinuha na ang kanyang Personal na Pahayag ng Misyong sa Buhay ay dapat na nagsasalamang ng kanyang pagiging natatanging nilalang na nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat | Week 4 | EsP9PK-IVd-14.3 |
| | | | Nakapagbubuo ng Personal na Pahayag ng Misyong sa Buhay | | EsP9PK-IVc-14.1 |

Grade Level: Grade 10

Subject: Edukasyon sa Pagpapakatao

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|--|---|---|---------------|-----------------------|
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa paggamit ng isip sa paghahanap ng katotohanan at paggamit ng kilos-loob sa paglilingkod/pagmamahal. | Nakagagawa ang mag-aaral ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal. | 1.1 Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob | Week 1 | EsP10MP-Ia-1.1 |
| | | | 1.2 Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upang malagpasan ang mga ito | | EsP10MP-Ia-1.2 |
| | | | 1.3 Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/pagmamahal | Week 2 | EsP10MP-Ib-1.3 |
| | | | 1.4 Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal | | EsP10MP-Ib-1.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng paghubog ng konsiyensiya batay | Nakagagawa ang mag-aaral ng angkop na kilos upang itama ang mga maling pasyang ginawa | 2.1 Natutukoy ang mga prinsipyo ng Likas na Batas Moral | Week 3 | EsP10MP-Ic-2.1 |
| | | | 2.2 Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghusga ng konsiyensiya | | EsP10MP-Ic-2.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|--|---|---|---------------|-----------------------|
| | sa Likas na Batas Moral | | 2.3 Napatutunayan na ang konsiyensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos | Week 4 | EsP10MP-Ic-2.3 |
| | | | 2.4 Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa | | EsP10MP-Ic-2.4 |
| 1 | Naipamamalas ng mag-aaral ang pag-unawa sa tunay na gamit ng kalayaan. | Nakagagawa ang mag-aaral ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod. | 3.1 Naipaliliwanag ang tunay na kahulugan ng kalayaan | Week 5 | EsP10MP-Id-3.1 |
| | | | 3.2 Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng kalayaan | | EsP10MP-Id-3.2 |
| | | | 3.3 Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod | Week 6 | EsP10MP-Ie-3.3 |
| | | | 3.4 Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod | | EsP10MP-Ie-3.4 |
| 1 | Naipamamalas ng mag-aaral ang pag- | Nakagagawa ng mga angkop na kilos upang maipakita sa | 4.1 Nakapagpapaliwanag ng kahulugan ng dignidad ng tao | Week 7 | EsP10MP-If-4.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|--|---|---|----------|-----------------|
| | unawa sa dignidad sa tao. | kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao. | 4.2 Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups | Week 8 | EsP10MP-If-4.2 |
| | | | 4.3 Naipatatunayan 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) | | EsP10MP-Ig-4.3 |
| | | | 4.4 Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao | | EsP10MP-Ig-4.4 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pagkukusa ng makataong kilos. | Nakapagsusuri ang mag-aaral ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang | 5.1 Naipaliliwanag na may pagkukusa sa makataong kilos kung nagmumula ito sa kalooban na malayang isinagawa sa pamamantnubay ng isip/kaalaman | Week 1 | EsP10MK-Ila-5.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|---|--|--|---------------|------------------------|
| | | maging mapanagutan sa pagkilos. | 5.2 Natutukoy ang mga kilos na dapat panagutan | | EsP10MK-IIb-5.3 |
| | | | 5.3 Napatutunayan na gamit ang katwiran, sinadya (deliberate) at niloob ng tao ang makataong kilos; kaya pananagutan niya ang kawastuhan o kamalian nito | Week 2 | EsP10MK-IIb-5.4 |
| | | | 5.4 Nakapagsusuri ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos | | EsP10MK-IIc-6.1 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa konsepto tungkol sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya | Nakapagsusuri ang mag-aaral ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya at nakagagawa ng mga hakbang upang mahubog ang | 6.1 Naipaliliwanag ang bawat salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kaniyang kilos at pasya | Week 3 | EsP10MK-IIc-6.2 |
| | | | 6.2 Nakapagsusuri ng isang sitwasyong nakaaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan, gawi | | EsP10MK-IId-6.3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|--|--|----------|-----------------|
| | | kanyang kakayahan sa pagpapasya | 6.3 Napatutunayan na nakaaapekto ang kamangmangan, masidhing damdamin, takot, karahasan at ugali sa pananagutan ng tao sa kalalabasan ng kanyang mga pasya at kilos dahil maaaring mawala ang pagkukusa sa kilos | Week 4 | EsP10MK-IId-6.4 |
| | | | 6.4 Nakapagsusuri ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasiya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasiya | | EsP10MK-IId-7.1 |
| 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 | EsP10MK-IId-7.2 |
| | | | 7.2 Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos | | EsP10MK-IIf-7.3 |
| | | | 7.3 Naipaliliwanag na ang bawat yugto ng makataong kilos ay kakikitaan ng kahalagahan ng <i>deliberasyon</i> ng isip at kilos-loob sa paggawa ng moral na pasya at kilos | Week 6 | EsP10MK-IIf-7.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---|---|--|---|-----------------|-----------------|
| | | | 7.4 Nakapagsusuri ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya | | EsP10MK-IIg-8.1 |
| 2 | Naipamamalas ng mag-aaral ang pag-unawa sa layunin, paraan at mga sirkumstansya ng makataong kilos. | Nakapagsusuri ang mag-aaral ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito. | 8.1 NaipaliLiwanag ng mag-aaral ang layunin, paraan at mga sirkumstansya ng makataong kilos | Week 7 | EsP10MK-IIg-8.2 |
| 8.2 Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito | | | EsP10MK-IIh-8.3 | | |
| 8.3 Napatutunayan na ang layunin, paraan at sirkumstansya ay nagtatakda ng pagkamabuti o pagkamasama ng kilos ng tao | | | Week 8 | EsP10MK-IIh-8.4 | |
| 8.4 Nakapagtataya ng kabutihan o kasamaan ng pasya o kilos sa isang sitwasyong may dilemma batay sa layunin, paraan at sirkumstansya nito | | | | EsP10MK-IIa-5.2 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|---|--|---|---------------|--------------------------|
| 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 | EsP10PB-IIIa-9.1 |
| | | | 9.2 Natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongretong pangyayari sa buhay | | EsP10PB-IIIa-9.2 |
| | | | 9.3 Napangangatwiran na: Ang pagmamahal sa Diyos ay pagmamahal sa kapwa | Week 2 | EsP10PB-IIIb-9.3 |
| | | | 9.4 Nakagagawa ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos | | EsP10PB-IIIb-9.4 |
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa paggalang sa | Nakagagawa ang mag-aaral ng angkop na kilos upang | 10.1 Natutukoy ang mga paglabag sa paggalang sa buhay | Week 3 | EsP10PB-IIIc-10.1 |
| | | | 10.2 Nasusuri ang mga paglabag sa paggalang sa buhay | | EsP10PB-IIIc-10.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|---|--|----------|--------------------|
| | buhay. | maipamalas ang paggalang sa buhay (i.e., maituwid ang “culture of death” na umiiral sa lipunan) | <p>10.3 Napangangatwiran na:</p> <p>a. Mahalaga ang buhay dahil kung wala ang buhay, hindi mapahahalagahan ang mas mataas na pagpapahalaga kaysa buhay; di makakamit ang higit na mahalaga kaysa buhay</p> <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> | Week 4 | EsP10PB-IIIId-10.3 |
| | | | 10.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paglabag sa paggalang sa buhay ayon sa moral na batayan | | EsP10PB-IIIId-10.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|--|--|--|---------------|---------------------------|
| 3 | Naipamamalas ng mag-aaral ang pag-unawa sa pagmamahal sa bayan (Patriyotismo). | Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo). | 11.1 Nakapagpapaliwanag ng kahalagahan ng pagmamahal sa bayan (Patriyotismo) | Week 5 | EsP10PB-IIIe-11.1 |
| | | | 11.2 Natutukoy ang mga paglabag sa pagmamahal sa bayan (Patriyotismo) na umiiral sa lipunan | | EsP10PB-IIIe-11.2 |
| | | | 11.3 Napangangatwiran na: Nakaugat ang pagkakakilanlan ng tao sa pagmamahal sa bayan. ("Hindi ka global citizen kung hindi ka mamamayan.") | Week 6 | EsP10PB-IIIif-11.3 |
| | | | 11.4 Nakagagawa ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo) | | EsP10PB-IIIif-11.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa pangangalaga sa kalikasan. | Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pangangalaga sa kalikasan. | 12.1 Natutukoy ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan | Week 7 | EsP10PB-IIIg-12.1 |
| | | | 12.2 Nasusuri ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan | | EsP10PB-IIIg-12.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|---|----------------------|---------------------------------|
| | | | <p>12.3 Napangangatwiran na:</p> <p>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> <p>b.Lahat tayo ay mamamayan ng iisang mundo, dahil nabubuhay tayo sa iisang kalikasan (Mother Nature) Inutusan tayo ng Diyos na alagaan ang kalikasan (stewards) at hindi maging tagapagdomina para sa susunod na henerasyon.</p> <p>b. Binubuhay tayo ng kalikasan.</p> | <p>Week 8</p> | <p>EsP10PB-IIIh-12.3</p> |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------|--|---|--|---------------|--------------------------|
| | | | 12.4 Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan ayon sa moral na batayan | | EsP10PB-IIIh-12.4 |
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu tungkol sa Kawalan ng Paggalang sa Dignidad at Sekswalidad | Nakagagawa ang mag-aaral ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad. | 13.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad | Week 1 | EsP10PI-IVa-13.1 |
| | | | 13.2 Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad | | EsP10PI-IVa-13.2 |
| | | | 13.3 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. | Week 2 | EsP10PI-IVb-13.3 |
| | | | 13.4 Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad | | EsP10PI-IVb-13.4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|---|----------|------------------|
| 4 | Naipamamalas ng mag-aaral ang pag-unawa sa mga isyung kaugnay sa kawalan ng paggalang sa katotohanan. | Nakabubuo ang mag-aaral ng mga hakbang upang maisabuhay ang paggalang sa katotohanan. | 14.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan | Week 3 | EsP10PI-IVc-14.1 |
| | | | 14.2 Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan | | EsP10PI-IVc-14.2 |
| | | | 14.3 Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan ng paggalang sa katotohanan ay daan upang isulong at isabuhay ang pagiging mapanagutan at tapat na nilalang | Week 4 | EsP10PI-IVd-14.3 |
| | | | 14.4 Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan | | EsP10PI-IVd-14.4 |



Department of Education



ENGLISH

GRADE LEVEL: Grade 1

GRADE LEVEL STANDARDS: The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|---|----------|------------------|
| Q3 | Recognize rhyming words in nursery rhymes, poems, songs heard | | EN1PA-IIIa-e-2.2 |
| Q3 | Recognize sentences (telling and asking) and non-sentences | | |
| Q3 | Use words that are related to self, family, school, and community | | |
| Q3 | <p>Listen to short stories/poems</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and effect/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 11. Ask simple questions about the text listened to | | |
| Q3 | Use/Respond appropriately to polite expressions: greetings, leave takings, expressing gratitude and apology, asking permission, offering help | | EN1OL-IIIa-e-1.5 |
| Q3 | Talk about oneself, one's family and one's personal experiences | | |
| Q4 | Recognize common action words in stories listened to | | EN1G-IVa-e-3.4 |

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| Q4 | Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.) | | EN1G-IVf-j-5 |
| Q4 | Sort and Classify familiar words into basic categories (colors, shapes, foods, etc) | | EN1V-IVa-e-3 |
| Q4 | Give the meaning of words using clues (TPR, pictures, body movements, etc.) | | EN1V-IVf-j-12.1 |
| Q4 | Follow one-to-two step directions | | EN1LC-IVg-h-3.6 |
| Q4 | Give one-to-two step directions | | EN1OL-IVi-j-1.17.1 |

GRADE LEVEL: Grade 2

GRADE LEVEL STANDARDS: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|---|----------|-----------------|
| Q1 | Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech) | | EN2PA-Ia-c-1.1 |
| Q1 | Read the alphabets of English and associate to phonemes | | |
| Q1 | Recognize common or proper nouns in simple sentences listened to | | |
| Q1 | Recognize the use of a/an + noun in simple sentences listened to | | |
| Q1 | Identify the English equivalent of words in the Mother Tongue or in Filipino | | EN2VD-Id-e-1 |
| Q1 | Give the beginning letter of the name of each picture | | EN2AK-IIa-e-3 |
| Q1 | Recognize common action words in retelling, conversation, etc. | | EN1G-IIa-e-3.4 |

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| Q1 | Identify and discuss the elements of a story (theme, setting, characters, and events) | | EN2LC-IIa-b-2.2 |
| Q2 | Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation | | EN2BPK-Ib-c-4 |
| Q2 | Generate ideas through prewriting activities | | |
| Q2 | Writing some words, a phrase, or a sentence about an illustration or a character | | |
| Q2 | Discuss the illustrations on the cover and predict what the story may be about | | EN2BPK-IIIa-1 |
| Q2 | Identify title, author and book illustrator and tell what they do | | EN2BPK-IIIb-2 |
| Q2 | Spell high-frequency words with short a, e, i, o and u sound in CVC pattern | | |
| Q2 | Use common action words in retelling, conversations, etc. | | |
| Q2 | Identify the basic sequence of events and make relevant predictions about stories | | EN2RC-III d-e-2.4 |
| Q3 | Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc) | | |
| Q3 | Create or expand word clines | | |
| Q3 | Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning | | |
| Q3 | Recognize the difference between “made-up” and “real” in texts listened to | | EN2LC-III f-g-3.15 |
| Q3 | Identify important details in expository text listened | | EN2LC-III h-3.1 |
| Q3 | Retell and/or reenact events from a story | | EN2LC-III i-j-2.6 |
| Q3 | Talk about texts identifying major points and key themes | | |

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| Q3 | Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English | | EN2OL-IIIc-d-1.2 |
| Q3 | Listen and respond to texts to clarify meanings heard while drawing on personal experiences | | EN2OL-IIIe-f-1.1 |
| Q4 | Read words with short e, a, i, o, and u sound in CVC pattern | | |
| Q4 | Match the picture with its sight word | | |
| Q4 | Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern | | EN2PWR-III d-f-7.1 |
| Q4 | Use personal pronouns(e.g. I, you, he, she, it, we, they) in dialogues | | EN2G-IVa-b-4.2.1 |
| Q4 | Use demonstrative pronouns (this/that, these/ those) | | EN2G-IVc-d-4.2.3 |
| Q4 | Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.) | | EN2G-IVg-i-7.3 |
| Q4 | Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun) | | |
| Q4 | Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them | | |
| Q4 | Write the names of pictures with the short a, e, i, o, and u words | | |

GRADE LEVEL: Grade 3

GRADE LEVEL STANDARDS: The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| Q1 | Describe one's drawing about the stories/poems listened to using simple and compound sentences | | |
| Q1 | Write a short descriptive paragraph about a character or setting in stories listened to | | |
| Q1 | Write a short paragraph providing another ending for a story listened to | | |
| Q1 | Write a diary | | EN3WC-Ia-j-2.2 |
| Q1 | Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative) | | |
| Q1 | Use common and proper nouns in a sentence | | EN3G-If-2.2 |
| Q1 | Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) | | EN2G-Ig-h-2.3 |
| Q1 | Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth) | | EN3G-li-j-2.4 |
| Q1 | Review reading and writing short e, a, i, o, and u words in CVC pattern | | EN3PWR-Ia-b-7 |
| Q1 | Read phrases, sentences and short stories consisting of 2-syllable words | | EN3PWR-Ij-21 |
| Q1 | Initiate conversations with peers in a variety of school settings | | EN3FL-Ia-3.8 |
| Q1 | Summarize and restate information shared by others | | |
| Q2 | Use the be-verbs (am, is, are was, were) correctly in sentences | | EN3G-IIa-b-3.4 |
| Q2 | Use simple verbs (past, present, future) in sentences | | |
| Q2 | Read words with initial and final consonant blends | | |
| Q2 | Read familiar words and phrases in texts | | |
| Q2 | Read words, phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied | | EN3PWR-III-j-22.1 |

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| Q2 | Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh) | | |
| Q2 | Identify commonly used possessive pronouns and use them in a sentence | | |
| Q2 | Identify several effects based on a given cause | | EN3RC-IIIa 2.7.1 |
| Q2 | Make inferences and draw conclusions based on texts (pictures, title and content words) | | EN3RC-IIIa 2.11 |
| Q2 | Distinguish fact from opinion | | EN3RC-IIIa 2.13 |
| Q2 | Use different sources of information in reading | | EN3RC-IIIg-j-2.5 |
| Q2 | Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.) | | EN3V-IIIa-7 |
| Q3 | Homonyms (e.g. flower/flour) | | EN3V-IIIe-f13.6 |
| Q3 | Homographs (e.g., read-read) | | EN3V-IIIg-h-13.7 |
| Q3 | Hyponyms – type of (e.g. guava - type of fruit) | | EN3V-IIIi-j-13.7 |
| Q3 | Identify possible solutions to problems | | EN3LC-IIIb-2.19 |
| Q3 | Identify the elements of an informational/factual text hear | | |
| Q3 | Read words with long a, i, o , u sound (ending in e) | | |
| Q3 | Read phrases, sentences, stories and poems consisting of long a, i, o, and u words | | |
| Q3 | Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) | | EN10L-IIIg-h-3.2 |
| Q3 | Compare and contrast information heard | | EN30L-IIIi-j-1.9 |
| Q3 | Read word with affixes | | EN1V-IVj-27 |

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| Q3 | Write a simple story | | EN2WC-IVa-e-22 |
| Q4 | Use the degrees of adjectives in making comparisons (positive, comparative, superlative) | | EN3G-IVi-j-5.2 |
| Q4 | Recognize adverbs of manner | | EN3G-IVi-j-6.1 |
| Q4 | Interpret simple maps of unfamiliar places, signs and symbols | | |
| Q4 | Interpret simple graphs, tables, and pictographs | | |
| Q4 | Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to | | EN3LC-IVi-j-3.5 |
| Q4 | Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa | | |
| Q4 | Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa | | |
| Q4 | Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow) | | |
| Q4 | Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow | | |
| Q4 | Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful) | | EN3PWR-IVj-22 |
| Q4 | Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations) | | EN3OL-IVa-e-1.19 |

GRADE LEVEL: Grade 4

GRADE LEVEL STANDARDS: The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 |
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| Q1 | Recognize the parts of a simple paragraph | | |
| Q1 | Use resources such as a dictionary, thesaurus, online sources to find the meaning of words | | |
| Q1 | Note significant details of various text types | | |
| Q1 | Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument | | |
| Q1 | Identify meanings of unfamiliar words through structural analysis (words and affixes: prefixes and suffixes) | | EN4V-IIc-32 |
| Q1 | Identify different meanings of content specific words (denotation and connotation) | | EN4V-IIIh-38 |
| Q1 | Get the meaning of words through word association (analogy) and classification. | | EN4V-IIIh-39 |
| Q2 | Use context clues to find meaning of unfamiliar words: definition, exemplification | | EN4V-Ia-31 |
| Q2 | Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns | | EN4G-Id-33 |
| Q2 | Use personal pronouns in sentences | | EN4G-IIa-4.2.1 |
| Q2 | Use adjectives (degrees of comparison, order) in sentences | | EN4G-IIIa-13 |
| Q2 | Use simple present tense of verbs in sentences | | EN4G-li-3.2.1.1 |
| Q2 | Use correct time expressions to tell an action in the present | | EN4G-IIh-10 |
| Q2 | Use the past form of regular and irregular verbs | | EN4G-IIIi-12 |
| Q3 | Use adverbs (adverbs of manner, place and time) in sentences | | EN4G-IIIe-16 |
| Q3 | Write directions using signal words | | |
| Q3 | Distinguish between general and specific statements | | |
| Q3 | Identify the main idea, key sentences, and supporting details from text listened to | | EN4LC-IIIg-1.1 |
| Q3 | Use appropriate graphic organizers in text read | | EN4RC-IIe-30 |
| Q3 | Infer the speaker's tone, mood and purpose | | |
| Q3 | Analyze a story in terms of its elements | | EN4RC-Ib-2.1.1 |
| Q4 | Write a short story (fiction/nonfiction) with its complete elements | | EN4WC-IIId-20 |

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| Q4 | Write a reaction about the story read | | EN4WC-IIIf-22 |
| Q4 | Distinguish fact from opinion in a narrative. | | EN4RC-IIi-36 |
| Q4 | Identify features of Journalistic Writing | | |
| Q4 | Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article) | | |
| Q4 | Write a news report using the given facts | | EN4WC-IIi-25 |
| Q4 | Write/compose an editorial | | EN4WC-IIIfc-28 |

GRADE LEVEL: Grade 5

GRADE LEVEL STANDARDS: The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|---|----------|-----------------|
| Q1 | Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.) | | EN5WC-IIj-3.7 |
| Q1 | Infer the meaning of unfamiliar words using text clues | | |
| Q1 | Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas | | EN5G-IVa-1.8.1 |
| Q1 | Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency | | EN5G-IIa-3.9 |
| Q2 | Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction | | EN5G-Ia-3.3 |
| Q2 | Identify point-of-view | | |
| Q2 | Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue | | |
| Q2 | Distinguish among various types of viewing materials | | EN5VC-Id-6 |
| Q3 | Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order | | EN5RC-IIc-3.2.1 |

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| Q3 | Summarize various text types based on elements | | |
| Q3 | Make a stand | | EN5OL-IIh-4 Make a stand |
| Q3 | Provide evidence to support opinion/fact | | EN5OL-IIf-3.5.1 |
| Q4 | Analyze how visual and multimedia elements contribute to the meaning of a text | | EN5VC-IVd- 1.7.1 |
| Q4 | Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships | | EN5WC-IIb- 2.2.5 |
| Q4 | Write a feature article | | |

GRADE LEVEL: Grade 6

GRADE LEVEL STANDARDS: The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|---|----------|-----------------------|
| Q1 | Identify real or make-believe, fact or non-fact images | | EN6VC-IIIa-6.2 |
| Q1 | Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance | | EN5VC-IIIIf-3.8 |
| Q1 | Make connections between information viewed and personal experiences | | EN6VC-IVd-1.4 |
| Q2 | Identify the purpose, key structural and language features of various types of informational/factual text | | EN6RC-IIIa-3.2.8 |
| Q2 | Recognize evaluative word choices to detect biases and propaganda devices used by speakers | | EN6LC-IIIb- 3.1.12 |
| Q2 | Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) | | EN7VC-IV-c-15 |
| Q3 | Present a coherent, comprehensive report on differing viewpoints on an issue | | EN10LC-IIIId- 3.18 |
| Q3 | Evaluate narratives based on how the author developed the elements | | EN6RC-Ig-2.24.1 |

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| | | | EN6RC-Ig-2.24.2 |
| Q4 | Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) | | EN6G-Ig-4.4.1 |
| Q4 | Compose a persuasive essay on self-selected topic | | EN6WC-IVb-2.2 |

GRADE LEVEL: Grade 7

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|---|----------|------------------|
| Q1 | Supply other words or expressions that complete an analogy | | EN7V-IV-c-23.1 |
| Q1 | Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newflash, internet-based program, documentary, video | | EN7VC-I-d-6 |
| Q1 | Use the passive and active voice meaningfully in varied contexts | | EN7G-III-c-2 |
| Q1 | Use the past and past perfect tenses correctly in varied contexts | | EN7G-III-h-3 |
| Q1 | Use direct and reported speech appropriately in varied contexts | | EN7G-III-e-3 |
| Q1 | Use phrases, clauses, and sentences appropriately and meaningfully | | EN7G-II-a-1 |
| Q1 | Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.) | | EN7RC-IV-b-10 |
| Q2 | Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to | | EN7LC-II-a-6 |
| Q2 | Use a search engine to conduct a guided search on a given topic | | EN7SS-II-c-1.5.3 |
| Q2 | Navigate a website using essential features, e.g. using headings, links, etc. | | EN7V-IV-d-23.1 |
| Q2 | Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material | | EN7VC-IV-c-15 |
| Q2 | Summarize key information from a text | | EN6OL-IVj-3.6 |
| Q2 | Use analogy to describe or make a point | | |
| Q2 | Transcode information from linear to non-linear texts and vice-versa | | EN8RC-IIe-11 |

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| Q3 | Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts | | EN7OL-IV-e-3.10 |
| Q3 | Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts | | EN7OL-II-g-2.6.2 EN7OL-III-b-3 |
| Q3 | Explain how a selection may be influenced by culture, history, environment, or other factors | | EN7LT-IV-h-3 |
| Q3 | Express one's beliefs/convictions based on a material viewed | | EN7VC-IV-i-16 |
| Q3 | Cite evidence to support a general statement | | EN7RC-IV-g-10.4 |
| Q3 | React to what is asserted or expressed in a text | | EN8RC-IIIe-2.1.7 |
| Q3 | Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc. | | EN7OL-III-h-1.3.1 |
| Q4 | Distinguish features of academic writing | | EN7WC-I-c-4.2 |
| Q4 | Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation) | | EN7OL-I-b1.14 |
| Q4 | Determine the worth of ideas mentioned in the text listened to | | EN7LC-IV-g-8.2 |
| Q4 | Determine the truthfulness and accuracy of the material viewed | | EN7VC-I-h-10 |
| Q4 | Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways | | EN7LT-II-a-4 |
| Q4 | Discover literature as a tool to assert one's unique identity and to better understand other people | | EN7LT-III-g-5 |
| Q4 | Discover through Philippine literature the need to work cooperatively and responsibly in today's global village | | EN7LT-IV-a-6 |
| Q4 | Compose an informative essay | | EN7WC-IV-a-2.2 |

GRADE LEVEL: Grade 8

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|--|----------|-------------------|
| Q1 | Determine the meaning of words and expressions that reflect the local culture by noting context clues | | EN8V-If-6 |
| Q1 | Use conventions in citing sources | | EN8SS-IIIg-1.6.4 |
| Q1 | Use modal verbs, nouns and adverbs appropriately | | |
| Q1 | Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition) | | |
| Q1 | Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade | | |
| Q2 | Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts | | EN8SS-IIe-1.2 |
| Q2 | Use opinion-marking signals to share ideas | | |
| Q2 | Compare and contrast the presentation of the same topic in different multimodal texts | | |
| Q2 | Compare and contrast own opinions with those presented in familiar texts | | |
| Q2 | Recognize positive and negative messages conveyed in a text | | |
| Q3 | Examine biases (for or against) made by the author | | EN8RC-IIIg-3.1.12 |
| Q3 | Analyze intention of words or expressions used in propaganda techniques | | EN8V-IIIg-26 |
| Q3 | Determine various social, moral, and economic issues discussed in the text listened to | | EN8LC-IIIh-7.4 |
| Q3 | Analyze literature as a mirror to a shared heritage of people with diverse backgrounds | | |

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| Q3 | Use appropriate cohesive devices in various types of speech | | |
| Q3 | Use parallel structures | | EN8G-Ia-7 |
| Q4 | Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <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 | | EN8WC-IIIc-1.1.6 |
| Q4 | Synthesize essential information found in various sources | | |
| Q4 | Compose effective paragraphs | | EN8WC-IIa-2.8 |
| Q4 | Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive) | | |
| Q4 | Deliver a self-composed speech using all the needed speech conventions | | |

GRADE LEVEL: Grade 9

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of British-American Literature, including Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-----|--|----------|-----------------|
| Q1 | Express permission, obligation, and prohibition using modals | | |
| Q1 | Use conditionals in expressing arguments | | EN9G-IIe-20 |
| Q1 | Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen) | | |
| Q2 | Make connections between texts to particular social issues, concerns, or dispositions in real life | | |
| Q2 | Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world | | |
| Q3 | Differentiate biases from prejudices | | EN9LC-IVf-13.3 |
| Q3 | Determine the relevance and the truthfulness of the ideas presented in the material viewed | | EN9VC-IVa-10 |
| Q3 | Judge the validity of the evidence listened to | | EN9LC-IVh-2.15 |
| Q4 | Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation | | EN9RC-IVf-2.22 |
| Q4 | React to lay value judgment on critical issues that demand sound analysis and call for prompt actions | | |

GRADE LEVEL: Grade 10

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of World Literature, including Philippine Literature.

| Qtr | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| Q1 | Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges | | EN10LC-Ia-11.1 |

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| Q1 | Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | | EN10RC-Ia-2.15.2 |
| Q1 | Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose | | EN10VC-IVc-29 |
| Q1 | Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness | | EN10VC-IVa-15 |
| Q1 | Employ analytical listening in problem solving | | EN10LC-IIe-13.2 |
| Q1 | Evaluate and make judgements about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short story | | |
| Q1 | Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness | | |
| Q2 | Observe the language of research, campaigns, and advocacies | | EN10G-IVa-32 |
| Q2 | <p>Identify key structural elements, e.g.:</p> <ul style="list-style-type: none"> • Exposition - Statement of position, • Arguments, • Restatement of Positions <p>and language features of an argumentative text, e.g.:</p> <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; <p>passive voice</p> | | |
| Q2 | Formulate a statement of opinion or assertion | | |
| Q2 | Formulate claims of fact, policy, and value | | EN10WC-IIb-13.2 |
| Q2 | Write an exposition or discussion on a familiar issue to include key structural elements and language features | | |

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| Q2 | Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking | | |
| Q2 | Compose texts which include multimodal elements | | |
| Q3 | Compose an argumentative essay | | EN10WC-IIIh-13 |
| Q3 | Use a variety of informative, persuasive, and argumentative writing techniques | | EN10WC-IIIb-14.1.2 |
| Q3 | Compose an independent critique of a chosen selection | | EN10WC-IIIg-14 |
| Q3 | Critique a literary selection based on the following approaches: <ul style="list-style-type: none"> - structuralist/formalist - moralist - Marxist - feminist - historical reader-response | | |
| Q4 | Distinguish technical terms used in research | | EN10V-IVa-30 |
| Q4 | Give technical and operational definitions | | EN10V-IIa-13.9 |
| Q4 | Give expanded definitions of words | | EN10V-IIIa-13.9 |
| Q4 | Observe correct grammar in making definitions | | EN10G-IIa-29 |
| Q4 | Compose a research report on a relevant social issue | | EN10SS-IVe-2.3 |



Department of Education



FILIPINO

Grade Level: Grade 1

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Unang Baitang, inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naaayon. Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.

| Week of the Quarter/ Grading Period | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 2nd Quarter | Nasasagot ang mga tanong tungkol sa napakinggang pabula, tugma/tula, at tekstong pang-impormasyon | | F1PN-IIa- 3 F1PN-IIIg-3 F1PN-IVh |
| | Nakapagtatanong tungkol sa isang larawan, kuwento, at napakinggang balita | | F1PS-IIa-2 F1PS-IIIc-10.1 F1PS-IVh-10.2 |
| | Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpapakilala ng sarili, pagpapahayag ng sariling karanasan at pagbati | | F1WG-IIa-1 F1PS-IIj-5j-6.11 F1WG-IIIb-1 |
| | Nasasabi ang mensaheng nais ipabatid ng nabasang pananda, patalastas, babala, o paalala | | F1PP-IIa-1 F1PT-III d-1.1/ F1PS-IIIe-9/ F1PS-IIh-9/ F1PP-IVc-e-1.1/ F1PP-IVc-e-1.1 |
| | Nakasusulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra | | F1PU-II a-1.11: c-1.2; 1.2a |
| | Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino | | FKP-IIb-1 |

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| | Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan; o kasalungat | | F1PT-IIb-f-6 |
| | Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari | | F1WG-IIc-f-2 |
| | Natutukoy ang kailanan ng pangngalan | | F1WG-IIc-f-2.1 |
| | Nakasusunod sa napakinggang panuto na may 1-2 hakbang | | F1PN-IIIb-1.2 |
| | Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita | | F1KP-IIIh-j-6 |
| | Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto | | F1PN-IIe-2/ F1-IVb-2 |
| | Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita | | F1KP-IIf-5 |
| | Nabibilang ang pantig sa isang salita | | F1KP-IIe-4 |
| | Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong | | F1PN-IIf-8 |
| | Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter) | | F1PS-IIc-3 F1PS-IIIa-4 F1PS-IVa-4 |
| 3rd Quarter | Nababaybay nang wasto ang mga salitang natutuhan sa aralin at salitang may tatlo o apat na pantig | | F1PY-IIf-2.2/ F1PY-IVh-2.2 F1PY-IIe-i-2.1: f 2.2/ F1PY-IIf-2/ F1PU-IIIi-2.1;2.3/ F1PY-IVd-2.1 |
| | Nabibigay ang susunod na mangyayari sa napakinggang kuwento | | F1-IVe-9 |

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| | Nakapagsasalaysay ng orihinal na kuwento na kaugnay ng napakinggang kuwento | F1PS-IIg-7 |
| | Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila) | F1WG-IIg-h-3 FIWG-IIg-i-3 |
| | Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro | F1KM-IIg-2 |
| | Naibibigay ang paksa ng talata at tula | F1PN-IIh-10 F1PN-IIIi-7- |
| | Natutukoy ang salita/pangungusap sa isang talata | F1AL-IIh-3 |
| | Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan | F1PN-IIIi-11 |
| | Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa kuwento, tekstong pang-impormasyon at tula | F1 PS-IIIi-1 F1PS-IVb-1 F1PS-IIIg-1 |
| | Natutukoy ang kasarian ng pangngalan | F1WG-II-i 2.2 |
| | Naiuugnay ang sariling karanasan sa napakinggang kuwento | F1PN-II-j-4 |
| | Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita | F1KP-IIIi-6 |
| | Natutukoy ang ugnayan ng teksto at larawan | F1AL-IIj-5 |
| | Nababasa ang mga salita at babala na madalas makita sa paligid | F1PT-IIIb-2.1 |
| | Nasasabi ang sariling ideya tungkol sa tekstong napakinggan | F1PN-IIIc-14 |
| | Nakapaglalarawan ng mga bagay, tao, hayop, pangyayari, at lugar * | F1WG-IIIc-d-4 |
| 4th Quarter | Natutukoy ang mga salitang magkakatumag | F1KP-IIIc-8 |
| | Natutukoy ang simula ng pangungusap, talata at kuwento | F1AL-IIIe-2 |

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| | Naisusulat nang may wastong baybay at bantas ang salita at pangungusap na ididikta ng guro * | | F1KM-IIIe-2 |
| | Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan | | F1WG-IIIe-g-5 |
| | Natutukoy ang kahulugan ng salita batay sa kasingkahulugan | | F1PP-IIIh-1.4 |
| | Nakapagbibigay ng sariling hinuha | | F1PN-IIIj-12 |
| | Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan | | F1WG-IIIh-j-6 |
| | Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap. | | F1PP-IIIj-9 |
| | Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu | | F1KM-IIIj |
| | Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan | | F1PN-IVa-16 |
| | Natutukoy ang gamit ng maliit at malaking letra | | F1AL-IVb-7 |
| | Nagagamit nang wasto ang mga pang-ukol | | F1WG-IVd-f-7 |
| | Natutukoy ang gamit ng iba't ibang bantas | | F1AL-IVf-8 |
| | Nakapagbibigay ng maikling panuto | | F1PS-IVg-8.3 |
| | Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap | | F1WG-IVi-j-8 |
| | Naibibigay ang paksa ng napakinggang tekstong pang-impormasyon paliwanag | | F1PN-IVj-7- |

Grade Level: Grade 2
Subject: Filipino
Grade Level Standards:

Pagkatapos ng Ikalawang Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------------|---|----------|---|
| 1 st Quarter | Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto | | F2PN-Ia-2 F2PN-IIb-2 F2PN-IIIa-2 |
| | Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksiyon o komento) | | F2WG-Ia-1 F2WG-IIa-1 F2WG-IIIa-g-1 F2WG-IIIa-g-1 F2WG-IVa-c-1 F2WG-IVe-1 |
| | Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang – isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon)* | | F2PP-Ia-c-12 F2PP-Ia-c-12 |
| | Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula* | | F2PB-Id-3.1.1 F2PB-IIa-b-3.1.1 F2PB-IIId-3.1.11 |
| | Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang* | | F2PB-Ib-2.1 F2PB-IIc-2.2 |
| | Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat | | F2PT-Ic-e-2.1 |
| | Nakasulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra | | F2KM-IIb-f-1.2 |

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| 2nd Quarter | Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento* | | F2KM-IIb-f-1.2 |
| | Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster | | F2PN-Ia-2 |
| | Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita | | F2PU-Id-f-3.1 F2PU-Id-f-3.2 F2PU-Ia-3.1 F2PU-IIc-3.2 F2PU-IIIa-3.1 |
| | Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma* | | F2PN-Ie-9 F2PN-IIi-9 F2PN-IIIg-9- |
| | Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan) | | F2PN-li-j-12.1 F2PB-IId-4 |
| | Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggan/nabasang: <ul style="list-style-type: none"> a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon | | F2-PS-Ig-6.1 |
| | Nababasa ang mga salita sa unang kita | | F2PP-Iif-2.1 |
| | Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod sa tulong ng mga larawan, pamatnubay na tanong at story grammar | | F2PS-Ig-6.1 F2PS-IIg-6.4 F2PS-IIIi-6.3 |
| | Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra | | F2KM-IIIbce-3.2 F2KM-IVg-1.5 |
| 3rd Quarter | Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari | | F2WG-Ic-e-2 |
| | Nagagamit ang pangngalan nang tama sa pangungusap. * | | |

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| | Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila) | | F2WG-Ig-3 F2WG-Ii-3 |
| | Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto | | F2PB-Ih-6 F2PB-IIIg-6 F2PB-IVd-6 |
| | Nailalarawan ang mga tauhan sa napakinggang teksto batay sa kilos, sinabi o pahayag | | F2PN-IIId-12.2 |
| | Naipahahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula | | F2-PS-Ig-6.1 |
| | Naiuugnay sa sariling karanasan ang nabasang teksto * | | F2PN-IIb-2 |
| | Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)* | | F2PS-If-3.1 |
| | Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin | | F2PY-IIg-i-2.1 |
| | Nakapagbibigay ng mga salitang magkakatugma | | F2KP-IIIId-9 |
| | Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar | | F2WG-IIc-d-4 |
| 4th Quarter | Napapantig ang mga mas mahahabang salita | | F2KP-IIc-3 |
| | Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan | | F2PP-IIe-2.2 F2PP-IIIe-2.1 |
| | Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan | | F2WG-IIg-h-5 |

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| Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita | F2WG-IIg-h-5 |
| Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan | F2WG-IIj-6 |
| Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento | F2PB-IIj-8 |
| Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa | F2WG-IIIh—i-7 |
| Naisusulat nang wasto ang mga idiniktang mga salita | F2KM-IVb-5 |
| Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap | F2WG-IVg-j-8 |
| Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa | F2PB-IIIi-11 F2PB-IVi-11 |

Grade Level: Grade 3

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikatlong Baitang, inaasahang nasasabi na ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan at nakapagbibigay ng kaugnay o katumbas na teksto, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong palipon ng mga salita at maayos na nakasulat gamit ang iba't ibang bahagi ng pananalita upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o lebel at kaugnay ng kanilang kultura.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 1 st Quarter | Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid | | F3WG-Ia-d-2 F3WG-IIa-c-2 |
| | Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggan at nabasang teksto | | F3PN-IVc-2 F3PN-IIIa-2 F3PN-IIa-2 |

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| | | F3PN-Ib-2 |
| | Nasasagot ang mga tanong tungkol sa kuwento, usapan, teksto, balita at tula | F3PB-Ib-3.1 F3PN-IIc-3.1.1 F3PB-I-d-3.1 F3PN-IVa 3.1.3 |
| | Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon | F3EP-Ib-h-5 F3EP-IIa-d-5 |
| | Nababasa ang mga salitang may tatlong pantig pataas, klaster, salitang iisa ang baybay ngunit magkaiba ang bigkas at salitang hiram | F3AL-If-1.3 |
| | Nakasusunod sa nakasulat na panuto na may 2-4 hakbang | F3PB-Ic-2 F3PB-IIc-2 F3PB-IVb- 2 |
| | Nababaybay nang wasto ang mga salitang natutunan sa aralin, salita di-kilala batay sa bigkas, tatlo o apat na pantig, batayang talasalitaan, mga salitang hiram at salitang dinaglat | F3PY-Id-2.2 F3PY-If-2.4 F3PY-IIc-2.3 F3PY-IIh-2.5 F3PY-IIIb-2.2/2.3 F3PY-IVb-h-2 F3PY-Id-2.2 |
| | Nakakagamit ng diksyunaryo | F3EP-Id-6.1 |

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| | Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, kami, tayo, kayo at sila,) | | F3WG-Ie-h-3 F3WG-IIg-j-3 |
| | Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati, pakikipag-usap, paghingi ng paumanhin, pakikipag-usap sa matatanda at hindi kakilala, at panghihiram ng gamit) | | F3PS-If-12 F3PS-IIb-12.5 |
| | Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay) | | F3PBH-Ie-4 F3PB-IIb-e-4 |
| | Naisasalaysay muli ang teksto nang may tamang pagkakasunod-sunod ng mga pangyayari sa tulong ng pamatnubay na tanong at balangkas | | F3PN-Ig-6.1 F3PN-IIf-6.4 F3PB-IIg-12.2 F3PB-IIIg-12.3 F3PN-IVh-6.6 |
| | Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin, salitang dinaglat, salitang hiram, parirala, pangungusap, at talata | | F3PU-Ig-i-4 F3PU-IIId-4 F3PU-IIIId-2.6 F3PU-IVd-f-4 |
| | Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyan/iyon/nito/niyan/ noon/niyon) | | F3WG-Ie-h-3.1 F3WG-IIg-j-3.1 |
| | Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento | | F3PN-Ij-10 F3PN-IIj-10 F3PN-IIIj-10 F3PN-IVb-10 |
| 2 nd Quarter | Nakapagbibigay ng wakas ang binasang kuwento | | F3PB-Ih-14 F3PB-IIi-14 F3PB-IIIi-14 F3PB-IVf-14 |
| | Naiuulat ang mga naobserbahang pangyayari sa pamayanan | | F3PS-li-3.1 |

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| | Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto | | F3PB-li-15 F3PB-IIj-15 |
| | Napayayaman ang talasalitaan sa pamamagitan ng paggamit ng magkasingkahulugan at magkasalungat na mga salita, pagbubuo ng mga bagong salita mula sa salitang-ugat, at paghanap ng maiikling salita sa loob ng isang mahabang salita | | F3PT-Ij-2.3 F3PT-IIh-2.3 F3PT-III d-h-2.1 F3PT-III d-h-2.1 F3PT-IVaf-2.2 |
| | Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpapaliwanag) * | | |
| | Natutukoy ang mga salitang magkakatugma | | F3KP-IIb-d-8 |
| | Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (katuturan o kahulugan ng salita, sitwasyong pinaggamitan ng salita, at pormal na depinisyon ng salita) | | F3PT-Ic-1.5 F3PT-IIc-1.5 FPT-IId-1.7 F3PT-IIIa-2.3 |
| | Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba | | F34AL-IIe-14 |
| | 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 | | F3KM-IIIi-3.2 |
| | Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto | | F3PN-IIj-13 |
| | Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari, ano, sino, saan, ilan, kalian, ano-ano, at sino-sino | | F3WG-IIIa-b-6 F3WG-IVab-6 |
| | Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin | | F3PY-IIIb-2.2/2.3 |
| | Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan | | F3WG-IIIc-d-4 |
| 3rd Quarter | Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan | | F3PT-IIIci-3.1 |

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| | Nasasabi ang sariling ideya tungkol sa tekstong napakinggan | F3PN-IIIId-14 |
| | Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu | F3PS-IIIId-1 |
| | Nasasabi ang paksa o tema ng teksto, kuwento o sanaysay | F3PB-IIIId-10 |
| | Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan | F3WG-IIIe-f-5 |
| | Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita | F3KP-IIIe-g-6 |
| | Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa | F3PB-IIIe-11.2 |
| | Nasisipi nang wasto at maayos ang mga liham | F3KM-IIa-e-1.2 |
| | Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto | F3PN-IIIIf-12 |
| | Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan | F3WG-IIIe-f-5 |
| | Nakapagbibigay ng angkop na pamagat sa binasang teksto | F3PB-IIIIf-8 |
| | Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi | F3WG-IIIh-6 |
| | Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto | F3PB-IIIh-6.2 |
| | Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa) | F3WG-IIIi-j-7 F3WG-IIIi-j-7 F3WG-IVi-j-7 F3WG-IVi-j-7 |
| 4 th Quarter | Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato) | F3KP-IIIh-j-11 |
| | Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo | F3KP-IVi-11 |
| | Nasisipi nang wasto at maayos ang mga talata | F3PU-IIIa-e-1.2 |

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| | | F3PU-IVa-e-1.5 |
| | Naiuugnay ang binasa sa sariling karanasan | F3PB-IIa-1 F3PB-IVc-1 |
| | Nakasusulat ng isang talata | F3KM-IVd-3.1 |
| | Naiuugnay ang binasa sa sariling karanasan | F3PB-IIa-1 F3PB-IVc-1 |
| | Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan | F3WG-IVe-f-5 F3WG-IVe-f-5 |
| | Nababasa ang mga salitang hiram/natutuhan sa aralin | F3PP-IVc-g-2 |
| | Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan | F3PT-IIIc-i-3.1 F3PT-IVd-h-3.2 F3PT-IVd-h-3.2 |
| | Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood | F3PB-IVh-13 |
| | Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig | F3PN-IVi-16 |
| | Naibibigay ang buod o lagom ng tesktong binasa | F3PB-IIIj-16 F3PB-IVi-16 |
| | Naibibigay ang paksa ng kuwento o sanaysay na napakinggan | F3PN-IIIe-7 F3PN-IVd-7 F3PN-IVd-7 |

Grade Level: Grade 4

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikaapat na Baitang, naipamamalas na ng mga mag-aaral ang kakayahan sa pagbasa, pagsulat at pakikipagtalastasan nang wasto upang maipahayag ang kaalaman, ideya at damdaming angkop sa kaniyang edad at sa kulturang kinabibilangan at nakikilahok sa pagpapaunlad ng pamayanan.

| QUARTER | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------------|---|----------|---|
| 1 st Quarter | Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili at ibang tao sa paligid | | F4WG-Ia-e-2 |
| | Nabibigyang kahulugan ang salita sa pamamagitan ng pormal na depinisyon | | F4PT-Ia-1.10 |
| | Natutukoy ang mga elemento ng kuwento (tagpuan, tauhan, banghay) | | F4PB-Ia-97 |
| | Natutukoy ang bahagi ng binasang kuwento- simula-kasukdulan-katapusan | | F4PB-Ii-24 |
| | Nakasusulat ng talata tungkol sa sarili | | F4PU-Ia-2 |
| | Naisasalaysay muli nang may wastong pagkakasunod-sunod ang napakinggang teksto gamit ang mga larawan, signal words at pangungusap | | F4PS-Ib-h-6.1 F4PS-Ib-h-91 F4PS-IIh-i-6.2 |
| | Nasasagot ang mga tanong sa napakinggan at nabasang kuwento, tekstong pang-impormasyon, at SMS (Short Messaging Text). | | F4PB-Ia-d-3.1 F4PB-Ia-d-3.1 F4PN-Ih-3.2 |
| | Nakasusulat ng natatanging kuwento tungkol sa natatanging tao sa pamayanan, tugma o maikling tula | | F4PU-Ia-2 F4PU-Ic-2.2 |
| | Nababasa ang maikling tula nang may tamang bilis, diin, ekspresyon at intonasyon | | F4PB-Ic-16 |

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| | Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggan/napanood na isyu o usapan | | F4PS-Id-i-1 |
| | Nasusunod ang napakinggang panuto o hakbang ng isang gawain | | F4PN-Ie-j-1.1 |
| | Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-aliw, panghikayat) | | F4PDI-e-2 |
| | Nagagamit ang iba't ibang uri ng panghalip (panao) sa usapan at pagsasabi tungkol sa sariling karanasan | | F4WG-If-j-3 |
| | Nagagamit ang iba't ibang uri ng panghalip (pananong) - isahan-- maramihan sa usapan at pagsasabi tungkol sa sariling karanasan | | F4WG-Ifg-j-3 |
| | Nagagamit ang iba't ibang uri ng panghalip (panaklaw)-tiyakan-isahan/kalahatan-di-tiyakan sa usapan at pagsasabi tungkol sa sariling karanasan | | F4WG-If-j-3 |
| | Nabibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon | | F4PT-Ia-1.10 |
| | Naibibigay ang kahulugan ng salita ayon sa: -Kasingkahulugan -Kasalungat -Gamit ng Pahiwatig (context clues) -Diksiyunaryong kahulugan | | F4PT-Ig-1.4 |
| | Nakasusulat ng liham na nagbabahagi ng karanasan/pangyayari sa nabasang kuwento | | |

| QUARTER | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 2 nd Quarter | Nasasagot ang mga tanong mula sa napakinggan at nabasang alamat, tula, at awit. | | F4PN-IIIf-3.1 F4PN-IIIf-3.1 F4PB-IVb-c-3.2.1 |

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| Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin; salitang hiram; at salitang kaugnay ng ibang asignatura | | F4PU-IIa-j-1 |
| Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto | | F4PN-IIb-12 |
| Nagagamit nang wasto ang pang-uri (lantay, paghahambing, pasukdol) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili, ibang tao at katulong sa pamayanan | | F4WG-IIa-c-4 |
| Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan | | F4PT-IIb-1.12 |
| Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman | | F4PB-IIa-17 |
| Naibibigay ang paksa ng napakinggang teksto | | F4PN-IIc-7 |
| Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari | | F4WG-II-d-g-5 |
| Nasasabi ang sanhi at bunga ayon sa nabasang pahayag, napakinggang teksto, at napakinggang ulat | | F4PB-II-d-6.1 F4PN-II-i-18.1 F4PN-III-i-18.2 |
| Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto | | F4PU-II-c-d-2.1 |
| Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood | | F4PD-II-d-87 |
| Nailalarawan ang elemento ng kuwento (tagpuan, tauhan, banghay, at pangyayari) | | F4PN-II-e-12.1 |

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| Nailalarawan ang tauhan batay sa ikinilos, ginawi , sinabi at naging damdamin | | F4PS-Ile-f-12.1 |
| Nagagamit ang iba't ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan paturol sa usapan at pagsasabi tungkol sa sariling karanasan | | F4WG-If-j-3 |
| Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari | | F4WG-Ild-g-5 |
| Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan | | F1PT-lib-f-6 |
| Nakasusulat ng talatang naglalarawan | | F4PU-Ile-g-2.1 |
| Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin | | F4PS-Ile-f-12.1 |
| Nagagamit ang pangaano ng pandiwa-pawatas- pautos, pagsasalaysay ng napakinggang usapan | | F4WG-Ild-g-5 |
| Nakasusunod sa nakasulat na panuto | | F4PB-Ili-h-2.1 |
| Nakasusulat ng panuto gamit ang dayagram | | F4PU-IIf-2 |
| Nasasabi ang paksa ng napanood na maikling pelikula | | F4PD-II-f-5.2 |
| Naibibigay ang sariling wakas ng napakinggang teksto, tekstong pang-impormasyon at talambuhay | | F4PN-Ilg-8.2 |
| Nakasusulat ng sariling talambuhay at liham na humihingi ng pahintulot na magamit ang silid-aklatan | | F4PU-Ile-g-2.1 F4PU-IIh-i-2.3 |
| Nasusuri ang damdamin ng mga tauhan sa napanood | | F4PD-II-g-22 |
| Napagsusunod-sunod ang mga detalye/ pangyayari sa tekstong napakinggan sa pamamagitan ng tanong | | F4PN-IIh-8.2 |

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| | Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos | | F4WG-IIh-j-6 |
| | Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto | | F4PB-IIh-11.2 |
| | Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap | | F4WG-IIh-j-6 |
| | Nagagamit nang wasto ang pang-abay at pang-uri sa pangungusap | | F4WG-IIh-j-6 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------------|--|----------|---|
| 3 rd Quarter | Nakapagbibigay ng hakbang ng isang gawain | | F4PS-IIIa-8.6 |
| | Nakasusulat ng simpleng resipi at patalastas | | F4PU-IIIa-2.4 |
| | Nagagamit ang pang-abay sa paglalarawan ng kilos | | F4WG-IIIa-c-6 |
| | Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin | | F4PS-IIIb-2.1 |
| | Nasasagot ang mga tanong sa nabasa o napakinggang editorial, argumento, debate, pahayagan, at ipinapahayag sa isang editorial cartoon. | | F4PB-IIIad-3.1 F4PN-IIIb-3.1 F4PN-IVi-j-3.1 F4PN-IVd-j-3.1 F4PN-IVf-j-3.3 |
| | Naisasalaysay ang mahahalagang detalye sa napakinggang editorial | | F4PN-IIIb-18 |
| | Nasusuri kung opinyon o katotohanan ang isang pahayag | | F4PB-IIIb-19 |
| | Nagagamit sa pagpapahayag ang magagalang na salita sa hindi pagsang-ayon pakikipag-argumento o pakikipagdebate | | F4PS-IIIb-12.13 F4PS-IIIb-12.14 |
| | Nakasusulat ng argumento at editorial | | F4PU-IIIb-2.3 F4PU-IIIb-2.5 |

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| Nakasusulat ng paliwanag; usapan ; puna tungkol sa isang isyu; opinyon tungkol sa isang isyu; ng mga isyu/argumento para sa isang debate; | | F4PU-IIIe-2.1 F4PU-IVa-b-2.1 F4PU-IVc-2.1 F4PU-IVd-f-2.6 F4PU-IVi-2.7.2 |
| Nakapagbibigay ng reaksiyon sa napakinggang paliwanag; sa isyu mula sa napakinggang ulat | | F4PS-IIIe-8.8 F4PS-IIIi-92 |
| Natutukoy ang kaibahan ng pang-abay at pang-uri | | F4WG-III d-e-9.1 |
| Nagagamit ang pariralang pang-abay at pandiwa, pariralang pang-abay at pang-uri sa paglalarawan | | F4WG-III d-e-9 |
| Nagagamit nang wasto ang pang-angkop (-ng, -g at na) sa pangunguap at pakikipagtalastasan | | F4WG-III f-g-10 |
| Nakapagbibigay ng angkop na pamagat sa napakinggang teksto | | F4PN-III g-17 |
| Naiuugnay ang sariling karanasan sa napakinggang teksto | | F4PS-III g-4 |
| Nabibigyan ng angkop na pamagat ang talatang binasa | | F4PB-III g-8 |
| Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita | | F4PS-III h-6.6 |
| Nagagamit nang wasto at angkop ang pangatnig - o, ni, maging, man - kung, kapag, pag, atbp. - ngunit, subalit, atbp. - dahil sa, sapagkat, atbp. - sa wakas, atbp. - kung gayon, atbp. - daw, raw, atbp. -kung sino, kung ano, siya rin atbp. | | F4WG-III h-11 |
| Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagbibigay ng ibang pagwawakas ayon sa sariling saloobin o paniniwala | | F4PD-III h-7.2 |
| Nagagamit nang wasto at angkop ang simuno at panaguri sa pangungusap | | F4WG-III i-j-8 |

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| Nakasusulat ng talata na may sanhi at bunga | F4PU-IIIi-2.1 |
| Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng paggamit ng una, pangalawa, sumunod at panghuli | F4PN-IIIj-8.4 |
| Nakasusulat ng balita na may huwaran/ padron/ balangkas nang may wastong pagkakasunod-sunod ng mga pangyayari | F4PU-Id-h-2.1 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 4 th Quarter | Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at pangalawang direksyon | | F4PS-IVa-8.7 |
| | Nasasagot ang mga tanong sa napanood na patalastas | | F4PD-IVf-89 |
| | Nakapaghahambing ng iba't ibang patalastas na napanood | | F4PD-IV-g-i-9 |
| | Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap | | |
| | Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan | | F4WG-IVa-13.1 |
| | Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa | | F4PU-IV ab-2.1 |
| | Naibibigay ang paksa ng napakinggang teksto | | F4PN-IVb-7 |
| | Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon ng salita | | F4PT-IVc-1.10 |
| | Nagagamit sa panayam ang iba't ibang uri ng pangungusap | | F4WG-IVd-h-13.4 |
| | Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon; Pagbibigay ng puna sa editorial cartoon | | F4PS-IVe-12.18 |
| | Nakaguguhit ng sariling editorial cartoon | | F4PU-IVe-3 |
| | Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap | | F4WG-IVb-e-13.2 |
| | Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto | | F4PB-IVe-15 |

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| Nasasagot ang mga tanong sa nabasa o napakinggang pagpupulong (pormal at di pormal), katitikan (minutes) ng pagpupulong | F4PN-IVd-g-3.3 F4PB-IVg-j-100 |
| Naipahahayag ang sariling opinyon o reaskyon batay sa napakinggang pagpupulong (pormal at di-pormal) | F4PS-IVf-g-1 |
| Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong | F4WG-IVc-g-13.3 |
| Nakasusulat ng minutes ng pagpupulong | F4PU-IVg-2.3 |
| Nasasagot ang tanong sa binasang iskrip ng radio broadcasting at teleradyo | F4PB-IVg-j-101 |
| Nakasusulat ng script para sa radio broadcasting | F4PU-IVg-2.7.1 |
| Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting | F4PS-IVh-j-14 |
| Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo | F4PN-IVi-j-3 |
| Nagagamit ang iba't ibang uri ng pangungusap sa pagsasagawa ng radio broadcast | F4WG-IVd-h-13.4 |
| Naibibigay ang buod o lagom ng tekstong script ng teleradyo | F4PB-IVf-j-102 |
| Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw | F4WG-IVh-j-13.6 |
| Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate | F4PS-IVh-j-14 |
| Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu | F4WG-IVh-j-13.6 |
| Naibibigay ang buod o lagom ng debateng binasa | F4PB-IVf-j-16 |
| Nakapaghahambing ng iba't ibang debateng napanood | F4PDIV-g-i-9 |
| Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram | F4EP-IVa-d-8 |
| Nakakukuha ng tala buhat sa binasang teksto | F4EP-IVb-e-10 |

Grade Level: Grade 5

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikalimang Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at, pagpapahalaga sa panitikan at kultura sa pamamagitan ng iba't ibang teksto/ babasahing lokal at pambansa.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 1 st Quarter | Naiuugnay ang sariling karanasan sa napakinggang teksto | | F5PN-la-4 |
| | Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili, sa mga tao, hayop, lugar, bagay at pangyayari sa paligid; sa usapan; at sa paglalahad tungkol sa sariling karanasan | | F5WG-la-e-2 F5WG-lf-j-3 |
| | Nasasagot ang mga tanong sa binasa/napakinggang kuwento at tekstong pang-impormasyon | | F5PB-la-3.1 F5PB-lc-3.2 |
| | Nakasusulat ng isang maikling tula, talatang nagsasalaysay, at talambuhay | | F5PU-le-2.2 F5PU-lf-2.1 F5PU-lhc-2.5 |
| | Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang balita, isyu o usapan | | F5PS-la-j-1 |
| | Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita | | |
| | Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap | | F5PS-IIh-c-6.2 |
| | Naibibigay ang paksa ng napakinggang kuwento/usapan | | F5PN-lc-g-7 |
| | Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar na mga salita sa pamamagitan ng tono o damdamin, paglalarawan, kayarian ng mga salitang iisa ang baybay ngunit magkaiba ang diin at tambalang salita | | F5PT-lc-1.15 F5PT-lj-1.14 F5PT-IId-9 F5PT-Ile-4.3 |
| | Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa | | F5EP-lf-g-2 |
| 2 nd Quarter | Nababaybay nang wasto ang salitang natutuhan sa aralin at salitang hiram | | F5PU-lc-1 |

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| Nasasagot ang mga tanong sa binasa/napakinggang talaarawan, journal at anekdota | | F5PB-Id-3.4 F5PB-Ie-3.3 F5PB-IIf-3.3 |
| Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan | | F5PS-Id-3.1 |
| Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto | | F5PD-Id-g-11 F5PB-IIa-4 |
| Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula | | F5PS-Ie-25 |
| Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo, | | F5PN-Ic-g-7 F5PN-IIg-17 F5PD-IIf-13 |
| Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo | | F5PB-IIg-11 F5PD-IIi-14 |
| Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtanggap | | F5PS-Ig-12.18 F5PS-IIf-12.12 F5PS-IIj-12.10 |
| Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan | | F5PB-Ig-8 F5PN-Ih-17 |
| Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita, isyu o usapan, | | F5PS-Ia-j-1 |
| Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form | | |
| Nakasusulat ng simpleng patalastas, at simpleng islogan | | F5PU-IIIa-b-2.11 F5PU-IIIb-2.11 |
| Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu | | F5EP-Ile-i-6 |
| Naitatala ang mga impormasyon mula sa binasang teksto | | F5EP-IIa-f-10 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG |
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| 3rd Quarter | Nagagamit ang pang-abay sa paglalarawan ng kilos | | F5WG-IIIa-c-6 |
| | Nagagamit ang pang-abay at pang-uri sa paglalarawan | | F5WG-III d-e-9 |
| | Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod-sunod) | | F5PN-IIIb-8.4 |
| | Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay | | F5PS-IIIb-e-3.1 |
| | Nakapag-uulat tungkol sa napanood | | F5PD-IIIb-g-15 |
| | Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula | | F5PD-IIIc-i-16 |
| | Naibabahagi ang isang pangyayaring nasaksihan | | F5PS-IIIb-e-3.1 |
| | Nakagagawa ng isang timeline batay sa nabasang kasaysayan | | F5PB-Ie-18 |
| | Naisasalaysay muli ang napakinggang teksto | | F5PS-III f-h-6.6 |
| | Nasusuri kung ang pahayag ay opinyon o katotohanan | | F5PB-III f-h-19 |
| | Nagagamit nang wasto ang pang-angkop sa pakikipagtalastasan | | F5WG-III f-g-10 |
| | Nagbibigay ang mga salitang magkakasalungat at magkakasingkahulugan | | F5PT-IIIc-h-10 |
| | Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan | | F5PN-Ii-j-17 |
| | Nasasabi ang simuno at panag-uri sa pangungusap | | F5WG-III i-j-8 |
| | Nakasusulat ng isang sulating pormal, di pormal (email) at liham na nagbibigay ng mungkahi | | F5PU-II d-2.10 F5PU-II h-2.9 F5PU-II j-2.3 |
| | Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang isyu | | F5EP-III b-6 |
| Naibibigay ang datos na hinihingi ng isang form | | F5EP-III j-16 | |
| 4th Quarter | Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan | | F5PN-IV a-d-22 |
| | Nagagamit ang iba't ibang uri ng pangungusap sa | | F5WG-IV a-13.1 |

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| pagsasalaysay ng napakinggang balita | | |
| Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu | | F5WG-IVb-e-13.2 |
| Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu | | F5PB-IVb-26 |
| Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin | | F5PS-IVe-9 |
| Napaghahambing ang iba't ibang dokumentaryo | | F5PD-IVe-j-18 |
| Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat) | | F5WG-IVf-j-13.6 |
| Nakapagbibigay ng lagom o buod ng tekstong napakinggan | | F5PN-IVg-h-23 |
| Naibibigay ang mahahalagang pangyayari | | F5PB-IVi-14 |
| Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview | | F5WG-IVc-13.5 |
| Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto | | F5WG-IVd-13.3 |
| Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon | | F5PT-IVc-j-6 |
| Nakapagtatanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, at mapa | | F5PB-IV-j-20 |
| Nakasusulat ng maikling balita, editoryal, at iba pang bahagi ng pahayagan | | F5PU-Ia-2.8 F5PU-IIIj-2.11 F5PU-IVe-h-2.11 |
| Nakasusulat ng iskrip para sa radio broadcasting at teleradyo. | | F5PU-IVc-i-2.12 |
| Nakapipili ng angkop na aklat batay sa interes | | F5EP-IVj-12 |

Grade Level: Grade 6

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikaanim na Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at pagpapahalaga sa wika, panitikan at kultura upang makaambag sa pag-unlad ng bansa.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------------|--|----------|---|
| 1 st Quarter | Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan | | F6PN-la-g-3.1 F6PN-la-g-3.1 F6PB-lc-e-3.1.2 F6PN-la-g-3.1 |
| | Nasasagot ang tanong na bakit at paano | | F6PB-lf-3.2.1 |
| | Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon | | F6WG-la-d-2 |
| | Nabibigyang kahulugan ang kilos at pahayag ng mga tauhan sa napakinggang pabula | | F6PN-lc-19 |
| | Nabibigyang kahulugan ang sawikain | | F6PN-lj-28 |
| | Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas at pamatnubay na tanong | | F6PB-lb-5.4 F6RC-lle-5.2 |
| | Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari bago, habang at matapos ang pagbasa | | F6PN-ld-e-12 F6PB-III-f-24 |
| | 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 | | F6PS-ld-12.22 F6PS-llc-12.13 F6PS-III-f-12.19 F6PS-IV-g-12.25 F6PS-IV-h-12.19 |
| | Nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon | | F6WG-la-d-2 |

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| | Nasusuri ang mga kaisipan/tema/layunin/tauhan/tagpuan at pagpapahalagang nakapaloob sa napanood na maikling pelikula | | F6PD-If—10 F6VC-Ile-13 F6PD-IIIh-1-6 |
| | Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid | | F6PS-Ig-9 |
| | Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata | | F6PB-Ig-8 |
| | Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan | | F6PS-Ij-1 |
| | Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik | | F6EP-Ib-d-6 |
| | Nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay | | F6PU-Id-2.2 F6PU-If-2.1 F6PU-Ih-2.1 |
| 2nd Quarter | Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota | | F6RC-IIdf-3.1.1 F6RC-IId-f-3.1.1 |
| | Naibabahagi ang isang pangyayaring nasaksihan | | F6PS-IIh-3.1 |
| | Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto | | |
| | Nababago ang dating kaalaman batay sa natuklasan sa teksto | | |
| | Naibibigay ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman | | F6PB-IIIg-17 |
| | Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa paglalarawan sa iba't ibang sitwasyon | | |
| | Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento | | F6RC-IIa-4 |
| | Nasasabi ang paksa/mahalalagang pangyayari sa binasang/napakinggang sanaysay at teksto | | F6RC-IIb-10 |

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| | Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, gamit, sanhi, direksiyon) sa pakikipag-usap sa ibat ibang sitwasyon | F6L-II-f-j-5 |
| | Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa ibat ibang sitwasyon | F6L-II-f-j-5 |
| | Napag-uugnay ang sanhi at bunga ng mga pangyayari | F6PB-IIIb-6.2 |
| | Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya | |
| | Nakapagtatala ng datos mula sa binasang teksto | F6SS -IIb-10 |
| | Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto | F6WC-II-f-2.9 F6WC-II-g-2.10 F6WC-II-h-2.3 F6WC-III-i-2.11 |
| 3rd Quarter | Nasasagot ang mga tanong tungkol sa napakinggang/ binasang ulat at tekstong pang-impormasyon | F6PB-III-d-3.1.2 F6PB-III-c-3.2.2 |
| | Nakapagbibigay ng lagom o buod ng tekstong napakinggan | F6PN-III-e-19 |
| | Naiisa-isa ang mga argumento sa binasang teksto | F6PB-III-e-23 |
| | Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas | F6EP-III-a-i-8 |
| | Nagagamit nang wasto ang pang-angkop at pangatnig | F6WG-III-j-12 |
| | Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat | F6PT-III-j-15 |
| | Nasusuri kung ang pahayag ay opinyon o katotohanan | F6PB-III-j-19 |
| | Nakapag-uulat tungkol sa pinanood | F6PD-III-c-j-15 |
| | Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap | F6WG-IV-a-j-13 |
| | Naiuugnay ang binasa sa sariling karanasan | F6PB-IV-a-1 |
| | Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa | F6EP -III-g-11 |

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| | Nakasusulat ng tula at sanaysay na naglalarawan | F6PU-IIIe-2.2 |
| 4th Quarter | Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita | F6WG-IVb-i-10 |
| | Napapangkat ang mga salitang magkakaugnay | F6PT-IVb-j-14 |
| | Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan | F6PS-IVc-1 |
| | Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction) | F6PB-IVc-e-22 |
| | Napaghahambing-hambing ang iba't ibang uri ng pelikula | F6PD-IVe-i-21 |
| | Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon | F6PN-IVf-10 |
| | Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph | F6PB-IVg-20 |
| | Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan | F6PS-IVc-1 |
| | Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo | F6PU-IVb-2.1 F6PU-IVc-2.11 F6PU-IVf-2.3 F6PU-IVe-2.12.1 |
| | Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan | F6EP-IVg-6 |

Grade Level: Grade 7
Subject: Filipino
Grade Level Standards:

Pagkatapos ng Ikapitong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang rehiyunal upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 1 st Quarter | Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan | | F7PN-la-b-1 |
| | Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay | | F7WG-la-b-1 |
| | Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan | | F7PN-lc-d-2 |
| | Naipaliliwanag ang sanhi at bunga ng mga pangyayari | | F7PB-lc-e-3 |
| | Nasusuri ang isang <i>dokyu-film</i> batay sa ibinigay na mga pamantayan | | F7PD-lc-e-4 |
| | Naisasalaysay nang maayos at wasto ang buod, pagkakasunod-sunod ng mga pangyayari sa kuwento, mito, alamat, at kuwentong-bayan* | | F7PS-lc-e-4 |
| | 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 (<i>totoo/tunay, talaga, pero/ subalit, at iba pa</i>) | | F7WG-lf-g-4 |
| | Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan | | F7PB-lh-i-5 |
| | Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag | | F7PN-lj-6 |
| | Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang <i>promo coupon</i> o <i>brochure</i>) | | F7PB-lj-6 |

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| | Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (halimbawa ang paggamit ng acronym sa promosyon) | | F7PT-Ij-6 |
| | Naibabahagi ang isang halimbawa ng napanood na <i>video clip</i> mula sa youtube o ibang <i>website</i> na maaaring magamit | | F7PD-Ij-6 |
| | Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo | | F7WG-Ij-6 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 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 | | F7PN-IIa-b-7 |
| | Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyon ng mga taga Bisaya | | F7PB-IIa-b-7 |
| | Nasusuri ang antas ng wika batay sa pormalidad na ginamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal) | | F7WG-IIa-b-7 |
| | Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan | | F7PB-IIc-d-8 |
| | Naibibigay ang kahulugan at sariling interpretasyon sa mga salitang paulit-ulit na ginamit sa akda, mga salitang iba-iba ang digri o antas ng kahulugan (pagkiklino), mga di-pamilyar na salita mula sa akda, at mga salitang nagpapahayag ng damdamin | | F7PT-IIc-d-8 F7PT-IIe-f-9 |
| | Nagagamit nang maayos ang mga pahayag sa paghahambing (<i>higit/mas, di-gaano, di-gasino, at iba pa</i>) | | F7WG-IIc-d-8 |
| | Naisusulat ang isang editoryal na nanghihikayat kaugnay ng paksa | | F7PU-IIe-f-9 |
| | Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura | | F7PU-IIg-h-10 |
| | Nasusuri ang kulturang nakapaloob sa awiting-bayan | | F7PB-IIi-12 |

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| | Nagagamit ang mga kumbensyon sa pagsulat ng awitin (sukat, tugma, tayutay, talinghaga, at iba pa) | | F7WG-IIj-12 |
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| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 3 rd Quarter | Naipaliliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala) | | F7PN-IIIa-c-13 |
| | Naihahambing ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan | | F7PB-IIIa-c-14 |
| | Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagpapangkat, batay sa konteksto ng pangungusap, denotasyon at konotasyon, batay sa kasing kahulugan at kasalungat nito | | F7PT-IIIa-c-13 F7PT-IIIh-i-16 F7PT-IIIi-11 |
| | Naisusulat ang sariling tula/awiting panudyo, tugmang de gulong at palaisipan batay sa itinakdang mga pamantayan | | F7PU-IIIa-c-13 |
| | Nasusuri ang mga katangian at elemento ng mito,alamat, kuwentong-bayan, maikling kuwento mula sa Mindanao, Kabisayaan at Luzon batay sa paksa, mga tauhan, tagpuan, kaisipan at mga aspetong pangkultura (halimbawa: heograpiya, uri ng pamumuhay, at iba pa) | | F7PB-III d-e-15 F7PB-III d-e-16 |
| | Nagagamit nang wasto ang angkop na mga pahayag sa panimula, gitna at wakas ng isang akda | | F7WG-III d-e-14 |
| | Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan | | F7PB-III f-g-17 |
| | Nasusuri ang mga elemento at sosyo-historikal na konteksto ng napanood na dulang pantelebisyon | | F7PD-III f-g-15 |
| | Nagagamit ang wastong mga panandang anaporik at kataporik ng pangngalan | | F7WG-III h-i-16 |
| | Nasusuri ang mga salitang ginamit sa pagsulat ng balita ayon sa napakinggang halimbawa | | F7PN-III j-17 |

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| | Natutukoy ang datos na kailangan sa paglikha ng sariling ulat-balita batay sa materyal na binasa | | F7PB-IIIj-19 |
| 4th Quarter | Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda | | F7PB-IVa-b-20 |
| | Naibibigay ang kahulugan at mga katangian ng “korido” | | F7PT-IVa-b-18 |
| | Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna | | F7PSIVa-b-18 |
| | Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong Adarna | | F7PU-IVa-b-18 |
| | Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda | | F7PN-IVc-d-19 |
| | Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon | | F7PB-IVc-d-21 |
| | Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye na may pagkakatulad sa akdang tinalakay | | F7PD-IVc-d-18 |
| | Naiuugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa | | F7PB-IVc-d-22 |
| | Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/pampelikula | | F7PD-IVc-d-19 |
| | Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulugan sa mga kaisipan sa akda | | F7PS-IVc-d-21 |
| | Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip | | F7PT-IVc-d-23 |
| | Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan | | F7PB-IVg-h-23 |
| | Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuonang iskrip | | F7WG-IVj-23 |

Grade Level: Grade 8

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikawalong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang pambansa upang maipagmalaki ang kulturang Pilipino.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------------------|---|----------|-----------------|
| 1 st Quarter | Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karunungan-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan | | F8PB-la-c-22 |
| | Nabibigyang-kahulugan ang mga talinghaga, eupimistiko o masining na pahayag ginamit sa tula, balagtasán, alamat, maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan | | F8PT-la-c-19 |
| | Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan | | F8PS-la-c-20 |
| | Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag) | | F8WG-la-c-17 |
| | Nakikinig nang may pag-unawa upang mailahad ang layunin ng napakindingan, maipaliwanag ang pagkakaugnay-ugnay ng mga pangyayari at mauri ang sanhi at bunga ng mga pangyayari | | F8PN-ig-h-22 |
| | Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: -paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa | | F8PB-ig-h-24 |
| | Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyon -pagsusuri | | F8PS-ig-h-22 |
| | Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapahayag ng sariling palagay o kaisipan | | F8PU-ig-h-22 |

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| | -nagpapakita ng simula, gitna, wakas | | |
| | Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bunga nito, iba pa) | | F8WG-Ig-h-22 |
| | Naibabahagi ang sariling opinyon o pananaw batay sa napakinggang pag-uulat | | F8PN-li-j-23 |
| | Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos | | F8PB-li-j-25 |
| | Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino | | F8PU-li-j-23 |
| | Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa) | | F8WG-li-j-23 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 2 nd Quarter | Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa | | F8PB-IIa-b-24 |
| | Nabubuo ang mga makabuluhang tanong batay sa napakinggang palitan ng katuwiran | | F8PN-IIc-d-24 |
| | Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtas | | F8PB-IIc-d-25 |
| | Nakapaglalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento | | F8PU-IIc-d-25 |
| | Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyon | | F8WG-IIc-d-25 |
| | Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning inilahad sa tekstong binasa | | F8PB-IIe-f-25 |

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| Naibibigay ang denotatibo at konotatibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng malalalim na salitang ginamit sa akda | | F8PT-IIe-f-25 |
| Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa | | F8PU-IIe-f-26 |
| Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay | | F8PD-IIf-g-26 |
| Naipaliliwanag nang maayos ang pansariling kaisipan, pananaw, opinyon at saloobin kaugnay ng akdang tinalakay* | | F8PS-IIg-h-28 |
| Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay | | F8WG-IIf-g-27. |
| Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig | | F8PB-IIg-h-27 |
| Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda | | F8PT-IIg-h-27 |
| Nakasusulat ng wakas ng maikling kuwento* | | F8PU-IIg-h-28 |
| Nabibigyang interpretasyon ang tulang napakinggan | | F8PN-IIi-j-27 |
| Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula | | F8PB-IIi-j-28 |
| Naisusulat ang isang orihinal na tulang may masining na antas ng wika at may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pag-ibig sa kapwa, bayan o kalikasan | | F8PU-IIi-j-29 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 3 rd Quarter | Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa | | F8PB-IIIa-c-29 |

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| <ul style="list-style-type: none"> - 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> | | F8PT-IIIa-c-29 |
| Naiuulat nang maayos at mabisa ang nalikom na datos sa pananaliksik | | F8PS-IIIa-c-30 |
| Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa | | F8PU-IIIa-c-30 |
| Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga) | | F8WG-IIIa-c-30 |
| Napag-iiba ang katotohanan (<i>facts</i>) sa hinuha (<i>inferences</i>), opinyon at personal na interpretasyon ng kausap | | F8PN-IIIId-e-29 |
| Naiisa-isa ang mga positibo at negatibong pahayag | | F8PB-IIIId-e-30 |
| Naiuugnay ang balitang napanood sa balitang napakinggan | | F8PD-IIIId-e-30 |
| Nabibigyang-kahulugan ang mga salitang ginagamit sa radio broadcasting | | F8PT-IIIId-e-30 |
| Naisusulat nang wasto ang isang dokumentaryong panradyo | | F8PU-IIIId-e-31 |
| Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa) | | F8WG-IIIId-e-31 |
| Nahihinuha ang paksa, layon at tono ng akdang nabasa | | F8PB-IIIe-f-31 |
| Natutukoy ang mga tamang salita sa pagbuo ng isang <i>puzzle</i> na may kaugnayan sa paksa | | F8PT-IIIe-f-31 |
| Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan | | F8PD-IIIe-f-31 |

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| Naipahahayag sa lohikal na paraan ang mga pananaw at katuwiran | | F8PS-IIIe-f-32 |
| Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan-bunga, paraan-resulta) | | F8WG-IIIe-f-32 |
| Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita | | F8PN-IIIg-h-31 |
| Nasusuri ang napanood na pelikula batay sa: - Paksa/tema -layon -gamit ng mga salita -mga tauhan | | F8PB-IIIg-h-32 |
| Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng pelikula | | F8PT-IIIg-h-32 |
| Naihahayag ang sariling pananaw tungkol sa mahahalagang isyung mahihinuha sa napanood na pelikula | | F8PD-IIIg-h-32 |
| Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula | | F8WG-IIIg-h-33 |
| Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon | | F8PB-IIIi-j-33 |
| Naipaliliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan | | F8PT-IIIi-j-33 |
| Nakasusulat ng isang malinaw na social awareness campaign tungkol sa isang paksa na maisasagawa sa tulong ng multimedia* | | F8PU-IIIi-j-34 |
| Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang <i>social awareness campaign</i> | | F8WG-IIIi-j-34 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 4 th Quarter | Nahihinuha ang kahalagahan ng pag-aaral ng Florante at | | F8PN-IVa-b-33 |

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| 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 | | F8PB-IVa-b-33 |
| Nailalahad ang damdamin o saloobin ng may- akda, gamit ang wika ng kabataan | | F8WG-IVa-b-35 |
| Nailalahad ang mahahalagang pangyayari sa napakinggang aralin | | F8PN-IVc-d-34 |
| Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa | | F8PB-IVc-d-34 |
| Nabibigyang-kahulugan ang : -matatalinghagang ekspresyon - tayutay - simbolo | | F8PT-IVc-d-34 |
| Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa: - pagkapoot - pagkatakot - iba pang damdamin | | F8PU-IVc-d-36 |
| Nailalarawan ang tagpuan ng akda batay sa napakinggan | | F8PN-IVf-g-36 |
| Nailalahad ang mahahalagang pangyayari sa aralin | | F8PB-IVf-g-36 |
| Nakasusulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa | | F8PU-IVf-g-38 |
| Nagagamit nang wasto ang mga salitang nanghihikayat | | F8WG-IVf-g-38 |
| Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan | | F8PN-IVg-h-37 |

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| | Nasusuri ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan | | F8PB-IVg-h-37 |
| | Nakasusulat ng isang islogan na tumatalakay sa paksang aralin | | F8PU-IVg-h-39 |
| | Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito | | F8PB-IVi-j-38 |
| | Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast | | F8PT-IVi-j-38 |
| | Nailalapat sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita | | F8PD-IVi-j-38 |
| | Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal.: totoo, ngunit) | | F8PU-IVi-j-40 |

Grade Level: Grade 9

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikasiyam na Baitang, Naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at saling-akdang Asyano upang mapatibay ang pagkakakilanlang Asyano.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 1 st Quarter | <p>Maikling Kuwento</p> <p>Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda</p> | | F9PN-Ia-b-39 |

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| | Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda | | F9PB-la-b-39 |
| | Nabibigyang kahulugan ang malalim na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan | | F9PT-la-b-39 |
| | Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan | | F9PD-la-b-39 |
| | Nasusuri ang maikling kuwento batay sa: <ul style="list-style-type: none"> - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari - estilo sa pagsulat ng awtor - iba pa | | F9PS-la-b-41 |
| | Napagsusunod-sunod ang mga pangyayari sa akda | | F9PU-la-b-41 |
| | Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pag-ugnay | | F9WG-la-b-41 |
| | Nobela | | F9PN-lc-d-40 |
| | 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 | | F9PB-lc-d-40 |
| | Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda | | F9PT-lc-d-40 |
| | Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan | | F9PD-lc-d-40 |
| | Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili | | F9PU-lc-d-42 |
| | Nagagamit ang mga pahayag na ginagamit sa | | F9WG-lc-d-42 |

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| | pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa) | | |
| | Tula | | F9PN-le-41 |
| | Naiuugnay ang sariling damdamin sa damdaming inihayag sa napakinggang tula | | |
| | Nailalahad ang sariling pananaw ng paksa sa mga tulang Asyano | | F9PB-le-41 |
| | Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan | | F9PT-le-41 |
| | Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng rehiyong Asya | | F9PU-le-43 |
| | Sanaysay | | |
| | Naipaliliwanag ang salitang may higit sa isang kahulugan | | F9PT-lf-42 |
| | Nasusuri ang paraan ng pagpapahayag ng mga ideya at opinyon sa napanood na debate o kauri nito | | |
| | Naisusulat ang sariling opinyon tungkol sa mga dapat o hindi dapat na katangian ng kabataang Asyano | | F9PU-lf-44 |
| | Nagagamit ang mga pang-ugnay sa pagpapahayag ng sariling pananaw | | F9WG-lf-44 |
| | Dula | | F9PN-lg-h-43 |
| | Nakabubuo ng paghuhusga sa karakterisasyon ng mga tauhan sa kasiningan ng akda | | |
| | Naipaliliwanag ang kahulugan ng salita habang nababago ang estruktura nito | | F9PT-lg-h-43 |
| | Nasusuri ang pagiging makatotohanan ng ilang pangyayari sa isang dula | | F9PUlg-h-45 |
| | Nagagamit ang mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga, tunay, iba pa) | | F9PS-lg-h-45 |
| | Pangwakas na Output | | F9PB-li-j-44 |

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| | Naibabahagi ang sariling pananaw sa resulta ng isinagawang sarbey tungkol sa tanong na: "Alin sa mga babasahin ng Timog-Silangang Asya ang iyong nagustuhan?" | | |
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| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 2 nd Quarter | Tanka at Haiku | | F9PN-IIa-b-45 |
| | Nasusuri ang tono ng pagbigkas ng napakinggang tanka at haiku | | |
| | Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku | | F9PB-IIa-b-45 |
| | Nabibigyang kahulugan ang matatalingha-gang mahalagang salitang ginamit sa tanka at haiku | | F9PT-IIa-b-45 |
| | Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat | | F9PU-IIa-b-47 |
| | Nagagamit ang suprasegmental na antala/hinto, diin at tono sa pagbigkas ng tanka at haiku | | F9WG-IIa-b-47 |
| | Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakinggan | | F9PN-IIc-46 |
| | Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos | | F9PB-IIc-46 |
| | Naiaantas ang mga salita (clining) batay sa tindi ng emosyon o damdamin | | F9PT-IIc-46 |
| | Naisusulat muli ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito | | F9PU-IIc-48 |
| Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin | | F9WG-IIc-48 | |

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| | Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakinggan | | F9PN-IId-47 |
| | Naipaliliwanag ang mga: - kaisipan - layunin - paksa; at - paraan ng pagkakabuo ng sanaysay | | F9PB-IId-47 |
| | Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap | | F9PT-IId-47 |
| | Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati | | F9PD-IId-47 |
| | Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan | | F9PS-IId-49 |
| | Nakasusulat ng isang argumento hinggil sa napapanahong isyu sa lipunang Asya | | F9PU-IId-49 |
| | Nagagamit ang angkop na mga pahayag sa pagbibigay ng opinyon, matibay na paninindigan at mungkahi | | F9WG-IId-49 |
| | Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakinggang salaysay | | F9PN-IIf-f-48 |
| | Nahihinuha ang kulturang nakapaloob sa binasang kuwento | | F9PB-IIf-f-48 |
| | Nabibigyang-kahulugan ang mga imahe at simbolo sa binasang kuwento | | F9PT-IIf-f-48 |
| | Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula | | F9PD-IIf-f-48 |
| | Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento | | F9PS-IIf-f-50 |

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| Naisusulat ang isang paglalarawan ng sariling kultura na maaaring gamitin sa isang pagsasalaysay | | F9PU-Ile-f-50 |
| Nagagamit ang mga pahayag sa pagsisimula, pagpapatuloy ng mga pangyayari at pagtatapos ng isang kuwento | | F9WG-Ile-f-50 |
| Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyalogo o pag-uusap | | F9PN-Ilg-h-48 |
| Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito | | F9PB-Ilg-h-48 |
| Napaghahambingang mga napanood na dula batay sa mga katangian at elemento ng bawat isa | | F9PD-Ilg-h-48 |
| Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang pangkat ng tao sa ilang bansa sa Asya | | F9PU-Ilg-h-51 |
| Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula | | F9WG-Ilg-h-51 |
| Naipahahayag ang damdamin at pag-unawa sa napakinggang akdang orihinal | | F9PN-Ili-j-49 |
| Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin | | F9PB-Ili-j-49 |
| Nabibigyang- kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap; ang matatalinghagang pahayag sa parabola; ang mga salitang may natatagong kahulugan; ang mga salita batay sa kontekstong pinaggamitan; ang mahihirap na salita batay sa kasingkahulugan at kasalungat na kahulugan; | | F9PT-Ili-j-49 |
| Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano | | F9PU-Ili-j-52 |
| Nagagamit ang linggwistikong kahusayan sa pagsulat ng | | F9WG-Ili-j-52 |

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| | sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano | | |
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| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 3 rd Quarter | Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan | | F9PB-IIIa-50 |
| | Naisusulat ang isang anekdota o liham na nangangaral; isang halimbawang elehiya; | | F9PU-IIIa-53 |
| | Nagagamit nang wasto sa pangungusap ang matatalinghagang pahayag | | F9WG-IIIa-53 |
| | 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 | | F9PB-IIIb-c-51 |
| | Nabibigyang-puna ang nakitang paraan ng pagbigkas ng elehiya o awit | | F9PD-IIIb-c-50 |
| | Nagagamit ang mga angkop na pang-uri na nagpapasidhi ng damdamin | | F9WG-IIIb-c-53 |
| | Nasusuri ang mga tunggalian (tao vs. tao, at tao vs. sarili) sa kuwento batay sa napakinggang pag-uusap ng mga tauhan | | F9PN-IIIb-e-52 |
| | Napatutunayang ang mga pangyayari at/o transpormasyong nagaganap sa tauhan ay maaaring mangyari sa tunay na buhay | | F9PB-IIIb-e-52 |

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| | Natutukoy ang pinagmulan ng salita (etimolohiya) | | F9PT-IIIId-e-52 |
| | Naiuugnay sa kasalukuyan ang mga tunggaliang (tao vs. tao at tao vs. sarili) napanood na programang pantelebisyon | | F9PD-IIIId-e-51 |
| | Naisusulat muli ang maikling kuwento nang may pagbabago sa ilang pangyayari at mga katangian ng sinuman sa mga tauhan; ang sariling wakas sa naunang alamat na binasa | | F9PU-IIIId-e-54 |
| | Nagagamit ang angkop na pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari sa lilikhaing kuwento | | F9WG-IIIId-e-54 |
| | Nabibigyang-kahulugan ang kilos, gawi at karakter ng mga tauhan batay sa usapang napakinggan | | F9PN-IIIIf-53 |
| | Napatutunayan ang pagiging makatotohanan/ di makatotohanan ng akda | | F9PB-IIIIf-53 |
| | Nagagamit ang mga pang-abay na pamanahon , panlunan at pamaraan sa pagbuo ng alamat | | F9WG-IIIIf-55 |
| | Nahuhulaan ang maaaring mangyari sa akda batay sa ilang pangyayaring napakinggan | | F9PN-IIIIf-h-54 |
| | Nailalarawan ang natatanging kulturang Asyano na masasalamain sa epiko | | F9PB-IIIIf-h-54 |
| | Nabibigyang-katangian ang isa sa mga itinuturing na bayani ng alinmang bansa sa Kanlurang Asya | | F9PT-IIIIf-h-54 |
| | Nagagamit ang mga angkop na salita sa paglalarawan ng kulturang Asyano at bayani ng Kanlurang Asya | | F9PS-IIIIf-h-56 |
| | Naiisa-isa ang kultura ng Kanluraning Asyano mula sa mga akdang pampanitikan nito -* | | F9PB-IIIIf-j-55 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG |
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| 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 | | F9PN-IVa-b-56 |
| | Nailalarawan ang mga kondisyong panlipunan bago at matapos isinulat ang akda | | F9PB-IVa-b-56 |
| | Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan | | F9PT-IVa-b-56 |
| | Nabibigyang-patunay na may pagkakatulad / pagkakaiba ang binasang akda sa ilang napanood na telenobela* | | F9PD-IVa-b-55 |
| | Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami | | F9PS-IVa-b-58 |
| | Naitatala ang nalikom na datos sa pananaliksik | | F9PU-IVa-b-58 |
| | Nagagamit ang mga angkop na salita / ekspresyon sa: - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa pagpapatunay | | F9WG-IVa-b-57 |
| | Natutukoy ang kahalagahan ng bawat tauhan sa nobela | | F9PN-IVc-57 |
| | Naisusulat ang isang makahulugan at masining na iskrip ng isang monologo tungkol sa isang piling tauhan | | F9PU-IVc-59 |
| | Nagagamit ang tamang pang-uri sa pagbibigay- katangian | | F9WG-IVc-59 |

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| Naibabahagi ang sariling damdamin sa tinalakay na mga pangyayaring naganap sa buhay ng tauhan | | F9PN-IVd-58 |
| Nailalahad ang sariling pananaw sa kapangyarihan ng pag-ibig sa magulang, sa kasintahan, sa kapwa at sa bayan | | F9PB-IVd-58 |
| Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito (<i>level of formality</i>) | | F9PT-IVd-58 |
| Nakasusulat ng iskrip ng Mock Trial tungkol sa tunggalian ng mga tauhan sa akda* | | F9PU-IVd-60 |
| Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng: - damdamin - matibay na paninindigan | | F9WG-IVd-60 |
| Natitiyak ang pagkamakatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan | | F9PN-IVe-f-59 |
| Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano | | F9PB-IVe-f-59 |
| Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan | | F9PT-IVe-f-59 |
| Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: <ul style="list-style-type: none"> • pamamalakad ng pamahalaan • paniniwala sa Diyos • kalupitan sa kapuwa • kayamanan • kahirapan at iba pa | | F9PB-IVg-h-60 |
| Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula | | F9PD-IVg-h-59 |
| Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak | | F9PS-IVg-h-62 |
| Nagagamit ang mga angkop na ekspresyon sa: | | F9WG-IVg-h-62 |

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| | <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 | | F9PD-IVi-j-60 |

Grade Level: Grade 10

Subject: Filipino

Grade Level Standards:

Pagkatapos ng Ikasampung Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at saling-akdang pandaigdig tungo sa pagkakaroon ng kamalayang global.

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 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 • daigdig | | F10PB-Ia-b-62 |
| | Naiuugnay ang kahulugan ng salita batay sa kayarian nito | | F10PT-Ia-b-61 |
| | Natutukoy ang mensahe at layunin ng napanood na cartoon ng isang mitolohiya | | F10PD-Ia-b-61 |
| | Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay | | F10PS-Ia-b-64 |

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| | <p>Nagagamit nang wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaanan at kagamitan)</p> <ol style="list-style-type: none"> 1. sa pagsasaad ng aksyon, pangyayari at karanasan; 2. sa pagsulat ng paghahambing; 3. sa pagsulat ng saloobin; 4. sa paghahambing sa sariling kultura at ng ibang bansa; at 5. isinulat na sariling kuwento | | |
| | Nasusuri ang tiyak na bahagi ng napakinggang parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal | | F10PN-lb-c-63 |
| | Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong at binasang mitolohiya | | F10PB-lb-c-63 |
| | Nabibigyang-puna ang estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda, at ang bisa ng paggamit ng mga salitang nagpapahayag ng matinding damdamin | | F10PT-lb-c-62 |
| | Nagagamit ang angkop na mga piling pang-ugnay sa pagsasalaysay (pagsisimula, pagpapatuloy, pagpapadaloy ng mga pangyayari at pagwawakas) | | F10WG-lb-c-58 |
| | Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakinggang impormasyon sa radyo o iba pang anyo ng media | | F10PN-lc-d-64 |
| | Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda, ang pagiging makatotohanan/di-makatotohanan ng mga pangyayari sa maikling kuwento | | F10PB-lc-d-64 |
| | Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan | | F10Pt-lc-d-63 |
| | Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig | | F10PD-lc-d-63 |
| | Naitatala ang mga impormasyon tungkol sa isa sa | | F10PU-lc-d-66 |

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| napapanahong isyung pandaigdig | | |
| Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw | | F10WG-lc-d-59 |
| Nahihinuha ang katangian ng tauhan sa napakinggang epiko | | F10PN-le-f-65 |
| Naibibigay ang sariling interpretasyon sa mga kinaharap na suliranin ng tauhan | | F10PB-le-f-65 |
| Napapangatuwiran ang kahalagahan ng epiko bilang akdang pandaigdig na sumasalamin ng isang bansa | | F10PB-le-f-66 |
| Naipaliliwanag ang mga alegoryang ginamit sa binasang akda | | F10PT-le-f-65 |
| Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan | | F10PD-le-f-64 |
| Naisusulat nang wasto ang pananaw tungkol sa: <ul style="list-style-type: none"> a. 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 | | F10PU-le-f-67 |
| Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod ng mga pangyayari | | F10WG-le-f-60 |
| Naipaliliwanag ang ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig | | F10WG-le-f-60 |
| Nakapagbibigay ng mga halimbawang pangyayari sa tunay na buhay kaugnay ng binasa | | F10WG-le-f-60 |
| Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap | | F10PT-lf-g-66 |
| Nagagamit ang angkop na mga panghalip bilang panuring sa | | F10WG-lf-g-61 |

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| mga tauhan | | |
| Naibibigay ang katangian ng isang tauhan batay sa napakinggang diyologo | | F10PN-Ig-h-67 |
| Nasusuri ang binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw | | F10PB-Ig-h-68 |
| Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa antas o tindi ng kahulugang ipinahahayag nito (clining) | | F10PT-Ig-h-67 |
| Naihahambing ang ilang pangyayari sa napanood na dula sa mga pangyayari sa binasang kabanata ng nobela | | F10PD-Ig-h-66 |
| Nailalarawan ang kultura ng mga tuhan na masasalamain sa kabanata | | F10PS-Ig-h-69 |
| Naibabahagi ang sariling opinyon o pananaw batay sa napakinggan | | F10PN-li-j-68 |
| Nakabubuo ng isang suring-basa sa alinmang akdang pampanitikang Mediterranean | | F10PB-li-j-69* |
| Naibibigay ang kaugnay na mga konsepto ng piling salitang critique at simposyum | | F10PB-li-j-69 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 2 nd Quarter | Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan | | F10PN-IIa-b-71 |
| | Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (<i>collocation</i>) | | F10PT-IIa-b-71 |
| | Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood | | F10PD-IIa-b-69 |
| | Naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino | | F10PU-IIa-b-73 |
| | Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan | | F10PN-IIa-b-72 |

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| Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig | | F10PB-IIa-b-75 |
| Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito(epitimolohiya) | | F10PT-IIa-b-72 |
| Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito | | F10PD-IIa-b-70 |
| Naisusulat nang wasto ang ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa | | F10PU-IIa-b-74 |
| Tula: Naibibigay ang puna sa estilo ng napakinggang tula | | F10PN-IIc-d-70 |
| Nasusuri ang iba't ibang elemento ng tula | | F10PB-IIc-d-72 |
| Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula | | F10PT-IIc-d-70 |
| Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay | | F10PU-IIc-d-72 |
| Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula | | F10WG-IIc-d-65 |
| Maikling Kuwento: Nasusuri sa diyalogo ng mga tauhan ang kasiningan ng akda | | F10PN-IIe-73 |
| Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan | | F10PT-IIe-73 |
| Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig | | F10PD-IIe-71 |
| Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento | | F10PS-IIe-75 |
| Nasusuri ang nobela sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan | | F10PB-IIf-77 |
| Naihahambing ang akda sa iba pang katulad na <i>genre</i> | | F10PB-IIf-78 |

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| batay sa tiyak na mga elemento nito | | |
| Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan | | F10PT-IIf-74 |
| Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa | | F10PD-IIf-72 |
| Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan | | F10WG-IIf-69 |
| Nagagamit ang iba’t ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan | | F10WG-IIf-69 |
| Sanaysay: Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa | | F10PN-IIg-h-69 |
| Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda | | F10PN-IIg-h-69 |
| Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal) | | F10PB-Ili-j-71 |
| Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng <i>word association</i> | | F10PT-IIg-h-69 |
| Nasusuri ang napanood na pagbabalita batay sa: - paksa - paraan ng pagbabalita at iba pa | | F10PD-IIg-h-68 |
| Naipahahayag ang sailing kaalaman at opinyon tungkol sa isang paksa sa isang talumpati | | F10PS-IIg-h-71 |
| Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu | | F10PU-IIg-h-71 |
| Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap | | F10WG-IIg-h-64 |
| Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, <i>internet</i> tulad ng <i>fb</i> , <i>e-mail</i> , at iba pa) | | F10PB-Ili-j-79 |

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| | Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa <i>social media</i> | | F10PT-IIg-h-75 |
| | Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga <i>social media</i> | | F10PD-IIg-h-73 |
| | Naisusulat at naibabahagi sa iba ang sariling akda | | F10PU-III-j-77 |
| | Nagagamit ang kahusayan sa gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda | | F10WG-III-j-70 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 3 rd Quarter | Mitolohiya: Naipaliliwanag ang pagkakaiba at pagkakatulad ng mitolohiya ng Africa at Persia | | F10PN-IIIa-76 |
| | Nasusuri ang mga kaisipang nakapaloob sa mitolohiya batay sa: - suliranin ng akda - kilos at gawi ng tauhan -desisyon ng tauhan | | F10PB-IIIa-80 |
| | Nabibigyang-puna ang napanood na <i>video clip</i> | | F10PD-IIIa-74 |
| | Napangangatuwiranang ang sariling reaksiyon tungkol sa akdang binasa sa pamamagitan ng debate/pagtatalo) | | F10PS-IIIa-78 |
| | Nagagamit nang angkop ang mga pamantayan sa pagsasaling-wika | | F10WG-IIIa-71 |
| | Anekdotang: Nahihinuha ang damdamin ng sumulat ng napakinggang anekdota | | F10PN-IIIb-77 |
| | Nasusuri ang binasang anekdota batay sa: paksa- tauhan tagpuan motibo ng awtor paraan ng pagsula at iba pa | | F10PB-IIIb-81 |
| | Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi | | F10PT-IIIb-77 |

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| Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa <i>you tube</i> | | F10PD-IIIb-75 |
| Naisusulat ang isang orihinal na komik strip batay sa isang anekdota | | F10PU-IIIb-79 |
| Nagagamit ang kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orhinal na anekdota | | F10PU-IIIb-79 |
| Tula:Nasusuri ang kasiningan at bisa ng tula batay sa napakinggan | | F10PN-IIIc-78 |
| Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalinghagang pahayag sa tula | | F10PB-IIIc-82 |
| Naiaantas ang mga salita ayon sa damdaming ipinahahayag ng bawat isa | | F10PT-IIIc-78 |
| Epiko/ Maikling Kuwento: Naiuugnay ang suliraning nangingibabaw sa akda sa pandaigdigang pangyayari sa lipunan | | F10PN-IIId-e-79 |
| Naihahanay ang mga salita batay sa kaugnayan ng mga ito sa isa't isa | | F10PT-IIId-e-79 |
| Nabibigyang-puna ang napanood na <i>teaser o trailer</i> ng pelikula na may paksang katulad ng binasang akda | | F10PD-IIId-e-77 |
| Naipahahayag ang damdamin at saloobin tungkol sa kahalagahan ng akda sa: - sarili - panlipunan pandaigdig | | F10PS-IIId-e-81 |
| Nasusuri nang pasulat ang damdaming nakapaloob sa akdang binasa at ng alinmang <i>socila media</i> | | F10PU-IIId-e-81 |
| Nabibigyang-kahulugan ang damdaming nangingibabaw sa akda | | F10WG-IIId-e-74 |
| Naipaliliwanag ang mga likhang sanaysay batay sa | | F10PN-IIIf-g-80 |

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| | napakinggan | | |
| | Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda | | F10PB-III-f-g-84 |
| | Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya) | | F10PT-III-f-g-80 |
| | Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa <i>youtube</i> | | F10PD-III-f-g-78 |
| | Naisusulat ang isang talumpati na pang-SONA | | F10PU-III-f-g-82 |
| | Nagagamit ang angkop na mga tuwiran at di-tuwirang pahayag sa paghahatid ng mensahe | | F10WG-III-f-g-75 |
| | Nobela: Natutukoy ang tradisyong kinamulatan ng Africa at/o Persia batay sa napakinggang diyalogo | | F10PN-III-h-i-81 |
| | Nasusuri ang binasang kabanata ng nobela batay sa pananaw / teoryang pampanitikan na angkop dito | | F10PN-III-h-i-81 |
| | Nasusuri ang napanood na <i>excerpt</i> ng isang isinapelikulang nobela | | F10PD-III-h-i-79 |
| | Nailalapat nang may kaisahan at magkakaugnay na mga talata gamit ang mga pag-ugnay sa panunuring pampelikula* | | F10PS-III-h-i-83 |
| | Nagagamit ang iba't ibang batis ng impormasyon tungkol sa magagandang katangian ng bansang Africa at/o Persia | | F10EP-II-f-32 |

| Quarter | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| 4 th Quarter | Kailigirang Pangkasaysayan ng El Filibusterismo: Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo | | F10PN-IV-a-b-83 |
| | Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa mga kondisyon sa panahong isinulat ang akda | | F10PB-IV-a-b-86 |

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| - 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 | | |
| Naiuugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito | | F10PT-IVa-b-82 |
| Napahahalagahan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng EI Filibusterismo sa pamamagitan ng pagbubuod nito gamit ang <i>timeline</i> | | F10PD-IVa-b-81 |
| Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng EI Filibusterismo | | F10PS-IVa-b-85 |
| Naisusulat ang buod ng kaligirang pangkasaysayan ng EI Filibusterismo batay sa ginawang <i>timeline</i> | | F10PU-IVa-b-85 |
| Naitatala ang mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian | | |
| Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik | | F10EP-II-f-33 |
| Natutukoy ang papel na ginampanan ng mga tauhan sa akda sa pamamagitan ng: - pagtunton sa mga pangyayari - pagtukoy sa mga tunggaliang naganap - pagtiyak sa tagpuan - pagtukoy sa wakas | | F10PB-IVb-c-87 |
| Nabibigyang-kahulugan ang matatalingha-gang pahayag na ginamit sa binasang kabanata ng nobela sa pamamagitan ng pagbibigay ng halimbawa | | F10PT-IVb-c-83 |
| Naiuugnay sa kasalukuyang mga pangyayaring napanood sa <i>video clip</i> ang pangyayari sa panahon ng pagkakasulat ng akda | | F10PD-IVb-c-82 |

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| | 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 | | F10PS-IVb-c-86 |
| | Naisusulat ang buod ng binasang mga kabanata | | F10PU-IVb-c-86 |
| | Nagagamit sa pagbubuod ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/ talata | | F10PU-IVb-c-86 |
| | Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda | | F10PN-IVd-e-85 |
| | Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang) | | F10PB-IVd-e-88 |
| | Natatalakay ang mga kaisipang ito: <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 - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo at iba pa | | F10PB-IVd-e-89 |

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| Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng : - karanasang pansarili - gawaing pangkomunidad - isyung pambansa - pangyayaring pandaigdig | | F10PN-IVf-90 |
| Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda | | F10PD-IVd-e-83 |
| Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda | | F10PU-IVd-e-87 |
| Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/ damdamin | | F10WG-IVd-e-80 |
| Naisasaad ang pagkamakatotohanan ng akda sa pamamagitan ng pag-uugnay ng ilang pangyayari sa kasalukuyan | | F10PB-IVh-i-92 |
| Naipaliliwanag ang kahulugan ng mga salitang hiram sa wikang Espanyol | | F10PT-IVg-h-85 |
| Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa | | F10PU-IVg-h-88 |
| Nagagamit ang angkop na mga salitang naghahambing | | F10WG-IVg-h-81 |
| Nasusuri ang tauhan na may kaugnayan sa: mga hilig/interes kawilihan/kagalakan/ kasiglahan /pagkainip/ pagkayamot; pagkatakot; Pagkapoot; pagkaaliw/ pagkalibang at iba pa | | F10PU-IVg-h-88 |
| Nasusuri ang nobela batay sa pananaw/ teoryang: <ul style="list-style-type: none"> • romantisismo • humanismo • naturalistiko • at iba pa | | F10WG-IVg-h-81 |
| Nabibigyang-pansinang ilang katangiang klasiko sa akda | | F10PB-IVi-j-94 |

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| | Nabibigyan ng kaukulang pagpapakahulugan ang mahahalagang pahayag ng awtor/ mga tauhan | F10PT-IVi-j-86 |
| | Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang-alang ang artistikong gamit ng may-akda sa mga salitang panlarawan | F10PU-IVi-j-89 |
| | Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin | F10WG-IVg-h-82 |
| | Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama | F10PB-IVi-j-83 |



Department of Education



MATHEMATICS

Grade Level: Grade 1
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| Q1 | demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100. | <p>1. is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.</p> <p>2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts.</p> | Visualizes, represents, and counts numbers from 0 to 100 using a variety of materials and methods. | Week 1 | M1NS-la-1.1 |
| | | | identifies the number that is one more or one less from a given number. | Week 2 | M1NS-lb-3 |
| | | | regroups sets of ones into sets of tens and sets of tens into hundreds using objects. | Week 3 | M1NS-ld-5 |
| | | | compares two sets using the expressions “less than,” “more than,” and “as many as” and orders sets from least to greatest and vice versa. | Week 4 | |
| | | | reads and writes numbers up to 100 in symbols and in words. | Week 5 | M1NS-lf-9.1 |
| | | | visualizes and gives the place value and value of a digit in one- and two-digit numbers. | Week 6 | M1NS-lg-10.1 |
| | | | renames numbers into tens and ones. | | M1NS-lg-11 |
| | | | 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 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
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| | The learner... | The learner... | The learner... | | |
| | | | recognizes and compares coins and bills up to PhP100 and their notations. | Week 9 | M1NS-lj-19.1 |
| 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. | illustrates addition as “putting together or combining or joining sets” | Week 1 to 2 | M1NS-Ila-23 |
| | | | visualizes and adds the following numbers using appropriate techniques: a. two one-digit numbers with sums up to 18 b. three one-digit numbers c. numbers with sums through 99 without and with regrouping | | |
| | | | visualizes and solves one-step routine and non-routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem solving strategies. | Week 3 | M1NS-Ile-29.1 |
| | | | illustrates subtraction as “taking away” or “comparing” elements of sets. | Week 4 | M1NS-IIf-24 |
| | | | illustrates that addition and subtraction are inverse operations. | | M1NS-IIf-25 |
| | | | visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping | Week 5 to 6 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies. | Week 7 | M1NS-III-33.1 |
| | | | visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem solving strategies and tools. | Week 8 | M1NS-III-34.1 |
| Q3 | demonstrates understanding of fractions $\frac{1}{2}$ 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 | M1NS-IIIa-37 |
| | | | visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50. e.g. 10 grouped by 5s | | M1NS-IIIa-48 |
| | | | 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 | M1NS-III d-75 |
| | demonstrates understanding of 2-dimensional and 3- | is able to describe, compare, and construct 2- | identifies, names, and describes the four basic shapes (square, rectangle, triangle and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid) objects. | Week 5 | M1GE-III e-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|-----------------|
| | The learner... dimensional figures. | The learner... dimensional and 3-dimensional objects | The learner... draws the four basic shapes. | Week 6 | M1GE-III f-3 |
| | | | constructs three dimensional objects (solid) using manipulative materials. | | M1GE-III f-4 |
| | demonstrates understanding of continuous and repeating patterns and mathematical sentences. | is able to apply knowledge of continuous and repeating patterns and number sentences in various situations. | determines the missing term/s using one attribute in a given continuous pattern (letters/ numbers/events) and in a given repeating pattern (letters, numbers, colors, figures, sizes, etc.). | Week 7 | |
| | | | constructs equivalent number expression using addition and subtraction. e.g. $6 + 5 = 12 - 1$ | Week 8 | M1AL-III h-8 |
| | | | identifies and creates patterns to compose and decompose using addition. e.g. $7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$ | | M1AL-III i-9 |
| | | | visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways e.g. $n + 2 = 5$ $5 - n = 3$ | Week 9 | M1AL-III j-10 |
| Q4 | demonstrates understanding of time and non-standard units of length, mass and capacity. | is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical | tells the days in a week; months in a year in the right order. | Week 1 | M1ME-IV a-1 |
| | | | determines the day or the month using a calendar. | Week 2 | M1ME-IV a-2 |
| | | | tells and writes time by hour, half-hour and quarter-hour using analog clock. | Week 3 | M1ME-IV b-3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | 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 | M1ME-IVb-4 |
| | | | compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest. | Week 5 to 6 | M1ME-IVc-19 |
| | | | estimates and measures length, mass and capacity using non- standard units of measures. | Week 7 | |
| | demonstrates understanding of pictographs without scales and outcomes of an event. | is able to interpret simple representations of data (tables and pictographs without scales). | infers and interprets data presented in a pictograph without scales. e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest ... | Week 8 | M1SP-IVh-3.1 |
| | | | solves routine and non-routine problems using data presented in pictograph without scales. | Week 9 | M1SP-IVh-4.1 |

Grade Level: Grade 2

Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| Q1 | | | visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. | Week 1 | M2NS-Ia-1.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|---|---|--|--------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | <p>1. demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.</p> <p>2. demonstrates understanding of addition of whole numbers up to 1000 including money.</p> | <p>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.</p> <p>2. is able to recognize and represent ordinal numbers up to 20th in various forms and contexts.</p> <p>3. is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.</p> | gives the place value and finds the value of a digit in three-digit numbers. | | M2NS-Ib-10.2 |
| visualizes and counts numbers by 10s, 50s, and 100s. | | | Week 2 | M2NS-Ib-8.2 | |
| reads and writes numbers up to 1 000 in symbols and in words. | | | | M2NS-Ic-9.2 | |
| visualizes and writes three-digit numbers in expanded form. | | | Week 3 | M2NS-Ic-14 | |
| compares numbers up using relation symbols and orders numbers up to 1 000 in increasing or decreasing order. | | | | | |
| Identifies, reads and writes ordinal numbers from 1st through the 20th object in a given set from a given point of reference. | | | Week 4 | | |
| reads and writes money in symbols and in words through PhP100. | | | | M2NS-If-20.1 | |
| counts the value of a set of bills or a set of coins through PhP100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills). | | | Week 5 | M2NS-If-21 | |
| compares values of different denominations of coins and paper bills through PhP100 using relation symbols. | | | | M2NS-If-22.1 | |
| illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations. | | | Week 6 | M2NS-Ig-26.3 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | 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 | M2NS-Ij-29.2 |
| Q2 | demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money. | is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical | visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. | Week 1 | M2NS-Ila-32.5 |
| | | | subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3-digit numbers b. 3-digit numbers by tens and by hundreds | Week 2 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|------------------------------------|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | problems and real-life situations. | solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools. | Week 3 | M2NS-IIc-34.2 |
| | | | performs orders of operations involving addition and subtractions of small numbers. | Week 4 | M2NS-II d-34.3 |
| | | | solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools. | Week 5 | M2NS-IIe-34.4 |
| | | | illustrates and writes a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line. | Week 6 | |
| | | | illustrates the following properties of multiplication and 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 | M2NS-IIh-41.1 |
| | | | multiplies mentally 2,3,4,5 and 10 using appropriate strategies. | | M2NS-IIi-42.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | solves routine and non-routine problems using appropriate problem solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money | Week 9 | |
| Q3 | 1. demonstrates understanding of division of whole numbers up to 1000 including money. 2. demonstrates understanding of unit fractions. | 1. is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations. 2. is able to recognize and represent unit fractions in various forms and contexts. | visualizes and represents division, and writes a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects. | Week 1 | |
| | | | visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10). | Week 2 | M2NS-IIIb-51.1 |
| | | | divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10). | Week 3 | M2NS-IIIb-52.1 |
| | | | illustrates that multiplication and division are inverse operations. | | M2NS-IIIc-53 |
| | | | solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools. | Week 4 | M2NS-IIIc-56.1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code | | |
|---------|-------------------|-----------------------|---|---|--|--------|--------------|
| | The learner... | The learner... | The learner... | | | | |
| | | | visualizes, represents and identifies unit fractions with denominators of 10 and below. | Week 5 to 6 | M2NS-III d-72.2 | | |
| | | | reads and writes unit fractions. | | M2NS-III d-76.1 | | |
| | | | compares using relation symbol and arranges in increasing or decreasing order the unit fractions. | | | | |
| | | | identifies other fractions less than one with denominators 10 and below. | | M2NS-III e-79.1 | | |
| | | | visualizes (using group of objects and number line), reads and writes similar fractions | | | | |
| | | | compares similar fractions using relation symbols. | Week 7 | M2NS-III f-77.2 | | |
| | | | arranges similar fractions in increasing or decreasing order. | | M2NS-III f-78.2 | | |
| | | | demonstrates understanding of straight and curved lines, flat and curved surfaces and basic shapes. | is able to recognize and construct straight and curved lines, flat and curved surfaces and basic shapes | constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids. | Week 8 | M2GE-III g-6 |
| | | | | | identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object. | | M2GE-III i-9 |
| | | | demonstrates understanding of | is able to apply knowledge of | determines the missing term/s in a given continuous pattern using two | Week 9 | M2AL-III j-3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | continuous patterns using two attributes | continuous patterns using two attributes | attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) e.g. 1, A, 2,B,3,C,__,__ | | |
| Q4 | demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units. | is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations. | tells and writes time in minutes including a.m. and p.m. using analog and digital clocks. | Week 1 | M2ME-IVa-5 |
| | | | visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days). | | |
| | | | compares the following unit of measures: a. length in meters or centimeters b. mass in grams or kilograms c. capacity in mL or L | Week 2 | |
| | | | measures objects using appropriate measuring tools and unit of length in m or cm. | Week 3 | |
| | | | estimates and measures length using meter or centimeter. | | M2ME-IVc-26 |
| | | | solves routine and non-routine problems involving length. | Week 4 | M2ME-IVc-27 |
| | | | measures objects using appropriate measuring tools and measuring units in g or kg. | Week 5 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | estimates and measures mass using gram or kilogram. | | M2ME-IVe-31 |
| | | | solves routine and non-routine problems involving mass. | Week 6 | M2ME-IVe-32 |
| | | | measures objects using appropriate measuring tools in mL or L. | | M2ME-IVf-33 |
| | | | finds the area of a given figure using square-tile units i.e. number of square-tiles needed. | Week 7 | M2ME-IVg-36 |
| | | | estimates the area of a given figure using any shape. | | M2ME-IVh-37 |
| | | | solves routine and non-routine problems involving any figure using square tiles. | Week 8 | M2ME-IVh-38 |
| | deepens understanding of pictographs without and with scales | is able to interpret simple representations of data (pictographs without and with scales) | infers and interprets data presented in a pictograph without and with scales. | Week 9 | M2SP-IVi-3.2 |
| | | | solves routine and non-routine problems using data presented in a pictograph without and with scales. | | M2SP-IVi-4.2 |

Grade Level: Grade 3
Subject: Mathematics

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---|--|--|--|----------|-----------------------|
| Q1 | 1. demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100th, and money up to PHP1000. 2. demonstrates understanding of addition and subtraction of whole numbers including money | 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. 2. is able to recognize and represent, ordinal numbers up to 100th in various forms and contexts. 3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations. | visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000. | Week 1 | M3NS- la-1.3 |
| | | | gives the place value and value of a digit in 4- to 5-digit numbers. | | M3NS- la-10.3 |
| | | | reads and writes numbers up to 10 000 in symbols and in words. | | M3NS- la-9.3 |
| | | | rounds numbers to the nearest ten, hundred and thousand.. | Week 2 | M3NS- lb-15.1 |
| | | | compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000. | | |
| | | | identifies ordinal numbers from 1st to 100 th with emphasis on the 21 st to 100 th object in a given set from a given point of reference. | Week 3 | M3NS- lc-16.3 |
| | | | recognizes, reads and writes money in symbols and in words through PHP1 000 in pesos and centavos | | |
| | | | compares values of the different denominations of coins and bills through PHP1 000 using relation symbols. | Week 4 | M3NS- ld-22.2 |
| | | | adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping. | | M3NS- ld-27.6 |
| | | | estimates the sum of 3- to 4-digit addends with reasonable results. | Week 5 | M3NS- le-31 |
| adds mentally the following numbers using appropriate strategies: | | | | | |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|-------------------------------------|---|---|----------|-----------------------|
| | | | <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 | | |
| | | | solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools. | Week 6 | M3NS- lf-29.3 |
| | | | subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping. | Week 7 | M3NS- lg-32.6 |
| | | | estimates the difference of two numbers with three to four digits with reasonable results. | | M3NS- lh-36 |
| | | | subtracts mentally the following numbers using appropriate strategies: <ul style="list-style-type: none"> 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 | M3NS- li-34.5 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|---|---|--|---------------|-----------------------|
| Q2 | demonstrates understanding of multiplication and division of whole numbers including money. | is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations | visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9. | Week 1 | M3NS-Ila-41.2 |
| | | | visualizes and states basic multiplication facts for numbers up to 10. | | M3NS-Ila-41.3 |
| | | | Illustrates the properties of multiplication in relevant situations (commutative property, distributive property or associative property) | Week 2 to 3 | |
| | | | multiplies numbers: <ul style="list-style-type: none"> a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3-digit numbers by multiples of 10 and 100 e. 1- to 2-digit numbers by 1 000 | | |
| | | | estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results . | | Week 4 |
| | | | multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100. | M3NS-Ile-42.2 | |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|-------------------------------------|---|--|----------|-----------------------|
| | | | solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools. | Week 5 | M3NS- Ile- 45.3 |
| | | | visualizes and states the multiples of 1- to 2-digit numbers. | Week 6 | M3NS- IIf-47 |
| | | | visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9). | | M3NS- Ilg- 51.2 |
| | | | visualizes and states basic division facts of numbers up to 10. | Week 7 | M3NS- Ilg- 51.3 |
| | | | divides numbers without or with remainder: <ul style="list-style-type: none"> a. 2- to 3-digit numbers by 1- to 2-digit numbers b. 2-3 digit numbers by 10 and 100 | | |
| | | | estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers. | Week 8 | M3NS- Ili-55.1 |
| | | | divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies. | | M3NS- Ili-52.2 |
| | | | solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole | Week 9 | M3NS- Ilj-56.2 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|---|--|---|----------|-----------------------|
| | | | numbers including money using appropriate problem solving strategies and tools. | | |
| Q3 | demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions. | is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts. | identifies odd and even numbers. | Week 1 | M3NS-IIIa-63 |
| | | | visualizes and represents fractions that are equal to one and greater than one using regions, sets and number line. | | |
| | | | reads and writes fractions that are equal to one and greater than one in symbols and in words. | Week 2 | M3NS-IIIb-76.3 |
| | | | Represents, compares and arranges dissimilar fractions in increasing or decreasing order. | Week 3 | |
| | | | visualizes and generates equivalent fractions. | Week 4 | M3NS-IIIe-72.7 |
| | demonstrates understanding of lines and symmetrical designs | is able to recognize and represent lines in real objects and designs or drawings and complete symmetrical designs | recognizes and draws a point, line, line segment and ray. | Week 5 | M3GE-IIIe-11 |
| | | | recognizes and draws parallel, intersecting and perpendicular lines. | | M3GE-III f-12.1 |
| | | | visualizes, identifies and draws congruent line segments. | Week 6 | M3GE-III f-13 |
| | | | identifies and visualizes symmetry in the environment and in design. | | M3GE-III g-7.3 |
| | | | identifies and draws the line of symmetry in a given symmetrical figure. | Week 7 | M3GE-III g-7.4 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code | | | | | |
|---------|--|--|---|----------|-----------------------|---|---|-----|--------|-------------|
| | | | completes a symmetric figure with respect to a given line of symmetry. | | M3GE-IIIh-7.5 | | | | | |
| | demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers. | is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations. | determines the <u>missing term/s</u> in a given combination of <u>continuous and repeating pattern</u> . e.g. 4A,5B, 6A,7B,___ <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>___</td></tr></table> | 1 | 2 | 3 | 4 | ___ | Week 8 | M3AL-IIIi-4 |
| 1 | 2 | 3 | 4 | ___ | | | | | | |
| | | | 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 | M3AL-IIIj-12 | | | | | |
| Q4 | demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle. | is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations. | visualizes, represents, and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa. | Week 1 | | | | | | |
| | | | solves problems involving conversion of time measure. | Week 2 | | | | | | |
| | | | visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter. | Week 3 | M3ME-IVb-39 | | | | | |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---|---|--|---|--------------|-----------------------|
| | | | visualizes, and represents, and solves routine and non-routine problems involving conversions of common units of measure. | | M3ME-IVc-40 |
| | | | solves routine and non-routine problems involving capacity measure. | Week 4 | |
| | | | visualizes, and represents, and measures area using appropriate unit. | Week 5 | M3ME-IVd-43 |
| | | | solves routine and non-routine problems involving areas of squares and rectangles. | | M3ME-IVf-46 |
| | demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen. | is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen. | collects data on one variable using existing records. | Week 6 | M3SP-IVg-1.3 |
| sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph. | | | M3SP-IVg-2.3 | | |
| infers and interprets data presented in different kinds of bar graphs (vertical/horizontal). | | | Week 7 | M3SP-IVh-3.3 | |
| solves routine and non-routine problems using data presented in a single-bar graph. | | | Week 8 | M3SP-IVh-4.3 | |
| tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen. | | | Week 9 | M3SP-IVi-7.3 | |
| describes events in real-life situations using the phrases “sure to happen,” “likely to happen”, “equally likely to | | | | M3SP-IVj-8.3 | |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|-------------------------------------|---|---|----------|-----------------------|
| | | | happen”, “unlikely to happen”, and “impossible to happen”. | | |

Grade Level: Grade 4
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|--|---|----------|------------------|
| | The learner... | The learner... | The learner... | | |
| Q1 | <p>1. demonstrates understanding of whole numbers up to 100,000.</p> <p>2. demonstrates understanding of multiplication and division of whole numbers including money.</p> | <p>1. is able to recognize and represent whole numbers up to 100,000 in various forms and contexts.</p> <p>2. is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations.</p> | visualizes numbers up to 100 000 with emphasis on numbers 10 001–100 000. | Week 1 | M4NS- la-1.4 |
| | | | gives the place value and value of a digit in numbers up to 100 000. | | M4NS- la-10.4 |
| | | | reads and writes numbers, in symbols and in words, up to hundred thousand and compare them using relation symbols | | |
| | | | rounds numbers to the nearest thousand and ten thousand. | Week 2 | M4NS- lb-5.2 |
| | | | orders numbers up to 100 000 in increasing or decreasing order. | | M4NS- lb-13.4 |
| | | | multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping. | Week 3 | M4NS- lc-43.7 |
| | | | estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results. | | M4NS- lc-44.2 |
| | | | multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used. | Week 4 | M4NS- ld-42.3 |
| solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools. | M4NS- ld-45.4 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools. | Week 5 | M4NS-le-45.5 |
| | | | divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder. | Week 6 | M4NS-lf-54.3 |
| | | | divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder. | | |
| | | | estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results. | Week 7 | M4NS-lg-55.2 |
| | | | solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem solving strategies and tools. | Week 8 | M4NS-lh-56.3 |
| | | | solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem solving strategies and tools. | | |
| | | | performs a series of two or more operations applying Multiplication, Division, Addition, Subtraction (MDAS) correctly. | Week 9 | |
| Q2 | | | identifies factors of a given number up to 100. | Week 1 | M4NS-lla-64 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|--|--|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | 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 the multiples of a given number up to 100. | | M4NS-IIa-65 |
| | | | differentiates prime from composite numbers. | | M4NS-IIb-66 |
| | | | writes a given number as a product of its prime factors. | Week 2 | M4NS-IIb-67 |
| | | | finds the common factors, greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division. | | |
| | | | solves real-life problems involving GCF and LCM of 2 given numbers. | Week 3 | M4NS-II d-70.1 |
| | | | changes improper fraction to mixed numbers and vice versa. | Week 4 | M4NS-IIe-80 |
| | | | changes fractions to lowest forms. | | M4NS-IIe-81 |
| | | | visualizes addition and subtraction of similar and dissimilar fractions. | Week 5 | |
| | | | visualizes subtraction of a fraction from a whole number. | | M4NS-II f-82.2 |
| | | | performs addition and subtraction of similar and dissimilar fractions. | Week 6 | M4NS-IIg-83 |
| solves routine and non-routine problems involving addition and/or subtraction of | M4NS-IIh-87.1 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | 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 | M4NS-III-99 |
| | | | renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals. | | M4NS-III-100 |
| | | | gives the place value and the value of a digit of a given decimal number through hundredths. | Week 8 | M4NS-III-101.1 |
| | | | reads and writes decimal numbers through hundredths. | | M4NS-IIj-102.1 |
| | | | rounds decimal numbers to the nearest whole number and tenth. | Week 9 | M4NS-IIj-103.1 |
| | | | compares and arranges decimal numbers. | | M4NS-IIj-104.1 |
| Q3 | demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles, and quadrilaterals. | is able to describe parallel and perpendicular lines, angles, triangles, and quadrilaterals | describes and draws parallel, intersecting, and perpendicular lines using ruler and set square. | Week 1 | |
| | | | describes and illustrates different angles (right, acute, and obtuse) using models. | Week 2 | M4GE-IIIb-14 |
| | | | describes the attributes/properties of triangles and quadrilaterals using concrete objects or models. | | M4GE-IIIb-15 |
| | | | identifies and describes triangles according to sides and angles. | Week 3 | M4GE-IIIc-16 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus. | | M4GE-IIIc-17 |
| | | | relates triangles to quadrilaterals | Week 4 | M4GE-III d-18.1 |
| | | | relates one quadrilateral to another quadrilateral (e.g. square to rhombus). | | M4GE-III d-18.2 |
| | demonstrates understanding of concepts of continuous and repeating patterns and number sentences. | is able to identify the missing element in a pattern and number sentence. | determines the <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 ● 3 ■ 5 ▲ 7 ___ | Week 5 | M4AL-III e-5 |
| | | | finds the missing number in an equation involving properties of operations. (e.g. $(4+ _) + 8 = 4 + (5 + _)$) | | M4AL-III e-13 |
| | demonstrates understanding of the concept of time, perimeter, area, and volume. | is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations. | finds the elapsed time in minutes and seconds. | Week 6 | M4ME-III f-11 |
| | | | estimates the duration of time in minutes. | | M4ME-III f-12 |
| | | | solves problems involving elapsed time. | | M4ME-III g-13 |
| | | | visualizes the perimeter of any given plane figure in different situations. | Week 7 | M4ME-III g-48 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | measures the perimeter of any given figure using appropriate tools. | | M4ME-IIIh-49 |
| | | | finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids. | | M4ME-IIIi-51 |
| | | | solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids. | Week 8 | M4ME-IIIi-52 |
| | | | differentiates perimeter from area. | Week 9 | M4ME-IIIj-53 |
| | | | converts sq. cm to sq. m and vice versa. | | M4ME-IIIj-54 |
| Q4 | | | finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m. | Week 1 | M4ME-IVa-55 |
| | | | finds the area of triangles, parallelograms and trapezoids using sq. cm and sq. m. | | M4ME-IVb-58 |
| | | | solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids. | Week 2 | M4ME-IVc-60 |
| | | | visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc.) and standard units. | Week 3 | M4ME-IVd-62 |
| | | | finds the volume of a rectangular prism using cu. cm and cu. m. | | M4ME-IVe-64 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | solves routine and non-routine problems involving the volume of a rectangular prism. | Week 4 | M4ME-IVf-65 |
| | demonstrates understanding of the concepts of bar graphs and simple experiments. | is able to create and interpret simple representations of data (tables and bar graphs) and describe outcomes in simple experiments. | collects data on two variables using any source. | Week 5 | M4SP-IVg-1.4 |
| | | | organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph. | | M4SP-IVg-2.4 |
| | | | interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars). | Week 6 | M4SP-IVg-3.4 |
| | | | solves routine and non-routine problems using data presented in a single or double-bar graph. | | M4SP-IVh-4.4 |
| | | | draws inferences based on data presented in a double-bar graph. | Week 7 | M4SP-IVh-5.4 |
| | | | records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.) | | M4SP-IVi-9 |
| | | | expresses the outcome in a simple experiment in words, symbols, tables, or graphs. | Week 8 | M4SP-IVi-10 |
| | | | explains the outcomes in an experiment. | | M4SP-IVi-11 |
| | | | solves routine and non-routine problems involving a simple experiment. | Week 9 | M4SP-IVj-12 |

Grade Level: Grade 5
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|---|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| Q1 | demonstrates understanding of divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions | is able to apply divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions in mathematical problems and real-life situations. | uses divisibility rules for 2, 5, and 10 to find the common factors of numbers. | Week 1 | M5NS-Ib-58.1 |
| | | | uses divisibility rules for 3, 6, and 9 to find common factors. | | M5NS-Ib-58.2 |
| | | | uses divisibility rules for 4, 8, 12, and 11 to find common factors. | Week 2 | M5NS-Ib-58.3 |
| | | | solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12. | | M5NS-Ic-59 |
| | | | Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) correctly. | Week 3 | |
| | | | finds the common factors, GCF, common multiples and LCM of 2–4 numbers using continuous division. | Week 4 | |
| | | | solves real-life problems involving GCF and LCM of 2-3 given numbers. | | M5NS-Ie-70.2 |
| | | | adds and subtracts fractions and mixed fractions without and with regrouping. | Week 5 | M5NS-Ie-84 |
| solves routine and non-routine problems involving addition and/or subtraction of | M5NS-If-87.2 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|--|--|----------|------------------------|
| | The learner... | The learner... | The learner... | | |
| | | | fractions using appropriate problem solving strategies and tools. | | |
| | | | visualizes multiplication of fractions using models. | Week 6 | M5NS- lg-89 |
| | | multiplies a fraction and a whole number and another fraction. | M5NS- lg-90.1 | | |
| | | multiplies mentally proper fractions with denominators up to 10. | M5NS- lg-91 | | |
| | | | solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem solving strategies and tools. | Week 7 | M5NS- lh-92.1 |
| | | | shows that multiplying a fraction by its reciprocal is equal to 1. | | M5NS- lh-94 |
| | | | visualizes division of fractions. | Week 8 | M5NS- li-95 |
| | | | divides simple fractions and whole numbers by a fraction and vice versa | | M5NS- li-96.1 |
| | | | solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem solving strategies and tools . | Week 9 | M5NS- lj-97.1 |
| Q2 | | | gives the place value and the value of a digit of a given decimal number through ten thousandths. | Week 1 | M5NS- lla- 101.2 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|--|---|--|--|----------|-----------------------|
| | 1. demonstrates understanding of decimals. 2. demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion. | 1. is able to recognize and represent decimals in various forms and contexts. | reads and writes decimal numbers through ten thousandths. | | M5NS-IIa-102.2 |
| | | | rounds decimal numbers to the nearest hundredth and thousandth. | | M5NS-IIa-103.2 |
| | | 2. is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations. | compares and arranges decimal numbers. | Week 2 | M5NS-IIb-104.2 |
| | | | adds and subtracts decimal numbers through thousandths without and with regrouping. | | M5NS-IIb-106.1 |
| | | | solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools. | Week 3 | M5NS-IIc-108.1 |
| | | | multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers. | Week 4 | M5NS-IId-111.1 |
| | | | multiplies decimals with factors up to 2 decimal places. | | M5NS-IId-111.2 |
| | | | estimates the products of decimal numbers with reasonable results. | Week 5 | M5NS-IIe-112 |
| solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and | M5NS-IIe-113.1 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | whole numbers including money using appropriate problem solving strategies and tools. | | |
| | | | divides decimals with up to 2 decimal places. | Week 6 | M5NS-IIf-116.1 |
| | | | divides whole numbers with quotients in decimal form. | | M5NS-IIf-116.2 |
| | | | solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools. | Week 7 | M5NS-IIg-120.1 |
| | | | visualizes the ratio of 2 given numbers. | | M5NS-IIh-122 |
| | | | identifies and writes equivalent ratios. | Week 8 | M5NS-IIi-124 |
| | | | expresses ratios in their simplest forms. | | M5NS-IIi-125 |
| | | | finds the missing term in a pair of equivalent ratios. | Week 9 | M5NS-IIi-126 |
| | | | defines and describes a proportion. | | M5NS-IIj-127 |
| | | | recognizes when two quantities are in direct proportion. | | M5NS-IIj-128 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code | | |
|---------|--|--|--|---|---|--------|---------------|
| | The learner... | The learner... | The learner... | | | | |
| Q3 | demonstrates understanding of percent. | is able to apply percent in mathematical problems and real-life situations | visualizes percent and its relationship to fractions, ratios, and decimal numbers using models. | Week 1 | M5NS-IIIa-136 | | |
| | | | defines percentage, rate or percent, and base. | | M5NS-IIIa-137 | | |
| | | | identifies the base, percentage, and rate in a problem. | | M5NS-IIIa-138 | | |
| | | | finds the percentage in a given problem. | Week 2 | M5NS-IIIb-139 | | |
| | | | solves routine and non-routine problems involving percentage using appropriate strategies and tools. | | M5NS-IIIb-140 | | |
| | | | demonstrates understanding of polygons, circles, and solid figures. | is able to construct and describe polygons, circles, and solid figures. | visualizes, names, describes and draws polygons with 5 or more sides. | Week 3 | M5GE-IIIc-19 |
| | | | | | describes and compares properties of polygons (regular and irregular polygons). | | M5GE-IIIc-20 |
| | | | | | visualizes congruent polygons. | | M5GE-III d-22 |
| | identifies the terms related to a circle. | Week 4 | | | M5GE-III d-23.2 | | |
| | draws circles with different radii using a compass. | | | | M5GE-IIIe-24 | | |
| | visualizes and describes solid figures. | Week 5 | | | M5GE-IIIe-25 | | |
| | makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures. | | M5GE-IIIe-26 | | | | |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|---|--|--|----------|-----------------------|
| Q4 | demonstrates understanding of the concept of sequence and solving simple equations. | 1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies | formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16) | Week 6 | M5AL-III f-6 |
| | | | uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. $3 \times _ + 1 = 10$ (the unknown is solved by working backwards) | | M5AL-III f-14 |
| | demonstrates understanding of time and circumference. | is able to apply knowledge of time and circumference in mathematical problems and real-life situations. | measures time using a 12-hour and a 24-hour clock. | Week 7 | M5ME-III g-14 |
| | | | calculates time in the different world time zones in relation to the Philippines. | | M5ME-III g-15 |
| | | | solves problems involving time. | | M5ME-III g-16 |
| | | | visualizes circumference of a circle. | Week 8 | M5ME-III h-67 |
| | | | measures circumference of a circle using appropriate tools. | | M5ME-III h-68 |
| | | | finds the circumference of a circle. | | M5ME-III i-70 |
| | | | solves routine and non-routine problems involving circumference of a circle. | Week 9 | M5ME-III j-71 |
| | Q4 | | finds the area of a given circle. | Week 1 | M5ME-IV a-74 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|--|---|---|--|--|---|
| | demonstrates understanding of area, volume and temperature. | is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations. | solves routine and non-routine problems involving the area of a circle. | Week 2 | M5ME-IVb-75 |
| | | | visualizes the volume of a cube and rectangular prism. | | M5ME-IVc-77 |
| | | | names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism. | | M5ME-IVc-78 |
| | | | converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa. | | M5ME-IVd-80 |
| | | | finds the volume of a given cube and rectangular prism using cu. cm and cu. m. | Week 3 | M5ME-IVd-81 |
| | | | estimates and uses appropriate units of measure for volume. | | M5ME-IVd-82 |
| | | | solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools. | Week 4 | M5ME-IVe-83 |
| | | | reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius. | Week 5 | M5ME-IVf-85 |
| | | | solves routine and non-routine problems involving temperature in real-life situations. | | M5ME-IVf-87 |
| | | | demonstrates understanding of line graphs and | is able to create and interpret representations of data (tables and line | organizes data in tabular form and presents them in a line graph. |
| interprets data presented in different kinds of line graphs (single to double-line graph). | M5SP-IVh-3.5 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|---------------------------|---|---|-----------------|------------------------|
| | The learner... | The learner... | The learner... | | |
| | experimental probability. | graphs) and apply experimental probability in mathematical problems and real-life situations. | solves routine and non-routine problems using data presented in a line graph. | Week 7 | M5SP-IVh-4.5 |
| draws inferences based on data presented in a line graph. | | | M5SP-IVh-5.5 | | |
| describes experimental probability. | | | Week 8 | M5SP-IVi-14 | |
| performs an experimental probability and records result by listing. | | | | M5SP-IVi-15 | |
| analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20). | | | Week 9 | M5SP-IVi-16 | |
| solves routine and non-routine problems involving experimental probability. | | | | M5SP-IVj-17 | |

Grade Level: Grade 6
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|--|--|----------|-----------------|
| | 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 | M6NS-Ia-86 |
| | | | solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools. | | M6NS-Ia-87.3 |
| | | | multiplies simple fractions and mixed fractions. | Week 2 | M6NS-Ib-90.2 |
| | | | solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools. | | M6NS-Ib-92.2 |
| | | | divides simple fractions and mixed fractions. | Week 3 | M6NS-Ic-96.2 |
| | | | solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools. | | M6NS-Ic-97.2 |
| | | | adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping. | Week 4 | M6NS-Id-106.2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|---|----------|-----------------|
| | 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. | | M6NS-Id-108.2 |
| | | | multiplies decimals and mixed decimals with factors up to 2 decimal places. | Week 5 | M6NS-le-111.3 |
| | | | multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100. | | M6NS-le-111.4 |
| | | | solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies. | | M6NS-le-113.2 |
| | | | solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools. | Week 6 | M6NS-If-113.3 |
| | | | divides: a. whole numbers by decimals up to 2 decimal places and vice versa b. decimals/mixed decimals up to 2 decimal places | Week 7 | |
| | | | divides decimals: a. up to 4 decimal places by 0.1, 0.01, and 0.001 | Week 8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | b. up to 2 decimal places by 10, 100, and 1 000 mentally | | |
| | | | differentiates terminating from repeating, non-terminating decimal quotients. | Week 9 | M6NS-li-119 |
| | | | solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools. | | M6NS-li-120.2 |
| | | | solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools. | Week 10 | M6NS-lj-120.3 |
| Q2 | demonstrates understanding of order of operations, ratio and proportion, percent, exponents, and integers. | is able to apply knowledge of order of operations, ratio and proportion, percent, exponents, and integers in mathematical problems and real-life situations. | expresses one value as a fraction of another given their ratio and vice versa. | Week 1 | M6NS-IIa-129 |
| | | | defines and illustrates the meaning of ratio and proportion using concrete or pictorial models. | | M6NS-IIb-131 |
| | | | finds a missing term in a proportion (direct, inverse, and partitive). | Week 2 | M6NS-IIb-133 |
| | | | solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools. | | M6NS-IIc-134 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|-------------------|-----------------------|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | finds the percentage or rate or percent in a given problem. | Week 3 | M6NS-IIId-142 |
| | | | solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools. | | M6NS-IIId-143 |
| | | | 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. | Week 4 | M6NS-IIe-144 |
| | | | describes the exponent and the base in a number expressed in exponential notation. | Week 5 | M6NS-IIf-146 |
| | | | gives the value of numbers expressed in exponential notation. | | M6NS-IIf-147 |
| | | | interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule. | Week 6 | M6NS-IIf-148 |
| | | | performs two or more different operations on whole numbers with or without exponents and grouping symbols. | | M6NS-IIf-149 |
| | | | describe the set of integers and identify real-life situations that make use of it. | Week 7 | |
| | | | compares integers with other numbers such as whole numbers, fractions, and decimals. | | M6NS-IIg-152 |
| | | | compares and arranges integers on the number line. | Week 8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards. | | M6NS-IIIh-155 |
| | | | performs the basic operations on integers. | Week 9 | M6NS-IIIi-156 |
| | | | solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools. | Week 10 | M6NS-IIj-157 |
| Q3 | demonstrates understanding of solid figures. | is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere. | visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using various concrete and pictorial models. | Week 1 | |
| | | | differentiates solid figures from plane figures. | | M6GE-IIIa-28 |
| | | | identifies the faces of a solid figure. | | M6GE-IIIb-30 |
| | demonstrates understanding of sequence in forming rules, expressions and equations. | is able to apply knowledge of sequence, expressions, and equations in mathematical problems and real-life situations. | formulates the rule in finding the <u>nth term</u> 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 | M6AL-III d-7 |
| | | | differentiates expression from equation. | | M6AL-III d-15 |
| | | | gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa. | Week 3 | M6AL-III e-16 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|--|--|--------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | defines a variable in an algebraic expression and equation. | | M6AL-IIIe-17 |
| | | | represents quantities in real-life situations using algebraic expressions and equations. | Week 4 | M6AL-IIIe-18 |
| | | | solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$. | | M6AL-III f-19 |
| | demonstrates understanding of rate and speed, and of area and surface area of plane and solid/space figures. | is able to apply knowledge of speed, area, and surface area of plane and solid/space figures in mathematical problems and real-life situations | calculates speed, distance, and time. | Week 5 | M6ME-IIIg-17 |
| solves problems involving average rate and speed. | | | M6ME-IIIg-18 | | |
| finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle. | | | Week 6 | M6ME-IIIh-89 | |
| solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle. | | | | M6ME-IIIh-90 | |
| visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures. | | | Week 7 | M6ME-IIIi-91 | |
| finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres. | | | Week 8 | M6ME-IIIi-93 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | solves word problems involving measurement of surface area. | Week 9 | M6ME-IIIj-94 |
| Q4 | demonstrates understanding of volume of solid figures and meter reading. | is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations. | determines the relationship of the volume between a rectangular prism and a pyramid; a cylinder and a cone; and a cylinder and sphere. | Week 1 | M6ME-IVa-95 |
| | | | finds the volume of cylinders, pyramids, cones, and spheres. | Week 2 | M6ME-IVb-97 |
| | | | solves routine and non-routine problems involving volumes of solids. | | M6ME-IVc-98 |
| | | | reads and interprets electric and water meter readings. | Week 3 | M6ME-IVd-100 |
| | | | solves routine and non-routine problems involving electric and water consumption. | | M6ME-IVd-101 |
| | demonstrates understanding of pie graphs and experimental probability. | is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations. | constructs a pie graph based on a given set of data and interpret it. | Week 4 | |
| | | | solves routine and non-routine problems using data presented in a pie graph. | Week 5 | M6SP-IVf-4.6 |
| | | | describes the meaning of probability such as 50% chance of rain and one in a million chance of winning. | Week 6 | M6SP-IVg-19 |
| | | | performs experiments and records outcomes. | | M6SP-IVh-21 |
| | | | makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams. | Week 7 | M6SP-IVi-22 |

| Quarter | Content Standards The learner... | Performance Standards The learner... | Most Essential Learning competencies The learner... | Duration | K to 12 CG Code |
|---------|-------------------------------------|---|---|----------|-----------------------|
| | | | makes simple predictions of events based on the results of experiments. | Week 8 | M6SP-IVi-23 |
| | | | solves routine and non-routine problems involving experimental and theoretical probability. | Week 9 | M6SP-IVj-24 |

Grade Level: Grade 7
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|--|---|---|----------|-----------------|
| | 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 | M7NS- Ic-1 |
| | | | performs fundamental operations on integers. | | M7NS- Ic-d-1 |
| | | | illustrates the different properties of operations on the set of integers. | Week 4 | M7NS- Id-2 |
| | | | expresses rational numbers from fraction form to decimal form and vice versa. | | M7NS- Ie-1 |
| | | | performs operations on rational numbers | Week 5 | M7NS- If-1 |
| | | | describes principal roots and tells whether they are rational or irrational. | Week 6 | M7NS- Ig-1 |
| | | | determines between what two integers the square root of a number is. | | M7NS- Ig-2 |
| | | | estimates the square root of a whole number to the nearest hundredth. | Week 7 | M7NS- Ig-3 |
| plots irrational numbers (up to square roots) on a number line.*** | M7NS- Ig-4 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|---|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | illustrates the different subsets of real numbers. | Week 8 | M7NS- lh-1 |
| | | | arranges real numbers in increasing or decreasing order and on a number line. | | |
| | | | writes numbers in scientific notation and vice versa. | Week 9 | M7NS- li-1 |
| | | | represents real-life situations and solves problems involving real numbers. | | |
| Q2 | demonstrates understanding of the key concepts of measurement. | is able to formulate real-life problems involving measurements and solve these using a variety of strategies. | approximates the measures of quantities particularly length , weight/mass, volume, time, angle and temperature and rate. | Week 1 | M7ME- IIa-3 |
| | | | converts measurements from one unit to another in both Metric and English systems. | Week 2 | M7ME- IIb-1 |
| | | | solves problems involving conversion of units of measurement. | | M7ME- IIb-2 |
| | demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations, | is able to model situations using oral, written, graphical, and algebraic methods in solving problems involving algebraic | 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. | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|-----------------------------------|--|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | and inequalities in one variable. | expressions, linear equations, and inequalities in one variable. | evaluates algebraic expressions for given values of the variables. | Week 4 | M7AL-IIc-4 |
| | | | adds and subtracts polynomials. | | M7AL-II d-2 |
| | | | derives the laws of exponent. | Week 5 | M7AL-II d-e-1 |
| | | | multiplies and divides polynomials. | | M7AL-II e-2 |
| | | | uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial. | Week 6 | M7AL-II e-g-1 |
| | | | solves problems involving algebraic expressions. | Week 7 to 8 | M7AL-II g-2 |
| | | | differentiates algebraic expressions, equations and inequalities. | | |
| | | | illustrates linear equation and inequality in one variable. | | M7AL-II h-4 |
| | | | finds the solution of linear equation or inequality in one variable. | Week 9 | M7AL-II i-1 |
| | | | solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods. | | M7AL-II i-j-1 |
| solves problems involving equations and inequalities in one variable. | M7AL-II j-2 | | | | |
| Q3 | | | represents point, line and plane using concrete and pictorial models. | Week 1 | M7GE-III a-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships. | is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon | illustrates subsets of a line. | | M7GE-IIIa-2 |
| | | | classifies the different kinds of angles. | | M7GE-IIIa-3 |
| | | | derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines. | Week 2 | M7GE-IIIb-1 |
| | | | derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning. | Week 3 | M7GE-IIIc-1 |
| | | | uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels. | Week 4 | M7GE-IIId-e-1 |
| | | | illustrates polygons: (a) convexity; (b) angles; and (c) sides. | Week 5 | M7GE-IIIE-2 |
| | | | derives inductively the relationship of exterior and interior angles of a convex polygon. | Week 6 | M7GE-IIIf-1 |
| | | | illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle. | Week 7 | M7GE-IIIg-1 |
| | | | constructs triangles, squares, rectangles, regular pentagons, and regular hexagons. | Week 8 | M7GE-IIIf-i-1 |
| | | | solves problems involving sides and angles of a polygon. | Week 9 | M7GE-IIIf-j-1 |
| Q4 | | | poses real-life problems that can be solved by Statistics. | Week 1 | M7SP-IVa-2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | 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. | formulates simple statistical instruments. | | M7SP-IVa-3 |
| | | | gathers statistical data. | Week 2 | M7SP-IVb-1 |
| | | | organizes data in a frequency distribution table. | Week 3 | M7SP-IVc-1 |
| | | | uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive. | Week 4 to 5 | M7SP-IVd-e-1 |
| | | | illustrates the measures of central tendency (mean, median, and mode) of a statistical data. | Week 6 | M7SP-IVf-1 |
| | | | calculates the measures of central tendency of ungrouped and grouped data. | | M7SP-IVf-g-1 |
| | | | illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data. | Week 7 | M7SP-IVh-1 |
| | | | calculates the measures of variability of grouped and ungrouped data. | | M7SP-IVh-i-1 |
| | | | uses appropriate statistical measures in analyzing and interpreting statistical data. | Week 8 to 9 | M7SP-IVj-1 |
| | | | draws conclusions from graphic and tabular data and measures of central tendency and variability. | | M7SP-IVj-2 |

Grade Level: Grade 8

Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|--|---|-------------|-----------------|
| | 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, 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 | M8AL-la-b-1 |
| | | | solves problems involving factors of polynomials. | | M8AL-lb-2 |
| | | | illustrates rational algebraic expressions. | Week 3 | M8AL-lc-1 |
| | | | simplifies rational algebraic expressions. | | M8AL-lc-2 |
| | | | performs operations on rational algebraic expressions. | Week 4 | M8AL-lc-d-1 |
| | | | solves problems involving rational algebraic expressions. | | M8AL-ld-2 |
| | | | illustrates the rectangular coordinate system and its uses. | Week 5 | M8AL-le-1 |
| | | | illustrates linear equations in two variables. | | M8AL-le-3 |
| | | | Illustrates and finds the slope of a line given two points, equation, and graph. | | |
| | | | writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa. | Week 6 | M8AL-lf-1 |
| graphs a linear equation given (a) any two points; (b) the x – and y – intercepts; (c) the slope and a point on the line. | M8AL-lf-2 | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | describes the graph of a linear equation in terms of its intercepts and slope. | | M8AL-If-3 |
| | | | finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts. | Week 7 | M8AL-Ig-1 |
| | | | solves problems involving linear equations in two variables. | | M8AL-Ig-2 |
| | | | illustrates a system of linear equations in two variables. | Week 8 | M8AL-Ih-1 |
| | | | graphs a system of linear equations in two variables. | | M8AL-Ih-2 |
| | | | categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding. | | M8AL-Ih-3 |
| | | | solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c) elimination. | Week 9 | |
| Q2 | demonstrates key concepts of linear inequalities in two variables, systems of linear inequalities in two variables and linear functions. | is able to formulate and solve accurately real-life problems involving linear inequalities in two variables, systems of linear inequalities in two variables, | differentiates linear inequalities in two variables from linear equations in two variables. | Week 1 | M8AL-IIa-2 |
| | | | Illustrates and graphs linear inequalities in two variables. | | |
| | | | solves problems involving linear inequalities in two variables. | | M8AL-IIa-4 |
| | | | solves problems involving systems of linear inequalities in two variables. | Week 2 | M8AL-IIb-2 |
| | | | illustrates a relation and a function. | Week 3 | M8AL-IIc-1 |
| | | | verifies if a given relation is a function. | | M8AL-IIc-2 |
| | | | determines dependent and independent variables. | | M8AL-IIc-3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|---|---|----------------------------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | and linear functions. | finds the domain and range of a function. | Week 4 | M8AL-IIId-1 |
| | | | graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope. | | |
| | | | solves problems involving linear functions. | Week 5 | M8AL-IIe-2 |
| | demonstrates understanding of key concepts of logic and reasoning. | is able to communicate mathematical thinking with coherence and clarity in formulating and analyzing arguments. | determines the relationship between the hypothesis and the conclusion of an if-then statement. | Week 6 | M8GE-IIIf-1 |
| | | | transforms a statement into an equivalent if-then statement. | | M8GE-IIIf-2 |
| | | | determines the inverse, converse, and contrapositive of an if-then statement. | Week 7 | M8GE-IIg-1 |
| | | | illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement. | Week 8 | M8GE-IIg-2 |
| | | | uses inductive or deductive reasoning in an argument. | Week 9 | M8GE-IIh-1 |
| | | | writes a proof (both direct and indirect). | | M8GE-IIi-j-1 |
| | Q3 | demonstrates understanding of key concepts of axiomatic structure of geometry and | 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical | 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. | | | | M8GE-IIIa-c-1 | |
| illustrates triangle congruence. | | | | Week 3 to 4 | M8GE-IIIId-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|--|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | triangle congruence. | thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations. | illustrates the SAS, ASA and SSS congruence postulates. | | M8GE-III d-e-1 |
| | | | solves corresponding parts of congruent triangles | Week 5 | M8GE-III f-1 |
| | | | proves two triangles are congruent. | Week 6 | M8GE-III g-1 |
| | | | proves statements on triangle congruence. | Week 7 | M8GE-III h-1 |
| | | | applies triangle congruence to construct perpendicular lines and angle bisectors. | Week 8 to 9 | M8GE-III i-j-1 |
| Q4 | demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines. | is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving triangle inequalities, and parallelism and | illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem). | Week 1 | M8GE-IV a-1 |
| | | | applies theorems on triangle inequalities. | Week 2 | M8GE-IV b-1 |
| | | | proves inequalities in a triangle. | Week 3 | M8GE-IV c-1 |
| | | | proves properties of parallel lines cut by a transversal. | Week 4 | M8GE-IV d-1 |
| | | | determines the conditions under which lines and segments are parallel or perpendicular. | Week 5 | M8GE-IV e-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|---|---|--------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | perpendicularity of lines using appropriate and accurate representations. | | | |
| | demonstrates understanding of key concepts of probability. | is able to formulate and solve practical problems involving probability of simple events. | illustrates an experiment, outcome, sample space and event. | Week 6 | M8GE-IVf-1 |
| counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle. | | | Week 7 | M8GE-IVf-g-1 | |
| finds the probability of a simple event. | | | Week 8 | M8GE-IVh-1 | |
| illustrates an experimental probability and a theoretical probability. | | | Week 9 | M8GE-IVi-1 | |
| solves problems involving probabilities of simple events. | | | | M8GE-IVi-j-1 | |

Grade Level: Grade 9
Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|--|-------------|------------------|
| | The learner... | The learner... | The learner... | | |
| Q1 | demonstrates understanding of key concepts of quadratic equations, inequalities and functions, and rational algebraic equations. | is able to investigate thoroughly mathematical relationships in various situations, formulate real-life problems involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies. | illustrates quadratic equations. | Week 1 | M9AL-la-1 |
| | | | solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula. | | M9AL-la-b-1 |
| | | | characterizes the roots of a quadratic equation using the discriminant. | Week 2 to 3 | M9AL-ic-1 |
| | | | describes the relationship between the coefficients and the roots of a quadratic equation. | | M9AL-ic-2 |
| | | | solves equations transformable to quadratic equations (including rational algebraic equations). | | M9AL-ic-d-1 |
| | | | solves problems involving quadratic equations and rational algebraic equations. | Week 4 | M9AL-le-1 |
| | | | illustrates quadratic inequalities | Week 5 | M9AL-if-1 |
| | | | solves quadratic inequalities. | | M9AL-if-2 |
| | | | solves problems involving quadratic inequalities. | | M9AL-if-g-1 |
| | | | models real-life situations using quadratic functions. | Week 6 | M9AL-ig-2 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|--|--|-----------------|-----------------------|
| | The learner... | The learner... | The learner... | | |
| | | | represents a quadratic function using: (a) table of values; (b) graph; and (c) equation. | | M9AL- lg-3 |
| | | | transforms the quadratic function defined by $y = ax^2 + bx + c$ into the form $y = a(x - h)^2 + k$. | Week 7 to 8 | M9AL- lh-1 |
| | | | graphs a quadratic function: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola. | | M9AL- lg-h-i- 1 |
| | | | analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph. | | M9AL- li-2 |
| | | | determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros. | | Week 9 |
| | | | solves problems involving quadratic functions. | M9AL- li-j-2 | |
| Q2 | demonstrates understanding of key concepts of variation and radicals. | is able to formulate and solve accurately problems involving radicals. | illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined. | Week 1 to 2 | M9AL- IIa-1 |
| | | | translates into variation statement a relationship between two quantities given by: (a) a table of values; (b) a mathematical equation; (c) a graph, and vice versa. | | M9AL- IIa-b-1 |
| | | | solves problems involving variation. | | M9AL- IIb-c-1 |
| | | | applies the laws involving positive integral exponents to zero and negative integral exponents. | Week 3 | M9AL- II d-1 |
| | | | simplifies expressions with rational exponents. | Week 4 | M9AL- II e-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|---|---|--|----------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | writes expressions with rational exponents as radicals and vice versa. | | M9AL-II f-1 |
| | | | derives the laws of radicals. | Week 5 | M9AL-II f-2 |
| | | | simplifies radical expressions using the laws of radicals. | Week 6 | M9AL-II g-1 |
| | | | performs operations on radical expressions. | Week 7 | M9AL-II h-1 |
| | | | solves equations involving radical expressions. | Week 8 | M9AL-II i-1 |
| | | | solves problems involving radicals. | Week 9 | M9AL-II j-1 |
| Q3 | demonstrates understanding of key concepts of parallelograms and triangle similarity. | is able to investigate, analyze, and solve problems involving parallelograms and triangle similarity through appropriate and accurate representation. | determines the conditions that make a quadrilateral a parallelogram. | Week 1 | M9GE-III a-2 |
| | | | uses properties to find measures of angles, sides and other quantities involving parallelograms. | | M9GE-III b-1 |
| | | | proves theorems on the different kinds of parallelogram (rectangle, rhombus, square). | Week 2 | M9GE-III c-1 |
| | | | proves the Midline Theorem. | Week 3 | M9GE-III d-1 |
| | | | proves theorems on trapezoids and kites. | | M9GE-III d-2 |
| | | | solves problems involving parallelograms, trapezoids and kites. | Week 4 | M9GE-III e-1 |
| | | | describes a proportion. | Week 5 | M9GE-III f-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|----------------------------|----------------------------------|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | | applies the fundamental theorems of proportionality to solve problems involving proportions. | | M9GE-III f-2 |
| | | | illustrates similarity of figures. | Week 6 to 7 | M9GE-III g-1 |
| | | | proves the conditions for similarity of triangles. 1.1 SAS similarity theorem 1.2 SSS similarity theorem 1.3 AA similarity theorem 1.4 right triangle similarity theorem 1.5 special right triangle theorems | | M9GE-III g-h-1 |
| | | | applies the theorems to show that given triangles are similar. | Week 8 | M9GE-III i-1 |
| | | | proves the Pythagorean Theorem. | | M9GE-III i-2 |
| | | | solves problems that involve triangle similarity and right triangles. | Week 9 | M9GE-III j-1 |
| Q4 | demonstrates understanding | is able to apply the concepts of | illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent. | Week 1 to 2 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|--|---|--------------------------------------|--------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | of the basic concepts of trigonometry. | trigonometric ratios to formulate and solve real-life problems with precision and accuracy. | | | M9GE-IVa-1 |
| finds the trigonometric ratios of special angles. | | | M9GE-IVb-c-1 | | |
| illustrates angles of elevation and angles of depression. | | | Week 3 to 5 | M9GE-IVd-1 | |
| uses trigonometric ratios to solve real-life problems involving right triangles. | | | | M9GE-IVe-1 | |
| illustrates laws of sines and cosines. | | | Week 6 to 9 | M9GE-IVf-g-1 | |
| solves problems involving oblique triangles. | | M9GE-IVh-j-1 | | | |

Grade Level: Grade 10

Subject: Mathematics

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---|--|--|--|-------------|-----------------|
| | 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 | M10AL-la-1 |
| | | | illustrates an arithmetic sequence | | M10AL-lb-1 |
| | | | determines arithmetic means, nth term of an arithmetic sequence and sum of the terms of a given arithmetics sequence. | | |
| | | | illustrates a geometric sequence. | Week 3 | M10AL-lc-1 |
| | | | differentiates a geometric sequence from an arithmetic sequence. | | M10AL-lc-2 |
| | | | determines geometric means, nth term of a geometric sequence and sum of the terms of a given finite or infinite geometric sequence | Week 4 | |
| | | | solves problems involving sequences. | Week 5 | M10AL-lf-2 |
| | | | performs division of polynomials using long division and synthetic division. | Week 6 | M10AL-lg-1 |
| | | | proves the Remainder Theorem, Factor Theorem and the Rational Root Theorem. | | |
| | | | factors polynomials. | Week 7 | M10AL-lh-1 |
| | | | illustrates polynomial equations. | Week 8 | M10AL-li-1 |
| solves problems involving polynomials and polynomial equations. | Week 9 | M10AL-lj-2 | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code | |
|---------|--|---|---|---|-----------------|--|
| | The learner... | The learner... | The learner... | | | |
| Q2 | demonstrates understanding of key concepts of polynomial function. | is able to conduct systematically a mathematical investigation involving polynomial functions in different fields. | illustrates polynomial functions. | Week 1 to 2 | M10AL-IIa-1 | |
| | | | understand, describe and interpret the graphs polynomial functions. | | | |
| | | | solves problems involving polynomial functions. | | M10AL-IIb-2 | |
| | demonstrates understanding of key concepts of circles and coordinate geometry. | 1. is able to formulate and find solutions to challenging situations involving circles and other related terms in different disciplines through appropriate and accurate representations. | derives inductively the relations among chords, arcs, central angles, and inscribed angles. | Week 3 to 4 | M10GE-IIc-1 | |
| | | | proves theorems related to chords, arcs, central angles, and inscribed angles. | | M10GE-IIc-d-1 | |
| | | | illustrates secants, tangents, segments, and sectors of a circle. | Week 5 to 6 | M10GE-IIe-1 | |
| | | | proves theorems on secants, tangents, and segments. | | M10GE-IIe-f-1 | |
| | | | solves problems on circles. | | M10GE-IIf-2 | |
| | | | applies the distance formula to prove some geometric properties. | Week 7 | M10GE-IIg-2 | |
| | | | illustrates the center-radius form of the equation of a circle. | Week 8 | M10GE-IIh-1 | |
| | | | determines the center and radius of a circle given its equation and vice versa. | | M10GE-IIh-2 | |
| | | | 2. is able to formulate and solve problems involving geometric | graphs and solves problems involving circles and other geometric figures on the coordinate plane. | Week 9 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|---------|--|--|---|-------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | | figures on the rectangular coordinate plane with perseverance and accuracy. | | | |
| Q3 | demonstrates understanding of key concepts of combinatorics and probability. | is able to use precise counting technique and probability in formulating conclusions and making decisions. | illustrates the permutation of objects. | Week 1 to 2 | M10SP-IIIa-1 |
| | | | solves problems involving permutations | | M10SP-IIIb-1 |
| | | | illustrates the combination of objects. | Week 3 to 4 | M10SP-IIIc-1 |
| | | | differentiates permutation from combination of n objects taken r at a time. | | M10SP-IIIc-2 |
| | | | solves problems involving permutations and combinations | Week 5 | M10SP-III d-e-1 |
| | | | illustrates events, and union and intersection of events. | Week 6 | M10SP-III f-1 |
| | | | illustrates the probability of a union of two events. | Week 7 | M10SP-III g-1 |
| | | | finds the probability of $(A \cup B)$. | Week 8 | M10SP-III g-h-1 |
| | | | illustrates mutually exclusive events. | Week 9 | M10SP-III i-1 |
| | | | solves problems involving probability. | | M10SP-III j-1 |
| Q4 | | | illustrates the following measures of position: quartiles, deciles and percentiles. | Week 1 | M10SP-IV a-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning competencies | Duration | K to 12 CG Code |
|--|---|---|---|---------------|-----------------|
| | The learner... | The learner... | The learner... | | |
| | demonstrates understanding of key concepts of measures of position. | is able to conduct systematically a mini-research applying the different statistical methods. | calculates a specified measure of position (e.g. 90 th percentile) of a set of data. | Week 2 | M10SP-IVb-1 |
| interprets measures of position. | | | Week 3 | M10SP-IVc-1 | |
| solves problems involving measures of position. | | | Week 4 to 5 | M10SP-IVd-e-1 | |
| formulates statistical mini-research. | | | Week 6 to 7 | M10SP-IVf-g-1 | |
| uses appropriate measures of position and other statistical methods in analyzing and interpreting research data. | | | Week 8 to 9 | M10SP-IVh-j-1 | |



Department of Education



MAPEH



Department of Education



MUSIC

Grade Level: 1
Subject: MUSIC




| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Code |
|--------------|---|--|--|----------|--------------|
| | The learner... | | | | |
| QUARTER 1 | 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 | MU1RH-Ia-1 |
| | | | relates images to sound and silence within a rhythmic pattern | Week 2 | MU1RH-Ib-2 |
| | | | performs steady beat and accurate rhythm through clapping, tapping chanting, walking and playing musical instruments in response to sound <ul style="list-style-type: none"> ○ in groupings of 2s ○ in groupings of 3s ○ in groupings of 4s | Week 3-5 | MU1RH-Ic-5 |
| | | | creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements | Week 6-8 | MU1RH-Id-e-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Code |
|--------------|--|--|--|----------|-------------|
| | The learner... | | | | |
| QUARTER 2 | demonstrates basic understanding of pitch and simple melodic patterns | responds accurately to high and low tones through body movements, singing, and playing other sources of sounds | identifies the pitch of a tone as high or low | Week 1 | MU1ME-IIa-1 |
| | | | sings simple melodic patterns (so –mi, mi –so, mi – re-do) | Week 2 | MU1ME-IIb-3 |
| | | | sings the melody of a song with the correct pitch e.g. greeting songs, counting songs, or action songs | Week 3 | MU1ME-IIc-5 |
| | demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music | responds with precision to changes in musical lines with body movements | identifies similar or dissimilar musical lines | Week 4 | MU1FO-IIe-2 |
| | | | identifies the beginning, ending, and repeated parts of a recorded music sample | Week 5 | MU1FO-IId-1 |
| | | | Performs songs with the knowledge when to start, stop, repeat or end the song. | Week 6-8 | MU1FO-IIf-3 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Code |
|--------------|--|--|--|----------|----------------|
| | The learner... | | | | |
| QUARTER 3 | demonstrates understanding of the basic concepts of timbre | distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres | relates the source of sound with different body movements e.g. wind, wave, swaying of the trees, animal sounds, or sounds produced by man-made devices or machines. | Week 1 | MU1TB-IIIa-1 |
| | | | Produces sounds with different timbre using a variety of local materials | Week 2-3 | MU1TB-IIIb-4 |
| | demonstrates understanding of the basic concepts of dynamics | creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories | identifies volume changes from sound samples using the terms <i>loud</i> and <i>soft</i> | Week 4 | MU1DY-IIIc-2 |
| | | | relates the concepts of dynamics to the movements of animals e.g. big animals/movement = loud; small animals/movement = soft | Week 5-6 | MU1DY-IIId-3 |
| | | | applies the concept of dynamic levels to enhance poetry, chants, songs, drama or musical stories | Week 7-8 | MU1DY-IIIf-h-5 |
| | | | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Code |
|--------------|---|--|---|----------|---------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of the basic concepts of tempo | performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories | demonstrates the basic concepts of tempo through movements (fast or slow) | Week 1 | MU1TP-IVa-2 |
| | | | uses body movements or dance steps to respond to varied tempo - slow movement with slow music - fast movement with fast music | Week 2 | MU1TP-IVb-3 |
| | | | uses varied tempo to enhance poetry, chants, drama, and musical stories | Week 3 | MU1TP-IVc-5 |
| | demonstrates understanding of the basic concepts of texture | sings songs to involve oneself and experience the concept of texture | demonstrates awareness of texture by identifying sounds that are solo or with other sounds. | Week 4-6 | MU1TX-IVe-2 |
| | | | distinguishes single musical line and multiple musical lines which occur simultaneously in a given song | Week 4-6 | MU1TX-IVf-3 |
| | | | sings two-part round songs e.g. Are You Sleeping, Brother John? Row, Row, Row Your Boat | Week 7-8 | MU1TX-IVg-h-4 |

Grade Level: 2
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|--------------|---|--|--|----------|---------------------|
| | The learner... | | | | |
| QUARTER 1 | 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 | MU2RH-Ib-2 |
| | | | maintains a steady beat when replicating a simple series of rhythmic patterns (e.g. echo clapping, walking, tapping, chanting, and playing musical instruments) | Week 2 | MU2RH-Ic-4 |
| | | | reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s | Week 3-4 | MU2RH-Ic-5 |
| | | | writes stick notations to represent the heard rhythmic patterns | Week 5-6 | MU2RH-If-g-7 |
| | | | creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements | Week 7-8 | MU2RH-Id-e-6 |






| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|---|--|----------|--|
| | The learner... | | | | |
| QUARTER 2 | demonstrates basic understanding of pitch and simple melodic patterns | performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments | identifies the pitch of tones as: high (so), low (mi); higher (la); lower (re) | Week 1-2 | MU2ME-IIa-1 |
| | | | responds to ranges of pitch through body movements, singing, or playing instruments | Week 1-2 | MU2ME-IIa-2 |
| | | | sings children's songs with accurate pitch | Week 3-4 | MU2ME-IIb-4 |
| | | | * demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery | Week 3-4 | MU2ME-IIc-6 MU2ME-IIc-7 |
| | demonstrates understanding of the basic concepts of musical form | performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats | demonstrates the beginning, ending and repeats of a song with - movements - vocal sounds - instrumental sounds | Week 5-6 | MU2FO-II d-2 |
| | | | identifies musical lines as - similar - dissimilar | Week 5-6 | MU2FO-II e-3 |
| | | | * creates melodic or rhythmic introduction and ending of songs | Week 7-8 | MU2FO-II g-h-6 MU2FO-II g-h-7 |

| | | | | | |
|--|--|--|--|--|--|
| | | through body movement, vocal sounds, and instrumental sounds | | | |
|--|--|--|--|--|--|

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|---|---|----------|---------------------|
| | The learner... | | | | |
| QUARTER 3 | demonstrates understanding of the basic concepts of timbre | determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch | replicates different sources of sounds with body movements | Week 1 | MU2TB-IIIa-2 |
| | | | identifies the common musical instruments by their sounds and image | Week 2 | MU2TB-IIIb-3 |
| | | | recognizes the difference between speaking and singing | Week 2 | MU2TB-IIIc-4 |
| | | | performs songs with appropriate vocal or sound quality (from available instruments) | Week 3-4 | MU2TB-IIIc-5 |
| | demonstrates understanding of the basic concepts of dynamics | creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories | distinguishes the dynamics of a song or music sample | Week 5 | MU2DY-IIIc-2 |
| | | | uses the words “loud”, “louder”, “soft” and “softer” to identify variations in volume | Week 5 | MU2DY-IIIc-4 |
| | | | Performs songs with appropriate dynamics | Week 6-8 | MU2DY-IIIh-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|--|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of the basic concepts of tempo | uses varied tempo to enhance rhymes, chants, drama, and musical stories | follows the correct tempo of a song including tempo changes | Week 1-2 | MU2TP-IVb-4 |
| | | | distinguishes “slow,” “slower,” “fast,” and “faster” in recorded music | Week 1-2 | MU2TP-IVb-5 |
| | demonstrates understanding of the basic concepts of texture | distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song | identifies musical texture with recorded music - melody with solo instrument or voice - single melody with accompaniment - two or more melodies sung or played together at the same time | Week 3-4 | MU2TX-IVd-f-1 |
| | | | distinguishes between single musical line and multiple musical lines which occur simultaneously | Week 5-6 | MU2TX-IVd-f-3 |
| | | | distinguishes between thinness and thickness of musical sound in recorded or performed music | Week 7-8 | MU2TX-IVg-h-4 |
| | | | | | |

Grade Level: 3
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|--|---|--|----------|---------------------|
| | The learner... | | | | |
| QUARTER 1 | demonstrates understanding of the basic concepts of rhythm | performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song | relates images with sound and silence using quarter note  , beamed eighth note  , half note  , quarter rest  and half rest  within a rhythmic pattern | Week 1 | MU3RH-1a-1 |
| | | | maintains a steady beat when replicating a simple series of rhythmic patterns in measures of 2s, 3s, and 4s (e.g. echo clapping, walking, marching, tapping, chanting, dancing the waltz, or playing musical instruments) | Week 2 | MU3RH-1b-h-2 |
| | | | plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources | Week 5-6 | MU3RH-1d-h-5 |
| | | | creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s | Week 7-8 | MU3RH-1e-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|---------|-------------------|-----------------------|--------------------------------------|----------|-------|
|---------|-------------------|-----------------------|--------------------------------------|----------|-------|

| | The learner... | | | | |
|----------------------|--|--|--|----------|----------------------|
| QUARTER 2 | demonstrates understanding of the basic concepts of melody | sings the melody of a song with accurate pitch | identifies the pitch of a tone as: - high – higher - moderately high – higher - moderately low – lower - low – lower | Week 1 | MU3ME-IIa-1 |
| | | | matches the correct pitch of tones - with the voice - with an instrument | Week 2 | MU3ME-IIa-2 |
| | | | recreates simple patterns and contour of a melody | Week 3 | MU3ME-IIb-5 |
| | demonstrates understanding of the basic concepts of musical form | sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats | identifies the beginning, middle, ending and repetitions within a song or music sample | Week 4 | MU3FO-IIId-1 |
| | | | identifies musical lines as - similar - same - different | Week 5 | MU3FO-IIId-2 |
| | | | performs songs with accurate pitch from beginning to end including repetitions | Week 6-8 | MU3FO-IIg-h-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|--|---|----------|------------------------|
| | The learner... | | | | |
| QUARTER 3 | 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 | MU3TB-IIIb-3 |
| | | | uses the voice and other sources of sound to produce a variety of timbres | Week 2 | MU3TB-IIIc-6 |
| | demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using | sings songs with proper dynamics following bas | distinguishes “loud,” “medium,” and “soft” in music | Week 3 | MU3DY-IIIId-2 |
| | | | responds to conducting gestures of the teacher for “loud” and “soft” | Week 6 | MU3DY-IIIe-h-5 |
| | | | applies varied dynamics to enhance poetry, chants, drama, songs and musical stories | Week 7-8 | MU3DY-III-f-h-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|--|---|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo | enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo | applies correct tempo and tempo changes by following basic conducting gestures | Week 1 | MU3TP-IVa-2 |
| | | | distinguishes among fast, moderate, and slow in music | Week 2 | MU3TP-IVb-5 |
| | | | performs songs with appropriate tempo (<i>use songs from the locality</i>) | Week 3-4 | MU3TP-IVa-c-7 |
| | 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 | MU3TX-IVg-h-4 |
| | | | demonstrates the concept of texture by singing “partner songs” (local or foreign song samples) 1. “Leron, Leron Sinta” 2. “Pamulinawen” 3. “It’s A Small World” 4. “He’s Got the Whole World in His Hands | Week 7-8 | MU3TX-IVd-f-2 |

Grade Level: 4
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|---|--|--|----------|-------------------|
| The learner... | | | | | |
| QUARTER 1 | demonstrates understanding of concepts pertaining to rhythm and musical symbols | creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern | identifies different kinds of notes and rests (whole, half, quarter, and eighth) | Week 1 | MU4RH-Ia-1 |
| | | | reads different rhythmic patterns | Week 2-3 | MU4RH-Ic-3 |
| | | | performs rhythmic patterns in time signatures 2 3 4 4, 4, 4 | Week 4-5 | MU4RH-Ic-4 |
| | | | uses the bar line to indicate groupings of beats in 2 3 4 4, 4, 4 | Week 5-6 | MU4RH-Ic-5 |
| | | | identifies accented and unaccented pulses | Week 7-8 | MU4RH-Id-6 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|---|---|---|----------|--------------------|
| The learner... | | | | | |
| QUARTER 2 | recognizes the musical symbols and demonstrates understanding | analyzes melodic movement and range and be able to create | recognizes the meaning of the G-Clef (treble clef) | Week 1 | MU4ME-IIc-3 |
| | | | identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C) | Week 2-3 | MU4ME-IIb-2 |

| | | | | | |
|--|----------------------------------|-----------------------------|---|----------|----------------------|
| | of concepts pertaining to melody | and perform simple melodies | identifies the movement of the melody as: <ul style="list-style-type: none"> - no movement - ascending stepwise - descending stepwise - ascending skipwise - descending skipwise | Week 4 | MU4ME-IId-4 |
| | | | identifies the highest and lowest pitch in a given notation of a musical piece to determine its range | Week 5 | MU4ME-IIe-5 |
| | | | sings with accurate pitch the simple intervals of a melody | Week 6 | MU4ME-IIf-6 |
| | | | creates simple melodic lines | Week 7-8 | MU4ME-IIg-h-7 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|--|--|----------|-----------------------|
| | The learner... | | | | |
| QUARTER 3 | 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 | MU4FO-IIIa-1 |
| | | | identifies aurally and visually the <i>antecedent</i> and <i>consequent</i> in a musical piece | Week 2 | MU4FO-IIIa-2 |
| | | | recognizes similar and contrasting phrases in vocal and instrumental music <ol style="list-style-type: none"> 1. melodic 2. rhythmic | Week 3 | MU4FO-IIIa-b-3 |

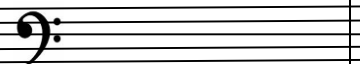
| | | | | | |
|--|---|---|--|----------|----------------------|
| | | | performs similar and contrasting phrases in music 1. melodic 2. rhythmic | Week 4 | MU4FO-IIIId-5 |
| | demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music | 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 | MU4TB-IIIe-2 |
| | | | identifies aurally and visually various musical ensembles in the community | Week 6 | MU4TB-IIIIf-3 |
| | recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music | applies forte and piano to designate loudness and softness in a musical sample 1. singing 2. playing instrument | applies dynamics in a simple music score using the symbols <i>p</i> (piano) and <i>f</i> (forte) | Week 7-8 | MU4DY-IIIIf-1 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|-------------------------------------|--|----------|--------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of concepts pertaining | creates and performs body movements | uses appropriate musical terms to indicate variations in tempo | Week 1 | MU4TP-IVb-2 |

| | | | | | |
|--|--|--|--|----------|--------------------|
| | to speed/flow of music demonstrates understanding of concepts pertaining to speed/flow of music | appropriate to a given tempo creates and performs body movements appropriate to a given tempo | 1. <i>largo</i> 2. <i>presto</i> | | |
| | 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 | MU4TX-IVd-2 |
| | | | recognizes solo or 2-part vocal or instrumental music | Week 3 | MU4TX-IVe-3 |
| | demonstrates understanding of harmonic intervals | performs examples of harmonic interval with others | identifies harmonic intervals (2 pitches) in visual and auditory music samples | Week 4 | MU4HA-IVf-1 |
| | | | writes samples of harmonic intervals (2 pitches) | Week 5 | MU4HA-IVh-3 |
| | | | performs a song with harmonic intervals (2 pitches) | Week 6-8 | MU4HA-IVg-2 |

Grade Level: 5
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|--|--|----------|---------------------|
| | The learner... | | | | |
| QUARTER 1 | recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm | performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental | identifies the kinds of notes and rests in a song | Week 1 | MU5RH-la-b-1 |
| | | | recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures | Week 2 | MU5RH-la-b-2 |
| | | | identifies accurately the duration of notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ time signatures | Week 3-5 | MU5RH-1c-e-3 |
| | | | creates different rhythmic patterns using notes and rests in time signatures | Week 6-8 | MU5RH-1f-g-4 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-------------------------------------|--|---|---|----------|---------------------|
| | The learner... | | | | |
| QUARTER 2 | recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody | accurate performance of songs following the musical symbols pertaining to melody indicated in the piece | recognizes the meaning and uses of F-Clef on the staff | Week 1 | MU5ME-IIa-1 |
| | | |  | | |
| | | | identifies the pitch names of each line and space on the F-Clef staff | Week 1 | MU5ME-IIa-2 |
| | | | describes the use of the symbols: sharp (#), flat (b), and natural (♮) | Week 2 | MU5ME-IIb-3 |
| | | | recognizes aurally and visually, examples of melodic intervals | Week 3 | MU5ME-IIc-4 |
| | | | identifies the notes in the C major scale | Week 4 | MU5ME-IIc-5 |
| | | | determines the range of a musical example 1. wide 2. narrow | Week 5 | MU5ME-IIe-8 |
| | | | reads notes in different scales : Pentatonic scale, C major scale, G major scale | Week 6 | MU5ME-IIf-9 |
| | | | creates simple melodies | Week 7-8 | MU5ME-IIg-10 |
| performs his/her own created melody | Week 7-8 | MU5ME-IIh-11 | | | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|--|--|----------|-----------------------|
| | The learner... | | | | |
| QUARTER 3 | 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: <ol style="list-style-type: none"> 1. unitary (one section) 2. strophic (same tune with 2 or more sections and 2 or more verses) | Week 1 | MU5FO-IIIa-1 |
| | | | creates a 4- line unitary song | Week 2 | MU5FO-IIIb-2 |
| | | | creates a 4 –line strophic song with 2 sections and 2 verses | Week 3-4 | MU5FO-IIIc-d-3 |
| | demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music | participates in a group performance to demonstrate different vocal and instrumental sounds | describes the following vocal timbres: <ol style="list-style-type: none"> 1. soprano 2. alto 3. tenor 4. bass | Week 5 | MU5TB-IIIe-2 |
| | | | identifies aurally and visually different instruments in: <ol style="list-style-type: none"> 1. rondalla 2. drum and lyre band | Week 6 | MU5TB-IIIf-3 |

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| | | | <ol style="list-style-type: none">3. bamboo group/ensemble (<i>Pangkat Kawayan</i>)4. other local indigenous ensembles | | |
| | | | creates music using available sound sources | Week 7-8 | MU5TB-IIIg-h-5 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|--|--|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of concepts pertaining to volume in music | applies dynamics to musical selections | uses appropriate musical terms to indicate variations in dynamics: <ol style="list-style-type: none"> 1. piano (<i>p</i>) 2. mezzo piano (<i>mp</i>) 3. forte (<i>f</i>) 4. mezzo forte (<i>mf</i>) 5. crescendo \lessgtr 6. decrescendo \gtrless | Week 1-2 | MU5DY-IVa-b-2 |
| | recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music | applies appropriately, various tempo to vocal and instrumental performances | uses appropriate musical terminology to indicate variations in tempo: <ol style="list-style-type: none"> 1. largo 2. presto 3. allegro 4. moderato 5. andante 6. vivace 7. ritardando 8. accelerando | Week 3-4 | MU5TP-IVc-d-2 |
| | demonstrates understanding of concepts pertaining to texture in music | recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually | describes the texture of a musical piece | Week 4 | MU5TX-IVe-1 |
| | | | performs 3-part rounds and partner songs | Week 5 | MU5TX-IVe-2 |
| | recognizes the musical symbols and demonstrates | performs a vocal or instrumental ensemble using | uses the major triad as accompaniment to simple songs | Week 6-8 | MU5HA-IVh-2 |

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| | understanding of harmonic intervals | the following major triads(I, IV, V) | | | |
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Grade Level: 6
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|--|---|----------|--------------------------|
| | The learner... | | | | |
| QUARTER 1 | 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 | MU6RH- Ia-1 |
| | | | differentiates aurally among 2 3 4 6 4, 4, 4 and 8 time signatures | Week 2-3 | MU6RH- Ib-e-2 |
| | | | demonstrates the conducting gestures in time signatures of: 2 3 4 and 6 4, 4, 4 8 | Week 4-5 | MU6RH- Ib-e-3 |
| | | | creates rhythmic patterns in time signatures of 2 3 4 6 4, 4, 4 and 8 | Week 6-8 | MU6RH- Ig-h-5 |

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

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|----------------------|---|--|---|----------|--------------------|
| QUARTER 2 | demonstrates the concept of melody by using intervals in major scales and in the minor scales | applies learned concepts of melody and other elements to composition and performance | reads simple musical notations in the Key of C Major, F Major and G Major | Week 1-2 | MU6ME-Ila-1 |
| | | | sings or plays instruments in solo or with group, melodies/songs in C Major, G Major, and F Major | Week 3-4 | MU6ME-Ila-3 |
| | | | creates simple melodies | Week 5-6 | MU6ME-Ila-4 |
| | | | sings self-composed melodies | Week 7-8 | MU6ME-Ila-5 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|--|--|-----------------|-----------------------|
| | The learner... | | | | |
| QUARTER 3 | demonstrates understanding of the concept of musical forms and musical symbols (repeat marks) indicated | performs accurately the design or structure of a given musical piece | <p>identifies simple musical forms of songs from the community:</p> <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 | Week 1-2 | MU6FO-IIIa-b-1 |

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| | | | repetitions of the A section (ABACA) | | |
| | | | uses the different repeat marks that are related to form: <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. $\parallel : : \parallel$ 6. $\overbrace{\quad\quad} \quad \overbrace{\quad\quad}$ 1 2 (ending 1, ending 2) | Week 3 | MU6FO-IIIc-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 | MU6TB-III d-1 | |
| | | distinguishes various musical ensembles seen and heard in the community | Week 5 | MU6TB-III d-e-2 | |
| demonstrates understanding of the concept of dynamics through a wide variety of dynamic levels | applies the appropriate dynamic levels in vocal and instrumental music | uses varied dynamics in a song performance <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 \longleftarrow | Week 6-8 | MU6DY-III h-2 | |

8. decrescendo >

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|--|---|---|----------|----------------------|
| The learner... | | | | | |
| QUARTER 4 | demonstrates understanding of the various tempo | performs a given song, using tempo marks appropriately | identifies the different tempo in a music sample: <ol style="list-style-type: none"> 1. allegro 2. andante 3. ritardando 4. accelerando 5. largo 6. presto 7. vivace | Week 1 | MU6TX-IVa-b-1 |
| | | | demonstrates the different kinds of tempo by following tempo marks in a song from the community e.g.: <i>"Pandanguhan"</i> | Week 2 | MU6TX-IVa-b-3 |
| | demonstrates the concept of texture as: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Vocal <ol style="list-style-type: none"> a. solo voice b. solo voice with accompaniment c. duet, partner songs, round songs 2. Instrumental | Week 4 | MU6TX-IVc-d-2 |

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| | | | a. solo b. ensemble | | |
| | | | distinguishes monophonic, homophonic, and polyphonic textures | Week 5 | MU6TX-IVc-d-3 |
| | demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music | demonstrates harmony in group performances 1. choir 2. rondalla 3. lyre band | distinguishes the sound of a major chord from a minor chord | Week 6 | MU6HA-IVe-f-3 |
| | | | uses major or minor chords as accompaniment to simple songs | Week 7-8 | MU6HA-IVg-h-4 |

Grade Level: 7
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|--|---|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 1 | demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon | performs music of the lowlands with appropriate pitch, rhythm, expression and style | describes the musical characteristics of representative music selections from the lowlands of Luzon after listening | Week 1 | MU7LU-Ia-1 |
| | | | analyzes the musical elements of some Lowland vocal and instrumental music selections; | Week 2 | MU7LU-Ia-2 |
| | | | * identifies the musical instruments and other sound sources from the lowlands of Luzon | Week 3 | MU7LU-Ib-3 |
| | | | explores ways of producing sounds on a variety of sources that is similar to the instruments being studied; | Week 4 | MU7LU-Ib-f-4 |
| | | | improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon; | Week 5 | MU7LU-Ic-f |
| | | | performs music from Luzon lowlands with own accompaniment; | Week 6 | MU7LU-Ia-h-7 |
| | | | evaluates music and music performances with rubrics on musical elements and styles. | Week 7-8 | MU7LU-Ic-h-10 |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |

| | The learner... | | | | |
|----------------------|--|---|--|----------|-----------------------|
| QUARTER 2 | 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 | MU7LV-IIa-f-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 | MU7LV-IIb-f-3 |
| | | | identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas; | Week 3 | MU7LV-IIa-f-2 |
| | | | discovers ways of producing sounds on a variety of sources similar to instruments being studied; | Week 4 | MU7LV-IIb-g-4 |
| | | | improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas; | Week 5 | MU7LV-IIb-g-7 |
| | | | performs music from Cordillera, Mindoro, Palawan and of the Visayas, with accompaniment | Week 6 | MU7LV-IIb-g-6 |
| | | | evaluates music and music performances using rubrics on musical elements and style. | Week 7-8 | MU7LV-IIc-h-10 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|---|--|--|----------|------------------------|
| The learner... | | | | | |
| QUARTER 3 | demonstrates understanding of the musical characteristics of representative music from Mindanao | performs music of Mindanao with appropriate expression and style | describes the musical characteristics of representative music selections from Mindanao after listening; | Week 1 | MU7MN-IIIa-g-1 |
| | | | identifies the musical instruments and other sound sources of representative music selections from Mindanao | Week 2 | MU7MN-IIIa-g-3 |
| | | | analyzes the musical elements of some Mindanao vocal and instrumental music; | Week 3 | MU7MN-IIIa-g-2 |
| | | | discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied; | Week 4 | MU7MN-IIIb-h-4 |
| | | | improvises simple rhythmic/melodic accompaniments to selected music from Mindanao; | Week 5 | MU7LV-IIIc-h-5 |
| | | | perform music from Mindanao with own accompaniment | Week 6 | MU7LV-IIIc-h-6 |
| | | | evaluates music selections and music performances using rubrics on musical elements and style. | Week 7-8 | MU7LV-IIIb-h-10 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|--|---|--|----------|----------------------|
| The learner... | | | | | |
| QUARTER 4 | demonstrates understanding of the musical characteristics of | performs music of Mindanao with appropriate | identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances; | Week 1 | MU7FT-IVa-g-1 |

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| | representative music from Mindanao | expression and style | describes the origins and cultural background of selected Philippine festival/s; | Week 2 | MU7FT-IVa-d-2 |
| | | | describes how the music contributes to the performance of the musical production; | Week 3 | MU7FT-IVe-h-4 |
| | | | describes how a specific idea or story is communicated through music in a particular Philippine musical theater | Week 4 | MU7FT-IVe-h-6 |
| | | | improvises music accompaniment in relation to a particular Philippine festival; | Week 5-6 | MU7FT-IVe-h-4 |
| | | | performs selection/s from chosen Philippine musical theater; | Week 7-8 | MU7FT-IVe-h-7 |

Grade Level: 8
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|--|--|----------|---------------------|
| | The learner... | | | | |
| QUARTER 1 | demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country. | performs Southeast Asian songs with appropriate pitch, rhythm, expression and style. | listens perceptively to music of Southeast Asia; | Week 1 | MU8SE-Ia-h-2 |
| | | | analyzes musical elements of selected songs and instrumental pieces heard and performed; | Week 2 | MU8SE-Ib-h-4 |
| | | | explores ways of producing sounds on a variety of sources that would simulate instruments being studied; | Week 3 | MU8SE-Ic-h-5 |
| | | | improvises simple accompaniment to selected Southeast Asian music; | Week 4 | MU8SE-Ic-h-6 |
| | | | performs music from Southeast Asia with own accompaniment; | Week 5-6 | MU8SE-Ic-h-7 |
| | | | * evaluates music and music performances using guided rubrics applying knowledge of musical elements and style. | Week 7-8 | MU8SE-Ic-h-8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|-------------------------------|---------------------------|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 2 | demonstrates understanding of | performs East Asian music | listens perceptively to music of East Asia; | Week 1 | MU8SE-IIa-h-2 |

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|--|---|--|---|----------|----------------------|
| | common and distinct musical characteristics of East Asian countries | with appropriate pitch, rhythm, expression and style | analyzes musical elements of selected songs and instrumental pieces heard and performed; | Week 2 | MU8SE-IIc-h-4 |
| | | | explores ways of producing sounds on a variety of sources that would simulate instruments being studied; | Week 3 | MU8SE-IIb-h-5 |
| | | | improvises simple accompaniment to selected East Asian music; | Week 4 | MU8SE-IIc-h-6 |
| | | | * performs music from East Asia with own accompaniment; | Week 5-6 | MU8SE-IIb-h-7 |
| | | | evaluates music and music performances using guided rubrics applying knowledge of musical elements and style. | Week 7-8 | MU8SE-IIb-h-8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|---|--|----------|-----------------------|
| | The learner... | | | | |
| QUARTER 3 | demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East. | performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style. | listens perceptively to music of South Asia and the Middle East; | Week 1 | MU8WS-IIIa-h-2 |
| | | | analyzes musical elements of selected songs and instrumental pieces heard and performed; | Week 2 | MU8WS-IIIc-h-4 |
| | | | explores ways of producing sounds on a variety of sources that would simulate instruments being studied; | Week 3 | MU8WS-IIIc-h-5 |
| | | | improvises simple accompaniment to selected South Asia and the Middle East music; | Week 4 | MU8WS-IIIb-h-6 |

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| | | | * performs music from South Asia and Middle East with own accompaniment; | Week 5-6 | MU8WS-IIIb-h-7 |
| | | | evaluates music and music performances using guided rubrics applying knowledge of musical elements and style. | Week 7-8 | MU8WS-IIIc-h-8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|--|---|----------|----------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding and application of musical skills related to selected traditional Asian theater | performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style | identifies musical characteristics of selected Asian musical theater through video films or live performances; | Week 1 | MU8TH-IVa-g-1 |
| | | | describes the instruments that accompany Kabuki, <i>Wayang Kulit</i> , Peking Opera; | Week 2 | MU8TH-IVa-g-2 |
| | | | describes how a specific idea or story is communicated through music in a particular Asian musical theater; | Week 3 | MU8TH-IVb-h-3 |
| | | | improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form; | Week 4 | MU8TH-IVb-h-7 |
| | | | performs selection/s from chosen Asian musical theater; | Week 5-6 | MU8TH-IVa-g-6 |
| | | | evaluates music and music performances using guided rubrics | Week 7-8 | MU8TH-IVc-h-8 |

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| | | | applying knowledge of musical elements and style. | | |
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Grade Level: 9
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|---|--|----------|---------------------------|
| | The learner... | | | | |
| QUARTER 1 | 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 | MU9MRB -lb-f-5 |
| | | | explains the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque periods; | Week 2 | MU9MRB -la-h-2 |
| | | | * relates Medieval, Renaissance and Baroque music to other art forms and its history within the era; | Week 3 | MU9MRB -lc-f-3 |
| | | | * improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque Period; | Week 4-5 | MU9MRB -lb-d-7 |
| | | | * performs music from Medieval, Renaissance and Baroque Period; | Week 6-7 | MU9MRB -lb-h-4 |
| | | | * evaluates music and music performances using guided rubrics | Week 8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|--|--|--|--------------|---------------------------|
| The learner... | | | | | |
| QUARTER 2 | demonstrates understanding of characteristic features of Classical period music demonstrates understanding of characteristic features of Classical period music | sings and performs themes of symphonies and other instrumental forms sings and performs themes of symphonies and other instrumental forms | describes musical elements of given Classical period pieces; | Week 1 | MU9CL- IIa-f-1 |
| | | | explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical Period | Week 2 | MU9CL- IIa-f-3 |
| | | | relates Classical music to other art forms and its history within the era; | Week 3 | MU9CL- IIa-f-2 |
| | | | improvises appropriate accompaniment to selected music from Classical Period | Week 4- 5 | MU9CL- IIe-9 |
| | | | performs selected music from the Classical period; | Week 6- 7 | MU9CL- IIb-h-7 |
| | | | evaluates music and music performances using guided rubrics. | Week 8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|-----------------------|--|---|---|----------|----------------------------|
| The learner... | | | | | |
| QUARTER 3 | 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 | MU9RO- IIIa-2 |
| | | | explains the performance practice (setting, composition, role of composers/performers, and audience) during Romantic Period | Week 2 | MU9RO- IIIb-h-3 |
| | | | relates Romantic music to other art forms and its history within the era; | Week 3 | MU9RO- IIIc-h-7 |

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| | | | improvises appropriate accompaniment to selected music from Romantic Period | Week 4-5 | MU9RO-IIIc-h-8 |
| | | | performs selected music from the Romantic period; | Week 6-7 | MU9RO-IIIe-h-6 |
| | | | evaluates music and music performances using guided rubrics. | Week 8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|---|--|----------|----------------------|
| | The learner... | | | | |
| QUARTER 4 | demonstrates understanding of characteristic features of vocal music of the Romantic period | sings and performs themes of selected songs | explains the plot, musical and theatrical elements of an opera after watching video samples; | Week 1-2 | MU9OP-IVa-g-1 |
| | | | performs themes or melodic fragments of given selected songs; | Week 3-4 | MU9OP-IVb-h-3 |
| | | | improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera. | Week 5-6 | MU9OP-IVb-h-5 |
| | | | evaluates music performances using guided rubrics | Week 7-8 | |

Grade Level: 10
Subject: MUSIC

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|--|---|----------|---------------------------|
| | The learner... | | | | |
| QUARTER 1 | 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 | MU10TC- la-h-2 |
| | | | explains the performance practice (setting, composition, role of composers/performers, and audience) of 20 th century music; | Week 2-3 | MU10TC- lb-g-4 |
| | | | relates 20 th Century music to other art forms and media during the same time period; | Week 4-5 | MU10TC- la-g-3 |
| | | | performs music sample from the 20 th century | Week 5-6 | MU10TC- lb-5 |
| | | | evaluates music and music performances using guided rubrics | Week 7-8 | |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|--|---|---|----------|----------------------------|
| | The learner... | | | | |
| QUARTER 2 | demonstrates understanding of characteristic features of Afro-Latin American music and Popular music | performs vocal and dance forms of Afro-Latin American music and | describes the historical and cultural background of Afro-Latin American and popular music; | Week 1 | MU10AP- IIa-g-2 |
| | | | analyzes musical characteristics of Afro-Latin American and popular music through listening activities; | Week 2-3 | MU10AP- IIa-h-5 |

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| | | selections of Popular music | explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections; | Week 4-5 | MU10AP-IIa-7 |
| | | | performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression; | Week 6-7 | MU10AP-IIa-h-6 |
| | | | evaluates music and music performances using guided rubrics | Week 8 | MU10AP-IIa-h-10 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|------------------|---|--------------------------|--|----------|-------------------------|
| | The learner... | | | | |
| QUARTER 3 | demonstrates understanding of characteristic features of contemporary music | sings contemporary songs | narrates the life of selected contemporary Filipino composer/s ; | Week 1 | MU10CM-IIIc-g-3 |
| | | | analyzes the musical characteristics of traditional and contemporary Philippine music; | Week 2 | MU10CM-IIIa-h-2 |
| | | | improvises simple vocal/instrumental accompaniments to selected contemporary Philippine music; | Week 3-5 | MU10CM-III d-e-5 |
| | | | performs selections of contemporary Philippine music; | Week 6-7 | MU10CM-III b-h-4 |
| | | | evaluates music and music performances using guided rubrics. | Week 8 | MU10CM-III h-8 |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | Codes |
|----------------------|---|---|--|----------|------------------------|
| | The learner... | | | | |
| QUARTER 4 | 1. demonstrates understanding of characteristic features of 20th and 21st century opera musical play, ballet and other multimedia forms. 2. demonstrates understanding of the relationship among music, technology, and media. | 1. performs selections from musical plays, ballet, opera in a satisfactory level of performance. 2. creates a musical work using media & technology. | describes how an idea or story in a musical play is presented by watching a live performance or video excerpt; | Week 1 | MU10MM-IIIa-h-1 |
| | | | explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects; | Week 2-3 | MU10MM-IIIa-h-2 |
| | | | creates appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play; | Week 4-6 | MU10MM-IIIc-h-4 |
| | | | performs an excerpt from a 20 th or 21 st century Philippine musical and highlight its similarities and differences to other western musical play. | Week 7-8 | MU10MM-IIIg-h-5 |



Department of Education



ARTS

Grade Level: **Grade 1**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------------|---|---|--|--|-----------------|
| 1st | The learner... demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing 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 | A1EL-Ia |
| | | | 2. identifies different lines, shapes, texture used by artists in drawing | Week 2/1 st Q | A1EL-Ic |
| | | | 3. uses different drawing tools or materials - pencil, crayons, piece of charcoal, stick-on different papers, sinamay, leaves, tree bark, and other local materials to create his drawing about oneself, one's family, home, and school, as a means of self-expression | Weeks 3, 4, & 5/ 1 st Q | A1EL-Id |
| | | | 4. draws different kinds of plants showing a variety of shapes, lines and color | Weeks 6, 7, & 8/1 st Q | A1PR-If |
| 2nd | The learner... demonstrates understanding of colors and shapes, and the principles of harmony, | The learner creates a harmonious design of natural and man-made objects to | 1. identifies colors as primary, secondary, and tertiary, both in natural and man-made objects, seen in the surrounding | Week 1/ 2 nd Q | A1EL-IIa |
| | | | 2. creates a design inspired by Philippine flowers, jeepneys, Filipino fiesta decors, <i>parol</i> , or objects and other geometric shapes found in | Weeks 3 & 4/ 2 nd Q | A1PR-IIg |

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| | rhythm and balance through painting demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting | 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 | nature and in school using primary and secondary colors | | |
| | | | 3. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood | Weeks 5 & 6/ 2 nd Q | A1PR-Ie-1 |
| | | | 4. talks about the landscape he painted and the landscapes of others | Weeks 7 & 8/ 2 nd Q | A1PR-Ie-2 |
| 3rd | 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 | A1EL-IIIa |
| | | | 2. describes the shape and texture of prints made from objects found in nature and man-made objects and from the artistically designed prints in his artworks and in the artworks of others. | Weeks 2 & 3 / 3rd Q | A1EL-IIIb |
| | | | 3. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper, cloth, wall, etc. to create impression | Week 4 / 3rd Q | A1EL-IIIc |
| | demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized | creates prints that show repetition, alternation and emphasis using objects from nature | 4. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects | Week 5 / 3rd Q | A1PL-IIIe |
| | | | 5. stencil a design (in recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall | Week 6 / 3rd Q | A1PR-IIIf |
| | | | 6. narrates experiences in experimenting different art materials | Week 7 / 3rd Q | A1PR-IIIf |

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| | through printmaking | and found objects at home and in school | 7. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February) | Week 8 / 3rd Q | A1PR-IIIh |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 4th | The learner... demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture | The learner creates a useful 3-Dimensional object/sculpture using found objects and recycled materials creates a useful 3-Dimensional object/sculpture using found objects and recycled materials | 1. differentiates between 2-dimensional and 3-dimensional artwork and states the difference 2. identifies the different materials that can be used in creating a 3-dimensional object: 2.1 clay or wood (human or animal figure) 2.2 bamboo (furniture, bahay kubo) 2.3 softwood (trumpo) 2.4 paper, cardboard, (masks) 2.5 found material (parol, sarangola) 3. creates 3D objects that are well proportioned, balanced and show emphasis in design, like any of the following: a pencil holder, bowl, container, using recycled materials like plastic bottles, etc. 4. creates masks, human figures out of recyclable materials such as cardboards, papers, baskets, leaves, strings, clay, cardboard, glue, found materials, <i>bilao</i> , paper plate, strings, seeds, flour-salt mixture, or paper-mache, and other found materials | Week 1 / 4th Q Week 2 / 4th Q Week 3 / 4th Q Week 4 / 4th Q Week 5-6 / 4th Q Week 7,8, & 9 / 4th Q | A1EL-IVa A1EL-IVb A1EL-IVb A1EL-IVb A1PR-IVe A1PR-IVf-1 A1PR-IVg A1PR-IVh |

Grade Level: **Grade 2**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------------|--|---|---|---------------------------------|------------------|
| 1st | The learner... demonstrates understanding on lines, shapes, and colors as elements of art, and variety, proportion and contrast as principles of art through drawing | The learner... creates a composition/design by translating one's imagination or ideas that others can see and appreciates | 1. describes the different styles of Filipino artists when they create portraits and still life (different lines and colors) | Week 1 / 1 st Q | A2EL-Ia |
| | | | 2. differentiates the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others | Week 2 / 1 st Q | A2EL-Ib |
| | | | 3. draws the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing | Week 3 & 4 / 1 st Q | A2EL-Ic |
| | | | 4. draws from an actual still life arrangement | Week 5 & 6 / 1 st Q | A2EL-Id |
| | | | 5. draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair | Week 7 & 8 / 1 st Q | A2EL-If |
| | | | 6. narrates stories related to the output | Week 8 / 1 st Q | A2EL-Ih-3 |
| 2nd | The learner... demonstrates understanding of using two or more kinds of lines, colors and shapes | The learner... creates a composition or design of a tricycle or jeepney that shows unity and variety of | 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 | A2EL-IIa |
| | | | 2. designs with the use of drawing and painting materials the sea or forest animals in their habitats showing their unique shapes and | Weeks 3 & 4 / 2 nd Q | A2EL-IIb |

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| | through repetition and contrast to create rhythm | lines, shapes, and colors | features, variety of colors and textures in their skin. | | |
| | | | 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 | A2PL-Iif |
| | | | 4. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work | Week 7 & 8 / 2 nd Q | A2PR-IIg-1 |
| | | | 5. design an outline of a tricycle or jeepney on a big paper with lines and shapes that show repetition, contrast and rhythm | Week 7 & 8 / 2 nd Q | A2PR-IIg-2 |
| 3rd | The learner... demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects | The learner... creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting color or size or texture 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 | A2EL-IIIa |
| | | | 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 | A2PL-IIIb |
| | | | 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 | A2PR-IIIc |
| | | | 4. creates a print on paper or cloth using cut-out designs | Week 5-6 / 1 st Q | A2PR-IIIg |
| | | | 5. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February) | Week 7-8 / 1 st Q | A2PR-IIIh-3 |
| 4th | The learner... | The learner | 1. discusses the artistry of different local craftsmen in creating: | Week 1/ 4 th Q | |

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| | 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) | 1.1 <i>taka</i> of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> or kites 1.3 <i>banca</i> , native boats from Cavite, and coastal towns | | A2EL-IVa-1 |
| | | | 2. Answers a brief diagnostic assessment on giving value and importance to the craftsmanship of local artists. | Week 2/ 1 st Q | A2EL-IVa-2 |
| | | | 3. identifies 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance | 3-4/ 1 st Q | A2EL-IVb |
| | 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) | 4. executes the steps in making a paper maché with focus on proportion and balance | Week 5-6/ 1 st Q | A2PR-IVd |
| | | 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 | A2PR-IVh |

Grade Level: **Grade 3**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------|---|---|---|------------------------------|-----------------|
| 1 st | 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. | 1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer | Week 1/ 1 st Q | A3EL-Ia |
| | | | 2. shows the illusion of space in drawing the objects and persons in different sizes | Week 2/1 st Q | A3EL-Ib |
| | | On-the-spot sketching of plants trees, or buildings and geometric line designs | 3. explains that artist create visual textures by using a variety of lines and colors | Week 3/1 st Q | A3PL-Ic |
| | | | 4. discusses what foreground, middle ground, and background, are all about in the context of a landscape | Week 4/1 st Q | A3PL –Id |
| | | shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture | 5. describes the way of life of people in the cultural community | Week 5/1 st Q | A3PL-Ie |
| | | | 6. Creates a geometric design by contrasting two kinds of lines in terms of type or size. | Week 6/1 st Q | A3PR-If |
| | | | 7. sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen | Week 7/1 st Q | A3PR-Ig |
| | | | 8. designs a view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects | Week 8/1 st Q | A3PR-Ii |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
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| 2nd | The learner... demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing | The learner... creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs | 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 | A3EL-IIa |
| | | | 2. Discusses the concept that nature is so rich for no two animals have the same shape, skin covering, and color | Week 2/ 2 nd Q | A3EL-IIb |
| | | | 3. demonstrates how harmony is created in an artwork because of complementary colors and shapes | Weeks 3 & 4/ 2 nd Q | A3PL-IIc |
| | | | 4. paints a still life by observing the different shapes, color, and texture of fruits, drawing them overlapping and choosing the right colors for each fruit | Weeks 5 & 6/ 2 nd Q | A3PR-IId |
| | | | 5. creates new tints and shades of colors by mixing two or more colors | Weeks 7 & 8/ 2 nd Q | A3PR-IIe |
| | | | 6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood | Weeks 7 & 8/ 2 nd Q | A3PR-IIf |
| | | | 7. discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering | Weeks 9 & 10/ 2 nd Q | A3PR-IIg |

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| | | applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape | 8. explains the truism that Filipino artists painted landscapes in their own a particular style and can identify what makes each artist unique in his use of colors to create harmony | Weeks 9 & 10/ 2 nd Q | A3PR-IIh |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 3rd | The learner... demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils) | The learner... exhibits basic skills in making a design for a print and producing several clean copies of the prints | 1. Discusses the concept that a print made from objects found in nature can be realistic or abstract | Week 1 / 3 rd Q | A3EL-IIIa |
| | | | 2. explains the importance and variety of materials used for printing | Week 2 / 3 rd Q | A3PL-IIIb |
| | | | 3. Demonstrates the concept that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines | Week 3 / 3 rd Q | A3PL-IIIc |
| | | | 4. Executes the concept that a print design can be duplicated many times by hand or by machine and can be shared with others | Week 4 / 3 rd Q | A3PL-IIId |
| | | manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag | 5. explains the meaning of the design created | Week 5 / 3 rd Q | A3PR-IIIE |
| | | | 6. stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper | Week 6 / 3 rd Q | A3PR-IIIf |
| | | | 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 | A3PR-IIIf |
| | | | 8. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February) | Week 1 / 4 th Q | A3PR-IIIf |
| produces at least 3 good copies of print using complementary colors and contrasting shapes | | | | | |

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| 4th | <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> | <ol style="list-style-type: none"> 1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group) 2. discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details 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 4. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs 5. manipulates a puppet to act out a character in a story together with the puppets 6. utilizes masks in simple role play or skit 7. performs as puppeteer together with others, in a puppet show, to tell a story using the puppet he/she created | <p>Week 1 /4th Q</p> <p>Weeks 2-4 / 4th Q</p> <p>Week 4 / 4th Q</p> <p>Week 5 & 7 / 4th Q</p> <p>Week 5 / 4th Q</p> <p>Week 6 / 3rd Q</p> <p>Week 7 / 3rd Q</p> | <p>A3EL-IVa</p> <p>A3PL-IVb</p> <p>A3PR-IVc</p> <p>A3PR-IVe</p> <p>A3PR-IVf</p> <p>A3PR-IVf</p> <p>A3PR-IVg</p> |
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Grade Level: **Grade 4**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------|---|---|---|-----------------------------|-------------------------------|
| 1 st | The learner... demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing | The learner... practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle. creates a unique design of houses, and other household objects used by the cultural groups. | 1. discusses the rich variety of cultural communities in the Philippines and their uniqueness (1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang, Agta 1.2 VISAYAS – Ati 1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug) and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices, and lifestyles. | Week 1 / 1 st Q | A4EL-Ia |
| | | | 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 | A4EL-Ib A4EL-Ic A4EL-Id |
| | | writes a comparative description of houses and utensils used by selected | 3. role plays ideas about the practices of the different cultural communities. | Weeks 4/1 st Q | A4PR-Ie |
| | | | 4. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories. | Week 5-6/1 st Q | A4PR-Ig |

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| | | cultural groups from different provinces. | 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 | A4PR-Ih |
| | | | 6. uses crayon resist technique in showing different ethnic designs or patterns. | Week 8/1 st Q | A4PR-li |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 2nd | The learner... demonstrates understanding of lines, color, shapes, space, and proportion through drawing. | The learner... sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting. | 1. discusses pictures of localities where different cultural communities live where each group has distinct houses and practices. | Week 1/2 nd Q | A4EL-IIa |
| | | | 2. explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes. | Week 2/2 nd Q | A4EL-IIb |
| | | | 3. depicts in a role play the importance of communities and their culture. | Week 3/2 nd Q | A4EL-IIc |
| | | | 4. compares the geographical location, practices, and festivals of the different cultural groups in the country. | Week 4/2 nd Q | A4EL-IId |
| | | | 5. paints the sketched landscape using colors appropriate to the cultural community's ways of life. | Week 5/2 nd Q | A4EL-IIe A4EL-IIf |
| | | | 6. tells a story or relates experiences about cultural communities seen in the landscape. | Week 6/2 nd Q | A4EL-IIh |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 3rd | The learner... demonstrates understanding of | The learner... exhibits basic skills in making a design | 1. discusses the texture and characteristics of each material. | Week 1 / 3 rd Q | A4EL-IIIa |

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| | shapes, colors and principle repetition and emphasis through printmaking (stencils) | for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes | | | |
| | | | 2. analyzes how existing ethnic motif designs are repeated and alternated. | Week 1 / 3 rd Q | A4PL-IIIb |
| | | | 3. demonstrates the process of creating relief prints and how these relief prints make the work more interesting and harmonious in terms of the elements involved. | Week 2 / 3 rd Q | A4PL-IIIc |
| | | | 4. designs ethnic motifs by repeating, alternating, or by radial arrangement. | Week 2 / 3 rd Q | A4PR-III d |
| | | | 5. creates a relief master or mold using additive and subtractive processes. | Week 3 / 3 rd Q | A4PR-IIIe |
| | | | 6. creates simple, interesting, and harmoniously arranged relief prints from a clay design. | Week 4 / 3 rd Q | A4PR-III f |
| | | | 7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated). | Week 5 / 3 rd Q | A4PR-III g |
| | | | 8. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard. | Weeks 6-7 / 3 rd Q | A4PR-III i |
| | | | 9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February). | Weeks 8/ 3 rd Q | A4PR-III j-2 |
| 4th | The learner... demonstrates understanding of shapes, colors, | The learner... creates a single puppet based on character in | 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 | A4EL-Iva |

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| <p>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>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> | 2. discusses pictures or actual samples of different kinds of mat weaving traditions in the Philippines. | Week 1 /4 th Q | A4EL-Ivb |
| | | 3. discusses the intricate designs of mats woven in the Philippines: 3.1 Basey, Samar buri mats 3.2 Iloilo bamban mats 3.3 Badjao&Samal mats 3.4 Tawi-tawilaminusa mats 3.5 Romblon buri mats | Week 2 / 4th Q | A4EL-IVc |
| | | 4. explains the steps to produce good tie-dye designs. | Week 3 / 4 th Q | A4PL-Ivd |
| | | 5. explains the meaning of designs, colors, and patterns used in the artworks. | Week 4 / 4 th Q | A4PL-Ive |
| | | 6. creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes. | Week 5 & 6 / 4th Q | A4PR-IVf |
| | | 7. weaves own design similar to the style made by a local ethnic group. | Week 7 / 4 th Q | A4PR-IVg |
| | | 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 | A4PR-IVh |

Grade Level: **Grade 5**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------------|---|--|---|----------------------------------|----------------|
| 1st | <p>The learner...</p> <p>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.</p> | <p>The learner...</p> <p>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.</p> <p>puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).</p> | 1. discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading. | Week 1/ 1 st Q | A5EL-Ia |
| | | | 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 | A5EL-Ib |
| | | | 3. presents via powerpoint the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahay kubo, torogan, bahay na bato, simbahan, carcel, etc. | Week 2/1 st Q | A5EL-Ic |
| | | | 4. explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghain, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches). | Week 2 /1 st Q | A5PL-Ie |
| | | | 5. creates illusion of space in 3-dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community). | Weeks 3- 4 /1 st Q | A5PR-If |
| | | | 6. creates mural and drawings of the old houses, churches, and/or buildings of his/her community. | Weeks 5- 6/1 st Q | A5PR-Ig |

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| | | | 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 | A5PR-Ih |
| | | | 8. tells something about his/her community as reflected on his/her artwork. | Week 8/1 st Q | A5PR-Ij |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 2nd | The learner... demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made) using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts. | The learner... sketches natural or man-made places in the community with the use of complementary colors. draws/paints significant or important historical places. | 1. explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi) | Week 1/2 nd Q | A5EL-IIa |
| | | | 2. explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor) | Weeks 2 & 3/2 nd Q | A5EL-IIc |
| | | | 3. presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others. | Week 3/2 nd Q | A5PL-IId |
| | | | 4. sketches using complementary colors in painting a landscape. | Weeks 4-5/2 nd Q | A5PL-IIe |
| | | | 5. demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape. | Weeks 6-7/2 nd Q | A5PR-IIf |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
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| | | | 6. discusses details of the landscape significant to the history of the country. | Week 8/2 nd Q | A5PR-IIg |
| 3rd | The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths. | The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture. | 1. discusses new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures. | Week 1 / 3 rd Q | A5EL-IIIa |
| | | | 2. discusses possible uses of the printed artwork | Week 2 / 3 rd Q | A5EL-IIIc |
| | | | 3. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools. | Week 2 / 3 rd Q | A5PL-III d |
| | | | 4. creates variations of the same print by using different colors of ink in printing the master plate. | Week 3 / 3 rd Q | A5PR-IIIe |
| | | | 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 | Weeks 4-5 / 3 rd Q | A5PR-III f |

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| | 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. | 5.6 impressing the print 5.7 repeating the process to get several editions of the print | | |
| | | | 6. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school. | Week 6 / 3 rd Q | A5PR-IIIg |
| | | | 7. demonstrates contrast in a carved or textured area in an artwork. | Week 6 / 3 rd Q | A5PR-IIIh-1 |
| | | | 8. produces several editions of the same print that are well-inked and evenly printed. | Weeks 7/ 3 rd Q | A5PR-IIIh-2 |
| | | | 9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February) | Week 8/3 rd | A5PR-IIIh-3 |
| 4th | The learner... demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts. | The learner... demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns | 1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads | Week 1 / 4 th Q | A5EL-IVa |
| | | | 2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads | Week 1 / 4 th Q | A5EL-IVb |
| | | | 3. discusses possibilities on the use of created 3-D crafts. | Week 2 / 4 th Q | A5EL-IVc |
| | | | 4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads. | Week 3 / 4 th Q | A5PL-IVd |

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| | | 2. paper beads | 5. demonstrates artistry in making mobiles with varied colors and shapes. | Week 4 / 4 th Q | A5PL-IVe |
| | | 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 | 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 | A5PR-IVf |
| | | | 7. shows skills in making a papier-mâché jar | Week 7 / 4 th Q | A5PR-IVg |
| | | | 8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard. | Week 8 / 4 th Q | A5PR-IVh |

Grade Level: Grade 6

Subject: ARTS

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
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| 1 st | 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. | 1. discusses the concept that art processes, elements and principles still apply even with the use of new technologies. | Week 1/ 1 st Q | A6EL-Ia |
| | | | 2. explains the elements and principles applied in commercial art. | Week 1/1 st Q | A6PL-Ia |
| | | | 3. applies concepts on the use of the software (commands, menu, etc.). | Week 2 / 1 st Q | A6PR-Ib |
| | | | 4. utilizes art skills in using new technologies (hardware and software). | Week 2 / 1 st Q | A6PR-Ic |
| | | | 5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark | Week 3 / 1 st Q | A6PR-Id |
| | | | 6. explains ideas about the logo | Weeks 4 / 1 st Q | A6PR-Id |
| | | | 7. explains the elements and principles applied in comic art. | Week 5 / 1 st Q | A6PL-Ie |
| | | | 8. applies concepts on the steps/procedures in cartoon character making. | Week 6 / 1 st Q | A6PR-If |
| | | | 9. utilizes art skills in using new technologies (hardware and software) in cartoon character making. | Week 6 / 1 st Q | A6PR-Ig |

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| | | personal or class logo. | 10. creates own cartoon character to entertain, express opinions, ideas, etc. | Week 7 / 1 st Q | A6PR-Ih |
| | | designs cartoon character on-the spot using new technologies. | 11. explains ideas about the cartoon character | Week 8 / 1 st Q | A6PR-Ih |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 2nd | The learner... demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and 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 | A6EL-IIa |
| | | | 2. explains the elements and principles applied in digital art. | Week 1/ 2 nd Q | A6PL-IIa |
| | | | 3. applies concepts on the use of the software (commands, menu, etc.) | Week 2/ 2 nd Q | A6PR-IIb |
| | | | 4. utilizes art skills using new technologies (hardware and software) in digital painting. | Week 2/ 2 nd Q | A6PR-IId |
| | | | 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 | A6PR-IIc |
| | | | 6. discusses the elements and principles applied in layouting. | Weeks 5-6 / 2 nd Q | A6PL-IIf |
| | | | 7. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster. | Weeks 5-6 / 2 nd Q | A6PR-IIg |
| | | | 8. creates an advertisement/commercial or announcement poster. | Weeks 7-8 / 2 nd Q | A6PR-IIh |

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
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| 3rd | The learner... demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies. | The learner... creates simple printmaking (silkscreen) designs on t-shirts and posters. describes the basic concepts and principles of basic photography. | 1. Explains the truism that design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony) whether done by hand or machine (computer). | Week 1 / 3 rd Q | A6EL-IIIa |
| | | | 2. Demonstrates understanding that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs. | Week 1 / 3 rd Q | A6PL-IIIb |
| | | | 3. applies concepts on the steps/procedure in silkscreen printing. | Week 2 / 3 rd Q | A6PR-IIIc |
| | | | 4. produces own prints from original design to silkscreen printing to convey a message or statement. | Week 2 / 3 rd Q | A6PR-IIId |
| | | | 5. Discusses the concepts and principles of photography. | Week 3 / 3 rd Q | A6PL-IIIf |
| | | | 6. discusses the parts and functions of the camera (point and shoot or phone camera). | Week 4 / 3 rd Q | A6PR-IIIg |
| | | | 7. applies composition skills to produce a printed photograph for a simple photo essay. | Week 5-6 / 3 rd Q | A6PR-IIIf |
| | | | 8. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February) | Weeks 7-8 / 3 rd Q | |
| 4th | The learner... demonstrates understanding of shapes, colors, | The learner... creates an actual 3-D digitally-enhanced paper bag | 1. Discusses the concept that design principles and elements relates to everyday objects. | Week 1 / 4 th Q | A6EL-IVa |
| | | | 2. explains the elements and principles applied in product design. | Week 1 / 4 th Q | A6PL-IVa |

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| and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design. | for a product or brand. applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation. | 3. manifests understanding of concepts on the use of software (commands, menu, etc.) | Week 2 / 4th Q | A6PR-IVb |
| | | 4. utilizes art skills in using new technologies (hardware and software) in package design. | Week 2 / 4 th Q | A6PR-IVc |
| | | 5. creates an actual 3-D digitally-enhanced product design for a paper bag. | Week 4 / 4 th Q | A6PR-IVd |
| | | 6. reviews the truism that art processes, elements and principles still apply even with the use of technologies. | Week 3 / 4th Q | A6EL-IVe |
| | | 7. discusses the elements and principles applied in audio-video art. | | |
| | | 7. shows skills in making a papier-mâché jar | Week 7 / 4 th Q | A6PL-IVe |
| | | 8. applies concepts on the use of the software (commands, menu, etc.) | Weeks 4-5 / 4 th Q | A6PR-IVf |
| | | 9. utilizes art skills in using new technologies (hardware and software) | Weeks 5-6 / 4 th Q | A6PR-IVg |
| | | 10. creates an audio-video art /animation promoting a product. | Weeks 7-8 / 4 th Q | A6PR-IVh |

Grade Level: **Grade 7**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------|--|---|--|----------------------------------|--------------------|
| 1 st | <p>The learner...</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>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</p> <p>3. the Philippines as having a rich</p> | <p>The learner...</p> <p>1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)</p> <p>2. exhibit completed artworks for appreciation and critiquing</p> | 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/ 1 st Q | A7EL-Ib-1 |
| | | | 2. identifies characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.) | Week 1/ 1 st Q | A7EL-Ia-2 |
| | | | 3. reflects on or derive the mood, idea, or message emanating from selected artifacts and art objects | Weeks 2-4/ 1 st Q | A7PL-Ih-1 |
| | | | 4. appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles | Week 2 / 1 st Q | A7PL-Ih-2 |
| | | | 5. incorporates the design, form, and spirit of the highland/lowland artifact and object in one's creation | Week 3 / 1 st Q | A7PL-Ih-3 |
| | | | 6. traces the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact | Weeks 4 / 1 st Q | A7PL-Ih-4 |
| | | | 7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc). | Weeks 5-8 / 1 st Q | A7PR-Ic-e-1 |

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| | artistic and cultural tradition from precolonial to present times | | 8. Discusses the elements from traditions/history of a community for one's artwork | Week 6 / 1 st Q | A7PR-If-2 |
| | | | 9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets) | Week 6 / 1 st Q | A7PR-If-3 |
| | | | 10. shows the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices) | Week 7 / 1 st Q | A7PR-Ih-4 |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 2nd | The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of MIMAROPA and | The 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 2. identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc. | Weeks 1 – 2 / 2 nd Q Week 1/ 2 nd Q | A7EL-IIb-1 A7EL-IIa-2 |

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| <p>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> | 3. reflects on and derive the mood, idea or message emanating from selected artifacts and art objects | Weeks 3-5 / 2 nd Q | A7PL-IIh-1 |
| | 4. appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles | Week 2 / 2 nd Q | A7PL-IIh-2 |
| | 5. incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas | Weeks 3-4 / 2 nd Q | A7PL-IIh-3 |
| | 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 / 2 nd Q | A7PL-IIh-4 |
| | 7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc). | Weeks 6 / 2 nd Q | A7PR-IIc-e-1 |
| | 8. discusses elements from traditions/history of a community for one's artwork | Weeks 7 / 2 nd Q | A7PR-IIf-2 |
| | 9. explains the correlation of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts) | Week 8 | A7PR-IIf-3 |
| | 10. shows the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture, | | A7PR-IIh-4 |

| | | | 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) | | |
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| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 3rd | The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Mindanao 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 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 1-2/3 rd Q | A7EL-IIIb-1 |
| | | | 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 rd Q | A7EL-IIIa-2 |
| | | | 3. reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects | Weeks 3-5/3 rd Q | A7PL-IIIh-1 |
| | | | 4. appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles | Week 2 / 3 rd Q | A7PL-IIIh-2 |
| | | | 5. incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation | Week 3 / 3 rd Q | A7PL-IIIh-3 |

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| | 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times | | 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 / 3 rd Q | A7PL-IIIh-4 |
| | | | 7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc). | Weeks 6-8/3 rd Q | A7PR-IIIc-e-1 |
| | | | 8. derives elements from traditions/history of a community for one's artwork | Weeks 6 / 3 rd Q | A7PR-III f-2 |
| | | | 9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry) | | A7PR-III f-3 |
| | | | 10. shows the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices | Week 7 | A7PR-IIIh-4 |
| | | | 11. participates in exhibit using completed Mindanao-inspired arts and crafts in an organized manner | Week 8 | A7PR-IIIg-5 |
| 4th | The learner... 1. how theatrical elements (sound, music, gesture, movement ,and costume) affect the creation and | The learner... 1. create appropriate festival attire with accessories based on authentic festival costumes | 1. identifies the festivals and theatrical forms celebrated all over the country throughout the year 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 | Weeks 1-2 / 4 th Q | A7EL-IVa-1 A7EL-IVb-2 |

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| <p>communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture</p> <p>2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities</p> | <p>2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition</p> <p>3. take part in a chosen festival or in a performance in a theatrical play</p> | | | A7EL-IVc-3 |
| | | 4. explains what makes each of the Philippine festivals unique through a visual presentation | Weeks 3-4 / 4 th Q | A7PL-IVh-1 |
| | | 5. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc. | Weeks 5-8 / 4 th Q | A7PR-IVd-1 |
| | | 6. analyzes the uniqueness of each group's performance of their selected festival or theatrical form | | A7PR-IVh-2 |
| | | 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 | | A7PR-IVe-f-3 |
| | | 8. improvises accompanying sound and rhythm of the Philippine festival/theatrical form | | A7PR-IVe-f-4 |
| 9. performs in a group showcase of the selected Philippine festival/theatrical form | A7PR-IVg-5 | | | |

Grade Level: **Grade 8**Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
|-----------------|---|--|---|-------------------------------|--------------------|
| 1 st | <p>The learner...</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>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</p> <p>3. Southeast Asian countries as</p> | <p>The learners...</p> <p>1. create artworks showing the characteristic elements of the arts of Southeast Asia</p> <p>2. exhibit completed artworks for appreciation and critiquing</p> | 1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia | Weeks 1-2/ 1 st Q | A8EL-Ib-1 |
| | | | 2. identifies characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc. | | A8EL-Ia-2 |
| | | | 3. reflects on and derive the mood, idea, or message from selected artifacts and art objects | Weeks 3-5/ 1 st Q | A8PL-Ih-1 |
| | | | 4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles | | A8PL-Ih-2 |
| | | | 5. incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation | | A8PL-Ih-3 |
| | | | 6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact | | A8PL-Ih-4 |
| | | | 7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.) | Weeks 6-8 / 1 st Q | A8PR-Ic-e-1 |

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| | having a rich artistic and cultural tradition from prehistoric to present times | | 8. derives elements from traditions/history of a community for one's artwork | | A8PR-If-2 |
| | | | 9. shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry) | | A8PR-If-3 |
| | | | 10. shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture | | A8PR-Ih-4 |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 2nd | The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes | The learner... 1. create artworks showing the characteristic elements of the arts of East Asia 2. exhibit completed artworks for appreciation and critiquing | 1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia 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 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 | Weeks 1-2/3 rd Q Weeks 3-5/3 rd Q | A8EL-IIb-1 A8EL-IIa-2 A8PL-IIh-1 A8PL-IIh-2 A8PL-IIh-3 |

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| | among culturally diverse communities in the region | | 6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft | | A8PL-IIh-4 |
| | 3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times | | 7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.) | Weeks 6-8/3 rd Q | A8PR-IIc-e-1 |
| | | | 8. derives elements from traditions/history of a community for one's artwork | | A8PR-IIf-2 |
| | | | 9. shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry) | | A8PR-IIf-3 |
| | | | 10. shows the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture | | A8PR-IIh-4 |
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| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
| 3rd | The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills | The learner... 1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia | 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 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. | Weeks 1-2/3 rd Q | A8EL-IIib-1 A8EL-IIIa-2 |

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| | 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 | 2. exhibits completed artworks for appreciation and critiquing | 3. reflects on and derive the mood, idea or message from selected artifacts and art objects | Weeks 3-5/3 rd Q | A8PL-IIIh-1 |
| | | | 4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles | | A8PL-IIIh-2 |
| | | | 5. incorporates the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation | | A8PL-IIIh-3 |
| | | | 6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft | | A8PL-IIIh-4 |
| | 3. that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times | | 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 6-8/3 rd Q | A8PR-IIIc-e-1 |
| | | | 8. derives elements from traditions/history of a community for one's artwork | | A8PR-III f-2 |
| | | | 9. shows the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to functionality, traditional specialized expertise, and availability of resources | | A8PR-III f-3 |
| | | | 10. shows the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture | | A8PR-IIIh-4 |

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| | | | 11. participates in an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner | | A8PR-IIIg-5 |
| 4th | The learner... 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture 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 / 4 th Q | |
| | | | 2. researches on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event | | |
| | | | 3. discusses the elements and principles of arts as seen in Philippine Festivals | Week 4 Weeks 3-4 / 4 th Q | |
| | | | 4. identifies the elements and principles of arts as manifested in Asian festivals and theatrical forms | | |
| | | | 5. through a visual presentation, explains what make each of the Asian Festivals and Theatrical forms unique | Weeks 5-8 / 4 th Q | |
| | | | 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 | | |

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| | | | 10. improvises accompanying sound and rhythm of the selected festival/ theatrical form of Asia | | |
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Grade Level: **Grade 9**

Subject: **ARTS**

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K-12 CG Code |
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| 1 st | <p>The learner...</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences,</p> | <p>The learner..</p> <p>1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period</p> <p>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</p> | 1. analyzes art elements and principles in the production of work following the style of a western and classical art | Weeks 1-2/ 1 st Q | A9EL-lb-1 |
| | | | 2. identifies distinct characteristics of arts during the different art periods | | A9EL-la-2 |
| | | | 3. identifies representative artists from various art periods | | A9EL-la-3 |
| | | | 4. reflects on and derives the mood, idea, or message from selected artworks | Weeks 3-5/ 1 st Q | A9PL-lh-1 |
| | | | 5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles | | A9PL-lh-2 |
| | | | 6. uses artworks to derive the traditions/history of an art period | | A9PL-lh-3 |
| | | | 7. compares the characteristics of artworks produced in the different art periods | | A9PL-lh-4 |

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| | and other external phenomena | | 8. creates artworks guided by techniques and styles of Western Classical art traditions | Weeks 6-8 / 1 st Q | A9PR-1c-e-1 |
| | | | 9. describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms | | A9PR-1c-e-2 |
| | | | 10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions | | A9PR-1c-e-3 |
| | | | 11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions | | A9PR-1f-4 |
| | | | 12. shows the influences of the Western Classical art traditions to Philippine art form | | A9PR-1f-5 |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | A9EL-IIb-1 |
| 2nd | The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills | The learner... 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period | 1. analyzes art elements and principles in the production of work following a specific art style | Weeks 3-5 / 2 nd Q | A9EL-IIa-2 |
| | | | 2. identifies distinct characteristics of arts during the Renaissance and Baroque periods | | A9EL-IIa-3 |
| | | | 3. identifies representative artists from Renaissance and Baroque periods | | A9PL-IIh-1 |
| | | | 4. reflects on and derive the mood, idea or message from selected artworks | Weeks 6-8 / 2 nd Q | A9PL-IIh-2 |

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| | 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena | 2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art) | 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 the Renaissance and the Baroque periods 9. explains the influence of iconic artists belonging to the Renaissance and the Baroque periods 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.) 11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods 12. shows the influences of the Renaissance and Baroque periods on the Philippine art form | Weeks 3-5/ 2 nd Q | A9PL-IIh-3 A9PL-IIh-4 A9PR-IIc-e-1 A9PR-IIc-e-2 A9PR-IIc-e-3 A9PR-IIf-4 A9PR-IIf-5 A9EL-IIb-1 |
| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K=12 CG Code |
| 3rd | The learner... 1. art elements and processes | The learner... 1. perform/participate competently in a | 1. analyzes art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods | Weeks 1-2/3 rd Q | A9EL-IIIb-1 |

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| | <p>by synthesizing and applying prior knowledge and skills</p> <p>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</p> | <p>presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods</p> <p>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</p> | 2. identifies distinct characteristics of arts during the Neoclassic and Romantic periods | <p>Week 3 / 3rd Q</p> | A9EL-IIIa-2 | |
| | | | 3. identifies representative artists from the Neoclassic and Romantic periods | | A9EL-IIIa-3 | |
| | | | 4. reflects on and derive the mood, idea, or message from selected artworks | | A9PL-IIIh-1 | |
| | | | 5. explains the use or function of artworks by evaluating their utilization and combination of art elements and principles | | A9PL-IIIh-2 | |
| | | | 6. uses artworks to derive the traditions/history of the Neoclassic and Romantic periods | | A9PL-IIIh-3 | |
| | | | 7. compares the characteristics of artworks produced in the Neoclassic and Romantic periods | | A9PL-IIIh-4 | |
| | | | 8. creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style) | | <p>Weeks 4-7 / 3rd Q</p> | A9PR-IIIc-e-1 |
| | | | 9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods | | | A9PR-IIIc-e-2 |
| | | | 10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods | | | A9PR-IIIc-e-3 |

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| | | | 11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods | | A9PR-III-f-4 |
| | | | 12. shows the influences of Neoclassic and Romantic periods on Philippine art forms | | A9PR-III-f-4 |
| | | | 13. participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics | Week 8 / 3 rd Q | A9PR-III-g-7 |

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| 4th | The learner... 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media 2. theater and performance as a synthesis of arts | The learner... 1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays 2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical composition 3. participate in an original performance inspired by local Philippine stories, myths, and events | 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 / 4 th Q | A10EL-IVb-4 |
| | | | 2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance | | A10EL-IVa-2 |
| | | | 3. illustrates how the different elements are used to communicate the meaning | Week 2 / 4 th Q | A10EL-IVc-3 |
| | | | 4. Explains the uniqueness of each original performance | | A10PL-IVh-1 |
| | | | 5. designs with a group the visual components of a school play (stage design, costume, props, etc.) | | A10PR-IVe-1 |
| | | | 6. assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager) | Week 3 / 4 th Q Week 4 / 4 th Q | A10PR-IVh-2 |
| | | | 7. analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection | | A10PR-IVh-3 |

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| | | relevant to current issues | | | |
| | | | 8. contributes to the conceptualization of an original performance | | A10PR-IVd-4 |
| | | | 9. choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media | Week 5 / 4 th Q | A10PR-IVf-g-5 |
| | | | 10. improvises accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media | Weeks 6-8 / 4 th Q | A10PR-IVf-g-6 |



Department of Education



PE

Grade Level: Grade 1
Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|---|--|---|-----------------|
| 1 | The learner demonstrates understanding awareness of body parts in preparation for participation in physical activities. | The learner performs with coordination enjoyable movements on body awareness. | 1. Creates shapes by using different body parts | Weeks 1&3 | PE1BM-Ic-d-2 |
| | | | 2. Shows balance on one, two, three, four and five body parts | Weeks 4&6 | PE1BM-Ie-f-3 |
| | | | 3. Exhibits transfer of weight | Weeks 7&8 | PE1BM-Ig-h-4 |
| | | | 4. Engages in fun and enjoyable physical activities with coordination <i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ action songs ➤ singing games ➤ simple games | This competency is already embedded in other LCs. | PE1PF-Ia-h-2 |

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| | | | <ul style="list-style-type: none"> ➤ chasing and fleeing games ➤ mimetics | | |
| 2 | The learner demonstrates understanding of space awareness in preparation for participation in physical activities | <i>The learner performs movement skills in a given space with coordination</i> | 1. Moves within a group without bumping or falling using locomotor skills | Weeks 1&4 | PE1BM-IIc-e-6 |
| | | | 2. Executes locomotor skills while moving in different directions at different spatial levels | Weeks 5&8 | PE1BM-IIf-h-7 |
| | | | 3. Engages in fun and enjoyable physical activities with coordination | This competency is already embedded in other LCs. | PE1PF-IIa-h-2 |
| 3 | <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 | PE1BM-IIIa-b-8 |

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| | | | 2. Demonstrates contrast between slow and fast speeds while using locomotor skills | Weeks 3&8 | PE1BM-IIIc-d-9 |
| | | | 3. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE1PF-IIIa-h-6 |
| | | | 4. Demonstrates the characteristics of sharing and cooperating in physical activities | This competency is already embedded in other LCs. | PE1PF-IIIa-h-9 |
| 4 | <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 | PE1BM-IVc-e-13 |

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| | | | 2. Performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns | Weeks 5&8 | PE1BM-IVf-h-14 |
| | | | 3. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE1PF-IVa-h-2 |
| | | | 4. Follows simple instructions and rules | This competency is already embedded in other LCs. | PE1PF-IVa-h-10 |

Grade Level: Grade 2

Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|---|---|---|----------------------------|
| 1 | <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 | PE2BM- le-f-2 |
| | | | 2. Demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support | Weeks 5&8 | PE2BM- lg-h-16 |
| | | | 3. Demonstrates movement skills in response to sound and music | This competency is already embedded in other LCs. | PE2MS- la-h-1 |
| | | | 4. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE2PF-la- h-2 |
| 2 | <i>The learner demonstrates</i> | <i>The learner performs</i> | 1. Describes movements in a location, direction, | Weeks 1&2 | PE2BM- lla-b-17 |

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| | understanding of locations, directions, levels, pathways and planes | movements accurately involving locations, directions, levels, pathways and planes. | level, pathway and plane | | |
| | | | <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 | PE2BM-IIc-h-18 |
| | | | 3. Demonstrates movement skills in response to sounds and music | This competency is already embedded in other LCs. | PE2MS-IIa-h-1 |
| | | | 4. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE2PF-IIa-h-2 |

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| | | | 5. Maintains correct posture and body mechanics while performing movement | This competency is already embedded in other LCs. | PE2PF-IIIa-h-14 |
| 3 | <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. Moves: at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness | Weeks 1&8 | PE2BM-IIIc-h-19 |
| | | | 2. Demonstrates movement skills in response to sound and music | This competency is already embedded in other LCs. | PE2MS-IIIa-h-1 |
| | | | 3. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE2PF-IIIa-h-2 |
| 4 | <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. Moves: individually, with partner, and with group with ribbon, hoop, balls, and any available indigenous/improvised materials, with sound, in indoor and outdoor settings | Weeks 1&8 | PE2BM-IV-c-h-21 |

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| | | | 2. Demonstrates movement skills in response to sound | This competency is already embedded in other LCs. | PE2MS-IV-a-h-1 |
| | | | 3. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE2PF-IV-a-h-2 |
| | | | 4. Maintains correct body posture and body mechanics while performing movement activities | This competency is already embedded in other LCs. | PE2PF-IV-a-h-14 |

Grade Level: Grade 3

Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|---|---|-----------------|------------------------|
| 1 | <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 | Weeks 1&2 | PE3BM-1a-b-1 |

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| | | | 2. Performs body shapes and actions | Weeks 3&8 | PE3BM- Ic-d-15 |
| | | | 3. Demonstrates movement skills in response to sounds and music | This competency is already embedded in other LCs. | PE3MS- Ia-h-1 |
| | | | 4. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE3PF- Ia-h-2 |
| 2 | <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 | PE3BM- IIa-b-17 |
| | | | 2. Moves in: <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels | Weeks 3&8 | PE3BM- IIc-h-18 |

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| | | | <ul style="list-style-type: none"> ➤ straight, curve, and zigzag pathways diagonal and horizontal planes | | |
| | | | 3. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE3PF-IIa-h-2 |
| 3 | <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 | PE3BM-IIIa-b-17 |
| | | | 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 | PE3BM-IIIc-h-19 |
| | | | 3. Demonstrates movement skills in response to sound | This competency is already embedded in other LCs. | PE3MS-IIIa-h-1 |
| | | | 4. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE3PF-IIIa-h-2 |

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| 4 | <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 | PE3BM-IV-a-b-20 |
| | | | 2. Moves: <ul style="list-style-type: none"> ➤ 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 | PE3BM-IV-c-h-21 |
| | | | 3. Demonstrates movement skills in response to sounds and music | This competency is already embedded in other LCs. | PE3MS-IV-a-h-1 |
| | | | 4. Engages in fun and enjoyable physical activities | This competency is already embedded in other LCs. | PE3PF-IV-a-h-2 |

Grade Level: Grade 4
Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|--|---|---|----------------------|
| 1 | <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> <i>assesses physical fitness</i> | 1. Describes the physical activity pyramid | Week 1 | PE4PF-Ia-16 |
| | | | 2. Assesses regularly participation in physical activities based on physical activity pyramid | This competency is already embedded in other LCs. | PE4PF-Ib-h-18 |
| | | | 3. Observes safety precautions | This competency is already embedded in other LCs. | PE4GS-Ib-h-3 |
| | | | 4. Executes the different skills involved in the game | Weeks 2&8 | PE4GS-Ic-h-4 |
| | | | 5. Displays joy of effort, respect for others and fair play during participation in physical activities | This competency is already embedded in other LCs. | PE4PF-Ib-h-20 |

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| 2 | <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> <i>assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on physical activity pyramid | This competency is already embedded in other LCs. | PE4PF-IIb-h-18 |
| | | | 2. Executes the different skills involved in the game | Weeks 1 to 8 | PE4GS-IIc-h-4 |
| | | | 3. Recognizes the value of participation in physical activities | This competency is already embedded in other LCs. | PE4PF-IIb-h-19 |
| 3 | <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> <i>assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on physical activity pyramid | This competency is already embedded in other LCs. | PE4PF-IIIb-h-18 |

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| | | | 2. Executes the different skills involved in the dance | Weeks 1 to 8 | PE4GS-IIIc-h-4 |
| | | | 3. Recognizes the value of participation in physical activities | This competency is already embedded in other LCs. | PE4PF-IIIb-h-19 |
| 4 | <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. assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on Philippines physical activity pyramid | This competency is already embedded in other LCs. | PE4PF-IVb-h-18 |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE4RD-IVb-h-3 |
| | | | 3. Executes the different skills involved in the dance | Weeks 1 to 7/4 th | PE4RD-IVc-h-4 |

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| | | | 4. Recognizes the value of participation in physical activities | This competency is already embedded in other LCs. | PE4PF-IVb-h-19 |
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Grade Level: Grade 5

Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|---|--|---|---|----------------------|
| 1 | <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> <i>assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid | This competency is already embedded in other LCs. | PE5PF-Ib-h-18 |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE5GS-Ib-h-3 |
| | | | 3. Executes the different skills involved in the game | Weeks 1 to 8 | PE5GS-Ic-h-4 |
| | | | 4. Displays joy of effort, respect for others and fair play during participation in physical activities | This competency is already embedded in other LCs. | PE5PF-Ib-h-20 |

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| 2 | <i>The learner demonstrates understanding of participation in and assessment of physical activity and physical fitness</i> | <i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid | This competency is already embedded in other LCs. | PE5PF-IIb-h-18 |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE5GS-IIb-h-3 |
| | | | 3. Executes the different skills involved in the game | Weeks 1 to 8 | PE5GS-IIc-h-4 |
| | | | 4. Displays joy of effort, respect for others and fair play during participation in physical activities | This competency is already embedded in other LCs. | PE5PF-IIb-h-20 |
| 3 | <i>The learner demonstrates understanding of participation and</i> | <i>The learner participates and assesses performance in</i> | 1. Assesses regularly participation in physical activities based on the | This competency is already embedded in other LCs. | PE5PF-IIIb-h-18 |

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| | assessment of physical activity and physical fitness | physical activities. assesses physical fitness | Philippines physical activity pyramid | | |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE5RD-IIIb-h-3 |
| | | | 3. Executes the different skills involved in the dance | Weeks 1 to 8 | PE5RD-IIIc-h-4 |
| | | | 4. Recognizes the value of participation in physical activities | This competency is already embedded in other LCs. | PE5PF-IIIb-h-19 |
| 4 | <i>The learner demonstrates understanding of participation and</i> | <i>The learner participates and assesses performance in</i> | 1. Assesses regularly participation in physical activities based on the | This competency is already embedded in other LCs. | PE5PF-IVb-h-18 |

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| | assessment of physical activity and physical fitness | physical activities. assesses physical fitness | Philippines physical activity pyramid | | |
| | | | 2. Executes the different skills involved in the dance | Weeks 1 to 8 | PE5RD-IVc-h-4 |
| | | | 3. Recognizes the value of participation in physical activities | This competency is already embedded in other LCs. | PE5PF-IVb-h-19 |

Grade Level: Grade 6

Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|---|---|---|------------------------|
| 1 | <i>The learner demonstrates understanding of participation and assessment of</i> | <i>The learner participates and assesses performance in</i> | 1. Assesses regularly participation in physical activities based on the | This competency is already embedded in other LCs. | PE6PF-Ib-h-18 |

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| | physical activity and physical fitness | physical activities. assesses physical fitness | Philippines physical activity pyramid | | |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE6GS-Ib-h-3 |
| | | | 3. Executes the different skills involved in the game | Weeks 1 to 8 | PE6GS-Ic-h-4 |
| | | | 4. Displays joy of effort, respect for others and fair play during participation in physical activities | This competency is already embedded in other LCs. | PE6PF-Ib-h-20 |
| 2 | <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 the Philippines physical activity pyramid | This competency is already embedded in other LCs. | PE6PF-IIb-h-18 |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE6GS-IIb-h-3 |

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| | | | 3. Executes the different skills involved in the game | Weeks 1 to 8 | PE6GS-IIc-h-4 |
| | | | 4. Displays joy of effort, respect for others and fair play during participation in physical activities | This competency is already embedded in other LCs. | PE6PF-IIb-h-20 |
| 3 | <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. assesses physical fitness</i> | 1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid | This competency is already embedded in other LCs. | PE6PF-IIIb-h-18 |
| | | | 2. Observes safety precautions | This competency is already embedded in other LCs. | PE6RD-IIIb-h-3 |
| | | | 3. Executes the different skills involved in the dance | Weeks 1 to 8 | PE6RD-IIIc-h-4 |
| | | | 4. Displays joy of effort, respect for others during participation in physical activities | This competency is already embedded in other LCs. | PE6PF-IIIb-h-20 |

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| 4 | <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. | PE6PF-IVb-h-18 |
| | | | 2. Executes the different skills involved in the dance | Weeks 1 to 8 | PE6RD-IVc-h-4 |
| | | | 3. Displays joy of effort, respect for others during participation in physical activities | This competency is already embedded in other LCs. | PE6PF-IVb-h-20 |

Grade Level: Grade 7
Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|---------|--|---------------------------------------|--------------------------------------|----------------------------|----------------------|
| 1 | The learner demonstrates understanding | The learner designs an individualized | 1. Undertakes physical activity and | This competency is already | PE7PF-Ia-h-23 |

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|--|---|--|---|---|---------------------------|
| | of guidelines and principles in exercise program design to achieve personal fitness | exercise program to achieve personal fitness | physical fitness assessments | embedded in other LCs. | |
| | | | 2. Sets goals based on assessment results | Week 1 | PE7PF- la-24 |
| | | | 3. Prepares an exercise program | Week 2 | PE7PF- lc-27 |
| | | | 4. Describes the nature and background of the sport | Week 3 | PE7GS- ld-5 |
| | | | 5. Executes the skills involved in the sport | Weeks 4 to 8 | PE7GS- ld-h-4 |
| | | | 6. Monitors periodically one's progress towards the fitness goals | This competency is already embedded in other LCs. | PE7PF- ld-h-28 |

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| 2 | <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 | PE7PF-IIa-h-23 |
| | | | Reviews goals based on assessment results | | PE7PF-IIa-24 |
| | | | 2. Describes the nature and background of the sport | Week 2 | PE7GS-IIId-5 |
| | | | 3. Executes the skills involved in the sport | Weeks 3 to 8 | PE7GS-IIId-h-4 |
| 3 | The learner demonstrates understanding of guidelines and principles in exercise program | The learner demonstrates understanding of guidelines and principles in exercise program | 1. Undertakes physical activity and physical fitness assessments | Week 1 | PE7PF-IIIa-h-23 |

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|---|--|--|--|--------------|------------------------|
| | design to achieve personal fitness | design to achieve personal fitness | | | |
| | | | 2. Reviews goals based on assessment results | | PE7PF-IIIa-34 |
| | | | 3. Describes the nature and background of the dance | Week 2 | PE7RD-III d-1 |
| | | | 4. Executes the skills involved in the dance | Weeks 3 to 8 | PE7RD-III d-h-4 |
| 4 | The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness | The learner modifies the individualized exercise program to achieve personal fitness | 1. Undertakes physical activity and physical fitness assessments | Week 1 | PE7PF-IVa-h-23 |
| | | | 2. Reviews goals based | | PE7PF-IVa-34 |

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| | | | on assessment results | | |
| | | | 3. Describes the nature and background of the dance | Week 2 | PE7RD-IVc-1 |
| | | | 4. Executes the skills involved in the dance | Weeks 3 to 8 | PE7RD-IVd-h-4 |

Grade Level: Grade 8
Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|---|---|--|-----------------|------------------------|
| 1 | The learner demonstrates understanding of | The learner designs a physical activity | 1. Undertakes physical activity and physical | Week 1 | PE8PF-Ia-h-23 |

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| | guidelines and principles in exercise program design to achieve fitness | program for the family/school peers to achieve fitness | fitness assessments | | |
| | | | Sets goals based on assessment results | | PE8PF-Ia-24 |
| | | | 2. Conducts physical activity and physical fitness assessments of family/school peers | Week 2 | PE8PF-Ib - 36 |
| | | | 3. Prepares a physical activity program | Week 3 | PE8PF-Ic-27 |
| | | | 4. Describes the nature and background of the sport | Week 4 | PE8GS-Id-1 |
| | | | 5. Executes the skills involved in the sport | Weeks 5 to 8 | PE8GS-Id-h-4 |
| | | | 6. Monitors periodically progress towards the fitness goals | This competency is already embedded in other LCs. | PE8PF-Id-h-28 |
| | | | 7. Displays tolerance and acceptance of individuals with | This competency is already | PE8PF-Id-h-37 |

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| | | | varying skills and abilities | embedded in other LCs. | |
| 2 | The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | The learner modifies physical activity program for the family/school peers to achieve fitness | 1. Undertakes physical activity and physical fitness assessments | This competency is already embedded in other LCs. | PE8PF-IIa-h-23 |
| | | | 2. Conducts physical activity and physical fitness assessments of family/school peers | Week 1 | PE8PF-IIa-36 |
| | | | 3. Prepares a physical activity program | Week 2 | PE8PF-IIc-27 |
| | | | 4. Executes the skills involved in the sport | Weeks 3 to 8 | PE8GS-IIId-h-4 |
| | | | 5. Displays tolerance and acceptance of individuals with varying skills and abilities | This competency is already embedded in other LCs. | PE8PF-IIId-h-37 |
| 3 | The learner demonstrates understanding of | The learner modifies a physical activity | 1. Undertakes physical activity and physical | This competency is already | PE8PF-IIIa-h-23 |

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| | guidelines and principles in exercise program design to achieve fitness | program for the family/school peers to achieve fitness | fitness assessments | embedded in other LCs. | |
| | | | 2. Reviews goals based on assessment results | Week 1 | PE8PF-IIIa-34 |
| | | | 3. Executes the skills involved in the sport | Weeks 3 to 8 | PE8GS-III d-h-4 |
| | | | 4. Displays tolerance and acceptance of individuals with varying skills and abilities | This competency is already embedded in other LCs. | PE8PF-III d-h-37 |
| 4 | The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | The learner modifies a physical activity program for the family/school peers to achieve fitness | 1. Undertakes physical activity and physical fitness assessments | This competency is already embedded in other LCs. | PE8PF-IVa-h-23 |
| | | | 2. Reviews goals based on assessment results | Week 1 | PE8PF-IVa-34 |
| | | | 3. Describes the nature and | Week 2 | PE8RD-IVc-1 |

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| | | | background of the dance | | |
| | | | 4. Executes the skills involved in the dance | Weeks 3 to 8 | PE8RD-IVd-h-4 |
| | | | 5. Exerts best effort to achieve positive feeling about self and others | This competency is already embedded in other LCs. | PE8PF-IVd-h-38 |

Grade Level: Grade 9

Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | | | | | |
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| 1 | The learner demonstrates understanding of lifestyle and weight management to promote community fitness | The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle | 1. Undertakes physical activity and physical fitness assessments | This competency is already embedded in other LCs. | PE9PF- la-h-23 |
| | | | 2. Performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion) | Weeks 1 & 2 | PE9PF- lb-30 |
| | | | 3. Involves oneself in community service through sports officiating and physical activity programs | This competency is already embedded in other LCs. | PE9PF- le-h-41 |
| | | | 4. Officiates practice and | Weeks 3 & 8 | PE9GS- lb-h-5 |

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| | | | competitive games | | |
| 2 | The learner demonstrates understanding of lifestyle and weight management to promote community fitness | The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle | 1. Undertakes physical activity and physical fitness assessments | This competency is already embedded in other LCs. | PE9PF-IIa-h-23 |
| | | | 2. Executes the skills involved in the dance | Weeks 1 to 8 | PE9RD-IIb-h-4 |
| | | | 3. Monitors periodically one's progress towards the fitness goals | This competency is already embedded in other LCs. | PE9PF-IIb-h-28 |
| | | | 4. Performs appropriate first aid for injuries and emergency situations in physical activity and dance settings | This competency is already embedded in other LCs. | PE9PF-IIb-h-30 |

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| | | | (cramps,sprain, heat exhaustion) | | |
| | | | 5. Involves oneself in community service through dance activities in the community | This competency is already embedded in other LCs. | PE9PF- IIg-h-41 |
| 3 | The learner demonstrates understanding of lifestyle and weight management to promote community fitness | The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle | 1. undertakes physical activity and physical fitness assessments | This competency is already embedded in other LCs. | PE9PF- IIIa-h-23 |
| | | | 2. executes the skills involved in the dance | Weeks 1 to 8 | PE9RD- IIIb-h-4 |
| | | | 3. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, | This competency is already embedded in other LCs. | PE9PF- IIIb-h-30 |

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| | | | sprain, heat exhaustion) | | |
| | | | 4. involves oneself in community service through dance activities in the community | This competency is already embedded in other LCs. | PE9PF-IIIg-h-41 |
| 4 | The learner demonstrates understanding of lifestyle and weight management to promote community fitness | The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle | 1. Discusses the nature and background of indoor and outdoor recreational activities | Week 1 | PE9GS-IVa-6 |
| | | | 2. Participates in active recreation | Weeks 2 to 8 | PE9GS-IVb-h-7 |
| | | | 3. Advocates community efforts to increase participation in physical activities and improve | This competency is already embedded in other LCs. | PE9PF-IVb-h-43 |

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| | | | nutrition practices | | |
| | | | 4. Practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community | This competency is already embedded in other LCs. | PE9PF-IVb-h-44 |

Grade Level: Grade 10
Subject: Physical Education

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | | | | | |
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| 1 | The learner demonstrates understanding of lifestyle and weight management to promote societal fitness | The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle | 1. Assesses physical activity, exercise and eating habits | This competency is already embedded in other LCs. | PE10PF-1a-h-39 |
| | | | 2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school | Weeks 1 to 8 | PE10PF-1b-h-45 |
| | | | 3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs | This competency is already embedded in other LCs. | PE10PF-1b-h-48 |
| 2 | The learner demonstrates | The learner maintains an | 1. Assesses physical | This competency is | PE10PF-11a-h-39 |

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| | understanding of lifestyle and weight management to promote societal fitness | active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle | activities, exercises and eating habits | 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 | PE10PF-IIc-h-45 |
| 3 | 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. | PE10PF-IIIa-h-39 |

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| | | 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 7 | PE10PF-IIIc-h-45 |
| | | | 3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs | This competency is already embedded in other LCs. | PE10PF-IIIc-h-48 |
| 4 | 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. | PE10PF-IVa-h-39 |

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| | | 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 | PE10PF-IVc-h-45 |



Department of Education



HEALTH

Grade Level: Grade 1
Subject: Health

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|---|------------------|--|
| 1st Quarter | The learner... understands the importance of good eating habits and behavior | The learner... practices healthful eating habits daily | distinguishes healthful from less healthful foods | Week 1 to Week 2 | H1N-Ia-b-1 |
| | | | tells the consequences of eating less healthful foods | Week 3 to Week 4 | H1N-Ic-d-2 |
| | | | *practices good decision making exhibited in eating habits that can help one become healthy | Week 5 to Week 6 | H1N-Ie-f-3 H1N-Ig-j-4 |
| 2nd Quarter | demonstrates understanding of the proper ways of taking care of one's health | practices good health habits and hygiene daily | identifies proper behavior during mealtime | Week 1 to Week 2 | H1PH-IIa-b-1 |
| | | | demonstrates proper hand washing | Week 3 to Week 4 | H1PH-IIc-d-2 |
| | | | realizes the importance of washing hands | Week 5 | H1PH-IIe-3 |
| | | | practices habits of keeping the body clean & healthy | Week 6 to Week 7 | H1PH-IIf-i-4 |
| | | | realizes the importance of practicing good health habits | Week 8 | H1PH-IIj-5 |
| 3rd Quarter | understands the importance of keeping the | consistently demonstrates | describes the characteristics of a healthful home environment | Week 1 | H1FH-IIIa-1 |

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| | home environment healthful. | healthful practices for a healthful home environment. | discusses the effect of clean water on one's health | Week 2 | H1FH-IIIb-2 |
| | | | discusses how to keep water at home clean | Week 3 | H1FH-IIIc-3 |
| | | | practices water conservation | Week 4 | H1FH-IIIde-4 |
| | | | explains the effect of indoor air on one's health | Week 5 to Week 6 | H1FH-IIIfg-5 |
| | | | identifies sources of indoor air pollution | | H1FH-IIIfg-6 |
| | | | practices ways to keep indoor air clean | | H1FH-IIIfg-7 |
| | | | explains the effect of a home environment to the health of the people living in it | Week 7 | H1FH-IIIhi-8 |
| | | | demonstrates how to keep the home environment healthful | Week 8 | H1FH-IIIj-10 |
| 4th Quarter | demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living | appropriately demonstrates safety behaviors in daily activities to prevent injuries | identifies situations when it is appropriate to ask for assistance from strangers | Week 1 | H1IS-IVa-1 |
| | | | gives personal information, such as name and address to appropriate persons | Week 2 | H1IS-IVb-2 |
| | | | identifies appropriate persons to ask for assistance | Week 3 | H1IS-IVc-3 |

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| | | | demonstrates ways to ask for help | | H1IS-IVc-4 |
| | | | follows rules at home and in school. | Week 4 | H1IS-IVd-5 |
| | | | follows rules during fire and other disaster drills | Week 5 | H1IS-IVe-6 |
| | | | observes safety rules with stray or strange animals | Week 6 | H1IS-IVf-7 |
| | | | describes what may happen if safety rules are not followed | Week 7 | H1IS-IVg-8 |
| | | | describes ways people can be intentionally helpful or harmful to one another | Week 8 | H1IS-IVh-9 |
| | | | distinguishes between good and bad touch | Week 9 | H1IS-IVi-10 |
| | | | practices ways to protect oneself against violent or unwanted behaviors of others | Week 10 | H1IS-IVj-11 |

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

Grade Level: Grade 2
Subject: Health

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|-------------|--|---|---|------------------|-------------------------------------|
| 1st Quarter | The learner... understands the importance of eating a balanced diet. | The learner... 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet. 2. consistently practices good health habits and hygiene for the sense organs | states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child) | Week 1 | H2N-Ia-5 |
| | | | *discusses the important function of food and a balanced meal | Week 2 to Week 3 | H2N-Ib-6 H2N-Icd-7 |
| | | | considers Food Pyramid and Food Plate in making food choices | Week 4 to Week 6 | H2N-Ifh-9 |
| | | | displays good decision-making skills in choosing the right kinds of food to eat | Week 7 to Week 8 | H2N-Iij-10 |
| 2nd Quarter | demonstrates understanding of the proper ways of taking care of the sense organs | consistently practices good health habits and hygiene for the sense organs | describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common | Week 1 to Week 4 | H2PH-Ila-e-6 |

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| | | | childhood health conditions | | |
| | | | describes ways of caring for the mouth/teeth | Week 5 to Week 6 | H2PH-IIfh-7 |
| | | | displays self-management skills in caring for the sense organs | Week 7 | H2PH-IIij-8 |
| 3rd Quarter | 1. demonstrates understanding of healthy family habits and practices 2. demonstrates an understanding of managing one's feelings and respecting differences | 1. consistently adopts healthy family 2. demonstrates positive expression of feelings toward family members and ways of coping with negative feelings | describes healthy habits of the family | Week 1 to Week 2 | 2FH-IIIab-11 |
| | | | demonstrates good family health habits and practices | Week 3 to Week 4 | H2FH-IIIcd-12 |
| | | | explains the benefits of healthy expressions of feelings | Week 5 | H2FH-IIIef-13 |
| | | | expresses positive feelings in appropriate ways | Week 6 | H2FH-IIIgh-14 |
| | | | demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment | Week 7 to Week 8 | H2FH-IIIij-15 |

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| | | | displays respect for the feelings of others | | H2FH-IIIj-16 |
| 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 | H2IS-IVa-12 |
| | | | identifies hazardous areas at home | Week 2 | H2IS-IVbc-13 |
| | | | identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances | Week 3 | H2IS-IVde-14 |
| | | | recognizes warning labels that identify harmful things and substances | Week 4 | H2IS-IVf-15 |
| | | | explains rules for the safe use of household chemicals | Week 5 | H2IS-IVg-16 |
| | | | follows rules for home safety | Week 6 | H2IS-IVh-17 |

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| | | | identifies safe and unsafe practices and conditions in the school | Week 7 | H2IS-IVi-18 |
| | | | practices safety rules during school activities | Week 8 | H2IS-IVj-19 |

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

Grade Level: Grade 3

Subject: Health

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|---|--|------------------|------------------------|
| 1st Quarter | The learner... demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health | The learner... consistently demonstrates good decision-making skills in making food choices | describes a healthy person | Week 1 to Week 2 | H3N-lab-11 |
| | | | explains the concept of malnutrition | | H3N-lab-12 |
| | | | identifies nutritional problems | Week 3 | H3N-lcd-13 |
| | | | describes the characteristics, signs and symptoms, effect of the various forms of malnutrition | Week 4 to Week 5 | H3N-lef-14 |
| | | | discusses ways of preventing the various forms of malnutrition | | H3N-lef-15 |

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| | | | <p>*discusses the different nutritional guidelines</p> <ul style="list-style-type: none"> • nutritional guidelines for Filipino | Week 6 to Week 7 | <p>H3N-Igh-16</p> <p>H3N-li-17</p> <p>H3N-Ij-18</p> |
| | | | describes ways of maintaining healthy lifestyle | Week 8 | H3N-Ij-19 |
| | | | evaluates one's lifestyle | | H3N-Ij-20 |
| | | | adopts habits for a healthier lifestyle | | H3N-Ij-21 |
| 2nd Quarter | demonstrates an understanding of the nature of and the prevention of diseases | consistently practices healthy habits to prevent and control diseases | identifies common childhood diseases | Week 1 to Week 3 | H3DD-IIbcd-1 |
| | | | *discusses the different risk factors for diseases and example of health condition under each risk factor | | H3DD-IIbcd-2 |
| | | | | | H3DD-IIbcd-3 |
| | | | | | H3DD-IIbcd-4 |
| | | | explains the effects of common diseases | | H3DD-IIbcd-5 |
| | | | explains measures to prevent common diseases | Week 4 to Week | H3DD-IIefg-6 |
| | | explains the importance of proper hygiene and building up one's body | Week 6 | H3DD-IIh-7 | |

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| | | | resistance in the prevention of diseases | | |
| | | | demonstrates good self-management and good-decision making-skills to prevent common diseases | Week 7 to Week 8 | H3DD-IIij-8 |
| 3rd Quarter | demonstrates understanding of factors that affect the choice of health information and products | demonstrates critical thinking skills as a wise consumer | defines a consumer | Week 1 to Week 2 | H3CH-IIIab-1 |
| | | | explain the components of consumer health | | H3CH-IIIab-2 |
| | | | discusses the different factors that influence choice of goods and services | Week 3 Week 4 | H3CH-IIIbc-4 |
| | | | describes the skills of a wise consumer | Week 5 to Week 6 | H3CH-IIIde-5 |
| | | | demonstrates consumer skills for given simple situations | | H3CH-IIIde-6 |
| | | | identifies basic consumer rights | Week 7 to Week 8 | H3CH-IIIfg-7 |
| | | | practices basic consumer rights when buying | | H3CH-IIIfg-8 |
| | | | discusses consumer responsibilities | Week 9 | H3CH-IIIi-10 |
| | | | identifies reliable sources of health information | Week 10 | H3CH-IIIj-11 |

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| 4th Quarter | demonstrates understanding of risks to ensure road safety and in the community. | demonstrates consistency in following safety rules to road safety and in the community. | explains road safety practices as a pedestrian | Week 1 to Week 2 | H3IS-IVab-19 |
| | | | explains basic road safety practices as a passenger | Week 3 to Week 4 | H3IS-IVcd-21 |
| | | | demonstrates road safety practices as a passenger | | H3IS-IVcd-22 |
| | | | explains the meaning of traffic signals and road signs | Week 5 | H3IS-IVe-23 |
| | | | describes dangerous, destructive, and disturbing road situations that need to be reported to authorities | Week 6 | H3IS-IVf-24 |
| | | | displays self-management skills for road safety. | Week 7 | H3IS-IVg-25 |
| | | | identifies hazards in the community | Week 8 | H3IS-IVh-26 |
| | | | follows safety rules to avoid accidents in the community | Week 9 | H3IS-IVi-27 |

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| | | | recommends preventive action for a safe community | Week 10 | H3IS-IVj-28 |
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* 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 | K to 12 CG Code |
|----------------|---|---|---|------------------|------------------------|
| 1st Quarter | The learner... 1. understands the importance of reading food labels in selecting healthier and safer food 2. understands the importance of following food safety principles in preventing | The learner... 1. Understands the significance of reading and interpreting food label in selecting healthier and safer food 2. practices daily appropriate food safety habits to prevent food-borne disease | explains the importance of reading food labels in selecting and purchasing foods to eat | Week 1 to Week 2 | H4N-Ib-23 |
| | | | analyzes the nutritional value of two or more food products by comparing the information in their food labels | Week 3 to Week 4 | H4N-lfg-25 |
| | | | describes ways to keep food clean and safe | | H4N-lfg-26 |
| | | | discusses the importance of keeping food clean | Week 5 to Week 6 | H4N-lhi-27 |

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| | common food-borne diseases | | and safe to avoid disease | | |
| | 3. understands the nature and prevention of food borne diseases | | identifies common food-borne diseases | | H4N-Ij-26 |
| | | | describes general signs and symptoms of food-borne diseases | Week 7 to Week 8 | H4N-Ij-27 |
| 2nd Quarter | understands the nature and prevention of common communicable diseases | consistently practices personal and environmental measures to prevent and control common communicable diseases | describes communicable diseases | Week 1 | H4DD-IIa-7 |
| | | | identifies the various disease agents of communicable diseases | Week 2 to Week 3 | H4DD-IIb-9 |
| | | | enumerates the different elements in the chain of infection | Week 4 to Week 5 | H4DD-IIcd-10 |
| | | | describes how communicable diseases can be transmitted from one person to another. | Week 6 to Week 7 | H4DD-IIef-11 |
| | | | demonstrates ways to stay healthy and prevent and control common | Week 8 to Week 9 | H4DD-IIij-13 |

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| | | | communicable diseases | | |
| | | | identifies ways to break the chain of infection at respective | | H4DD-IIij-14 |
| | | | practices personal habits and environmental sanitation to prevent and control common communicable diseases | | H4DDIIij-15 |
| 3rd Quarter | Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body | Practices the proper use of medicines | Describes uses of medicines | Week 1 | H4S-IIIa-1 |
| | | | Differentiates prescription from non-prescription medicines | Week 2 | H4S-IIIb-2 |
| | | | describes the potential dangers associated with medicine misuse and abuse | Week 3 to Week 4 | H4S-IIIde-4 |
| | | | describes the proper use of medicines | Week 5 to Week 6 | H4S-IIIfg-5 |
| | | | explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines | Week 7 to Week 8 | H4S-IIIij-6 |

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| 4th Quarter | demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations | practices safety measures during disasters and emergency situations. | recognizes disasters or emergency situations | Week 1 | H4IS-IVa-28 |
| | | | demonstrates proper response before, during, and after a disaster or an emergency situation | Week 2 to Week 3 | H4IS-IVb-d-29 |
| | | | relates disaster preparedness and proper response during emergency situations in preserving lives | Week 4 | H4IS-IVe-30 |
| | | | describes appropriate safety measures during special events or situations that may put people at risk | Week 5 to Week 6 | H4IS-IVfg-31 |
| | | | describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking | Week 7 to Week 8 | H4IS-IVhij-32 |
| | | | advocates the use of alternatives to firecrackers and alcohol in celebrating special events | | H4IS-IVhij-33 |

* 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 | K to 12 CG Code |
|----------------|--|--|---|------------------|------------------------|
| 1st Quarter | The learner... demonstrates understanding of mental, emotional, and social health concerns | The learner... practices skills in managing mental, emotional and social health concerns | describes a mentally, emotionally and socially healthy person | Week 1 to Week 2 | H5PH-Iab-10 |
| | | | suggests ways to develop and maintain one's mental and emotional health | Week 3 | H5PH-Ic-11 |
| | | | recognizes signs of healthy and unhealthy relationships | Week 4 | H5PH-Id-12 |
| | | | explains how healthy relationships can positively impact health | Week 5 | H5PH-Ie-13 |
| | | | discusses ways of managing unhealthy relationships | Week 6 | H5PH-If-14 |
| | | | discusses the effects of mental, emotional and social health concerns | Week 7 | H5PH-Ih-16 |

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| | | | on one's health and wellbeing | | |
| | | | demonstrates skills in preventing or managing teasing, bullying, harassment or abuse | Week 8 | H5PH-li-17 |
| | | | identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns | Week 9 | H5PH-lj-18 |
| 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 | H5GD-lab-1 H5GD-lab-2 |
| | | | *assesses common misconceptions related to puberty in terms of scientific basis and probable effects on health | Week 3 to Week 4 | H5GD-lcd-3 H5GD-lcd-4 |
| | | | describes the common health issues and concerns during puberty | Week 5 to Week 6 | H5GD-lef-5 |

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| | | | accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them | | H5GD-lef-6 |
| | | | discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy | Week 7 to Week 8 | H5GD-lgh-8 |
| | | | demonstrates ways to manage puberty-related health issues and concerns | Week 9 | H5GD-li-9 |
| | | | practices proper self-care procedures | | H5GD-li-10 |
| | | | discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns | | H5GD-li-11 |
| | | | differentiates sex from gender | Week 10 | H5GD-lj-12 |
| | | | identifies factors that influence gender | | H5GD-lj-13 |

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| | | | identity and gender roles | | |
| | | | discusses how family, media, religion, school and society in general reinforce gender roles | | H5GD-Ij-14 |
| | | | gives examples of how male and female gender roles are changing | | H5GD-Ij-15 |
| 3rd Quarter | understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol | demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs | explains the concept of gateway drugs | Week 1 | H5SU-IIIa-7 |
| | | | identifies products with caffeine | Week 2 | H5SU-IIIb-8 |
| | | | describes the general effects of the use and abuse of caffeine, tobacco and alcohol | Week 3 to Week 4 | H5SU-IIIde-10 |
| | | | analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community | Week 5 to Week 6 | H5SU-IIIfg-11 |
| | | | demonstrates life skills in keeping healthy | Week 7 | H5SU-IIIh-12 |

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| | | | through the non-use of gateway drugs | | |
| | | | follows school policies and national laws related to the sale and use of tobacco and alcohol | Week 8 to Week 9 | H5SU-IIIij-13 |
| 4th Quarter | demonstrates understanding of basic first aid principles and procedures for common injuries | practices appropriate first aid principles and procedures for common injuries | explains the nature and objectives of first aid | Week 1 | H5IS-IVa-34 |
| | | | discusses basic first aid principles | Week 2 | H5IS-IVb-35 |
| | | | demonstrates appropriate first aid for common injuries or conditions | Week 3 to Week 8 | H5IS-IV-c-j-36 |

* 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 | K to 12 CG Code |
|----------------|--|---|---|------------------|------------------------|
| 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 | H6PH-Iab-18 |
| | | | demonstrates self-management skills | | H6PH-Iab-19 |
| | | | explains the importance of undergoing health appraisal procedures | Week 4 to Week 5 | H6PH-Id-f-21 |
| | | | regularly undergoes health appraisal procedures | | H6PH-Id-f-22 |
| | | | identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns | Week 6 to Week 8 | H6PH-Igh-23 |
| 2nd Quarter | understands the importance of | demonstrates practices for building and | describes healthy school and community environments | Week 1 | H6CMH-Ila-1 |

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| | keeping the school and community environments healthy. | maintaining healthy school and community environments | explains the effect of living in a healthful school and community | Week 2 to Week 3 | H6CMH-IIb-2 |
| demonstrates ways to build and keep school and community environments healthy | | | Week 4 to Week 5 | H6CMH-IIc-d-3 | |
| practices proper waste management at home, in school, and in the community | | | Week 6 | H6CMH-IIh-8 | |
| advocates environmental protection through proper waste management | | | Week 7 to Week 8 | H6CMH-IIij-9 | |
| 3rd Quarter | demonstrates understanding of the health implications of poor environmental sanitation | consistently practices ways to maintain a healthy environment | explains how poor environmental sanitation can negatively impact the health of an individual | Week 1 | H6EH-IIIb-2 |
| | | | discusses ways to keep water and air clean and safe | Week 2 | H6EH-IIIc-3 |
| | | | explains the effect of a noisy environment | Week 3 | H6EH-IIId-4 |
| | | | suggests ways to control/manage noise pollution | Week 4 to Week 5 | H6EH-IIIE-5 |

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| | | | practices ways to control/manage noise pollution | Week 6 | H6EH-IIIfg-6 |
| | | | explains the effect of pests and rodents to one's health | | H6EH-IIIhi-7 |
| | | | practice ways to prevent and control pests and rodents | Week 7 to Week 8 | H6EH-IIIj-9 |
| 4th Quarter | understands the concepts and principles of selecting and using consumer health products. | consistently demonstrates critical thinking skills in the selection of health products. | explains the importance of consumer health | Week 1 | H6CH-IVa-13 |
| | | | *explains the different components of consumer health | Week 2 | H6CH-IVbc-14 H6CH-IVcd-15 |
| | | | differentiates over-the-counter from prescription medicines | Week 3 to week 4 | H6CH-IVcd-16 |

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| | | | gives example of over the counter and prescription medicines | | H6CH-IVe-17 |
| | | | explains the uses of some over the counter and prescription medicines | Week 5 | H6CH-IVf-18 |
| | | | identifies the common propaganda techniques used in advertising | Week 6 | H6CH-IVg-19 |
| | | | analyzes packaging and labels of health products | Week 7 | H6CH-IVh-21 |
| | | | practices good decision making skills in the selection of health products | Week 8 | H6CH-IVh-22 |
| | | | discusses ways to protect oneself from fraudulent health products | Week 9 to Week 10 | H6CH-IVij-23 |

* 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 | K to 12 CG Code |
|----------------|---|---|---|------------------|---|
| 1st Quarter | The learner... demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges. | The learner... appropriately manages concerns and challenges during adolescence to achieve holistic health. | explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual) | Week 1 | H7GD-Ib-13 |
| | | | analyzes the interplay among the health dimensions in developing holistic health | | H7GD-Ib-14 |
| | | | practices health habits to achieve holistic health | Week 2 | H7GD-Ic-15 |
| | | | *Recognize changes in different aspects of growth that normally happen during adolescence years. | Week 3 to Week 4 | H7GD-Id-e-16 H7GD-Id-e-17 H7GD-Id-e-18 |
| | | | explains the proper health appraisal procedures | Week 7 to Week 8 | H7GD-li-j-22 |
| | | | demonstrates health appraisal procedures during adolescence in | | H7GD-li-j-23 |

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| | | | order to achieve holistic health | | |
| | | | avails of health services in the school and community in order to appraise one's health | | H7GD-li-j-24 |
| | | | applies coping skills in dealing with health concerns during adolescence | | H7GD-li-j-25 |
| 2nd Quarter | demonstrates understanding of nutrition for a healthy life during adolescence | makes informed decisions in the choice of food to eat during adolescence | identifies the right foods during adolescence | Week 1 | H7N-IIa-20 |
| | | | follows the appropriate nutritional guidelines for adolescents for healthful eating <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 | H7N-IIb-c-21 |

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| | | | describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies | Week 4 to Week 6 | H7N-IIId-f-23 |
| | | | discusses ways of preventing and controlling malnutrition and micronutrient deficiencies | | H7N-IIId-f-24 |
| | | | explains the characteristics, signs and symptoms of eating disorders | | H7N-IIId-f-25 |
| | | | discusses ways of preventing and controlling eating disorders | | H7N-IIId-f-26 |
| | | | applies decision-making and critical thinking skills to prevent nutritional problems of adolescents | Week 7 to Week 8 | H7N-IIg-h-27 |
| 3rd Quarter | demonstrates understanding of mental health as a dimension of holistic health for a healthy life | consistently demonstrates skills that promote mental health | explains the factors that affect the promotion of good mental health | Week 1 to Week 2 | H7PH-IIIa-b-28 |
| | | | explains that stress is normal and inevitable | | H7PH-IIIa-b-29 |
| | | | differentiates eustress from distress | | H7PH-IIIa-b-30 |

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| | | | identifies situations that cause feelings of anxiety or stress | | H7PH-IIIa-b-31 |
| | | | identifies physical responses of the body to stress | Week 3 | H7PH-IIIc-33 |
| | | | identifies people who can provide support in stressful situations | | H7PH-IIIc-34 |
| | | | differentiates healthful from unhealthy strategies in coping with stress | Week 4 to Week 5 | H7PH-III d-e-35 |
| | | | demonstrates various stress management techniques that one can use every day in dealing with stress | | H7PH-III d-e-36 |
| | | | explains the importance of grieving | | H7PH-III d-e-37 |
| | | | demonstrates coping skills in managing loss and grief | | H7PH-III d-e-38 |
| | | | recognizes triggers and warning signs of common mental disorders | Week 6 to Week 8 | H7PH-III f-h-39 |
| | | | discusses the types, sign, symptoms, and prevention, treatment and professional care in | | H7PH-III f-h-40 |

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| | | | managing common mental health disorders | | |
| 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 | explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications | Week 1 to Week 3 | H7DD-IVb-d-25 |
| | | | corrects myth and fallacies about non-communicable diseases | Week 4 | H7DD-IVe-26 |
| | | | practices ways to prevent and control non-communicable diseases | Week 5 | H7DD-IVf-27 |
| | | | demonstrates self-monitoring to prevent non-communicable diseases | Week 6 to Week 8 | H7DD-IVg-h-28 |
| | | | promotes programs and policies to prevent and control non-communicable and lifestyle diseases | | H7DD-IVg-h-29 |
| | | | identifies agencies responsible for non-communicable disease prevention and control | | H7DD-IVg-h-30 |

* 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 | K to 12 CG Code |
|-------------|--|--|--|------------------|---------------------|
| 1st Quarter | The learner demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life | The learner appropriately manages sexually-related issues through responsible and informed decisions | *discusses basic terms in sexuality as an important component of one's personality | Week 1 | H8FH-1a-16 |
| | | | explains the dimensions of human sexuality | | H8FH-1a-17 |
| | | | analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors | | H8FH-1a-18 |
| | | | assesses personal health attitudes that may influence sexual behavior | Week 2 | H8FH-1b-19 |
| | | | relates the importance of sexuality to family health | | H8FH-1c-d-20 |
| | | | identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family | Week 3 to Week 4 | H8FH-1c-d-21 |
| | | | | Week 5 to Week 7 | H8FH-1e-g-22 |

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| | | | applies decision-making skills in managing sexuality-related issues | Week 8 | H8FH-Ih-23 | | |
| 2nd Quarter | demonstrates an understanding of responsible parenthood for a healthy family life | makes informed and values-based decisions in preparation for responsible parenthood | *explains the definition and importance of courtship and dating in choosing a lifelong partner | Week 1 | H8FH-IIa-24 | | |
| | | | | | H8FH-IIa-25 | | |
| | | | analyzes behaviors that promote healthy relationship in marriage and family life | | H8FH-IIa-27 | | |
| | | | | | describes the factors that contribute to a successful marriage | Week 2 | H8FH-IIb-28 |
| | | | | | discusses various maternal health concerns (pre-during-post pregnancy) | Week 3 to Week 4 | H8FH-IIc-d-29 |
| | | | | | explains the importance of maternal nutrition during pregnancy | Week 5 to Week 6 | H8FH-IIe-f-31 |
| | | | | | discusses the importance of newborn screening, and the APGAR scoring system for newborns | | H8FH-IIe-f-32 |

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| | | | explains the importance of prenatal care and post-natal care | | H8FH-Ile-f-33 |
| | | | *discusses the essential newborn protocol (<i>Unang Yakap</i>) and advantages of breastfeeding for both mother and child | | H8FH-Ile-f-34 H8FH-Ile-f-35 |
| | | | recognizes the importance of immunization in protecting children's health | | H8FH-Ile-f-36 |
| | | | analyzes the importance of responsible parenthood | Week 7 to Week 8 | H8FH-Ilg-h-37 |
| | | | *explains the effects of rapid population growth and family size on health of the nation | | H8FH-Ilg-h-38 H8FH-Ilg-h-40 |
| | | | examines the important roles and responsibilities of parents in child rearing and care | | H8FH-Ilg-h-39 |
| | | | enumerates modern family planning methods (natural and artificial) | | H8FH-Ilg-h-41 |

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| 3rd Quarter | demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness | consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases | discusses the stages of infection | Week 1 | H8DD-IIIa-15 |
| | | | analyzes the leading causes of morbidity and mortality in the Philippines | | H8DD-IIIa-16 |
| | | | *discusses the most common communicable diseases <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 | H8DD-IIIb-c-17 H8DD-IIIb-c-18 H8DD-IIIb-c-19 |
| | | | analyzes the nature of emerging and re-emerging diseases | Week 4 to Week 5 | H8DD-III d-e-20 |
| | | | demonstrates self-monitoring skills to prevent communicable diseases | Week 6 to Week 8 | H8DD-III f-h-21 |

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| | | | promotes programs and policies to prevent and control communicable diseases | | H8DD-IIIIf-h-22 |
| | | | identifies agencies responsible for communicable disease prevention and control | | H8DD-IIIIf-h-23 |
| 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 | H8S-IVa-27 |
| | | | 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 • discusses the dangers of mainstream, second hand and third hand smoke; • explain the impact of cigarette smoking on the | Week 2 to Week 3 | H8S-IVb-c-29 |

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| | | | family, environment, and community | | |
| | | | <p>analyzes the negative health impact of drinking alcohol</p> <ul style="list-style-type: none"> describes the harmful short- and long-term effects of drinking alcohol interprets blood alcohol concentration (BAC) in terms of physiological changes in the body *explains the impact of drinking alcohol on the family, and community | Week 4 to Week 5 | <p>H8S-IVe-f-31</p> <p>H8S-IVg-h-32</p> |
| | | | <p>discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages</p> <ul style="list-style-type: none"> apply resistance skills in situations | Week 6 to Week 8 | H8S-IVg-h-33 |

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| | | | <p>related to cigarette and alcohol use</p> <ul style="list-style-type: none"> • follows policies and laws in the family, school and community related to cigarette and alcohol use | | |
| | | | <p>suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)</p> | | H8S-IVg-h-34 |

* 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 | K to 12 CG Code |
|----------------|--|--|---|------------------|------------------------|
| 1st Quarter | The learner... demonstrates understanding of the principles in protecting the environment for community wellness | The learner... consistently demonstrates healthful practices to protect the environment for community wellness | defines community and environmental health | Week 1 | H9CE-Ia-8 |
| | | | explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.) | Week 2 to Week 4 | H9CE-Ib-d-10 |
| | | | discusses the nature of environmental issues | | H9CE-Ib-d-11 |
| | | | analyzes the effects of environmental issues on people's health | | H9CE-Ib-d-12 |
| | | | suggests ways to prevent and manage environmental health issues | Week 5 to Week 6 | H9CE-Ie-f-13 |
| | | | participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility) | Week 7 to Week 8 | H9CE-Ig-h-14 |

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| 2nd Quarter | demonstrates understanding of the dangers of substance use and abuse on the individual, family and community | shares responsibility with community members through participation in collective action to prevent and control substance use and abuse | describes the drug scenario in the Philippines | Week 1 | H9S-IIa-14 |
| | | | discusses risk and protective factors in substance use, and abuse | Week 2 | H9S-IIb-16 |
| | | | analyzes situations for the use and non-use of psychoactive substances | | H9S-IIb-17 |
| | | | identifies the types of drugs/substances of abuse | Week 3 | H9S-IIc-18 |
| | | | corrects myths and misconceptions about substance use and abuse | Week 4 | H9S-IId-19 |
| | | | recognizes warning signs of substance use and abuse | | H9S-IId-20 |
| | | | *discusses the harmful short- and long-term effects of substance use and abuse on the individual, family, school, and community | Week 5 to Week 6 | H9S-IId-20 H9S-IIe-f-21 |
| | | | explains the health, socio-cultural, psychological, legal, and economic dimensions of | | H9S-IIe-f-22 |

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| | | | substance use and abuse | | |
| | | | discusses strategies in the prevention and control of substance use and abuse | | H9S-IIe-f-23 |
| | | | applies decision-making and resistance skills to prevent substance use and abuse | Week 7 to Week 8 | H9S-IIg-h-24 |
| | | | suggests healthy alternatives to substance use and abuse | | H9S-IIg-h-25 |
| 3rd Quarter | demonstrates understanding of first aid principles and procedures | performs first aid procedures with accuracy | demonstrates the conduct of primary and secondary survey of the victim (CAB) | Week 1 | H9IS-IIIb-37 |
| | | | assesses emergency situation for unintentional injuries | | H9IS-IIIb-38 |
| | | | explains the principles of wound dressing | Week 2 to Week 3 | H9IS-IIIc.d-40 |
| | | | demonstrates appropriate bandaging techniques for unintentional injuries | | H9IS-IIIc.d-41 |
| | | | demonstrates proper techniques in carrying and transporting the victim of unintentional injuries | Week 4 to Week 5 | H9IS-IIIe.f-42 |

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| | | | demonstrates proper first aid procedures for common unintentional injuries | Week 6 to Week 8 | H9IS-IIIg.h-43 |
| 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 | H9IS-IVa-d-31 |
| | | | describes the types of intentional injuries | | H9IS-IVa-d-32 |
| | | | analyzes the risk factors related to intentional injuries | Week 5 to Week 8 | H9IS-IVe-h-33 |
| | | | identifies protective factors related to intentional injuries | | H9IS-IVe-h-34 |
| | | | demonstrates ways to prevent and control intentional injuries | | H9IS-IVe-h-35 |

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

Grade Level: Grade 10
Subject: Health

| Quarter | Content Standards | Performance Standards | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|---|------------------|------------------------|
| 1st Quarter | The learner... understands the guidelines and criteria in the selection and evaluation of health information, products, and services. | The learner... demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services. | explains the guidelines and criteria in the selection and evaluation of health information, products and services | Week 1 to Week 2 | H10CH-Ia-b-20 |
| | | | discusses the various forms of health service providers and healthcare plans | | H10CH-Ia-b-21 |
| | | | selects health professionals, specialists and health care services wisely | Week 3 | H10CH-Ic-22 |
| | | | reports fraudulent health services | | H10CH-Ic-24 |
| | | | explains the different kinds of complementary and alternative health care modalities | Week 4 | H10CH-Id-25 |
| | | | explains the importance of consumer laws to protect public health | | H10CH-Id-26 |

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| | | | identifies national and international government agencies and private organizations that implement programs for consumer protection | Week 5 to Week 6 | H10CH-Ie-f-27 |
| | | | participates in programs for consumer welfare and protection | Week 7 to Week 8 | H10CH-Ig-h-28 |
| 2nd Quarter | demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels | consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns | discusses the existing health related laws | Week 1 | H10HC-IIa-1 |
| | | | explains the significance of the existing health related laws in safeguarding people's health | Week 2 to Week 3 | H10HC-IIb-2 |
| | | | critically analyzes the impact of current health trends, issues, and concerns | | H10HC-IIc-d-4 |
| | | | recommends ways of managing health issues, trends and concerns | Week 4 to Week 5 | H10HC-IIe-g-5 |
| 3rd Quarter | demonstrates awareness of global health initiatives | demonstrates competence in applying knowledge of global health to | discusses the significance of global health initiatives | Week 1 | H10HC-IIIa-1 |
| | | | describes how global health initiatives | Week 2 to Week 3 | H10HC-IIIb-c-2 |

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| | | local or national context global initiatives | positively impact people's health in various countries | | |
| | | | analyzes the issues in the implementation of global health initiatives | | H10HC-IIIb-c-3 |
| | | | recommends ways of adopting global health initiatives to local or national context | Week 4 to Week 5 | H10HC-III d-e-4 |
| 4th Quarter | demonstrates understanding of the concepts in planning a health career | prepares an appropriate plan of action in pursuing a health career | discusses the components and steps in making a personal health career plan | Week 1 to Week 2 | H10PC-Iva-b-1 |
| | | | prepares a personal health career following the prescribed components and steps | | H10PC-Iva-b-2 |
| | | explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program | Week 3 to Week 4 | H10PC-IVc-d-3 | |
| | | decides on an appropriate health career path | | H10PC-IVc-d-4 | |



Department of Education



MOTHER TONGUE

Grade Level: Grade 1

Subject: Mother Tongue

Grade Level Standards:

The learner demonstrates knowledge and skills in listening and communicating about familiar topics, uses basic vocabulary, reads and writes independently in meaningful contexts, appreciates his/her culture.

| Quarter | Most Essential Learning Competencies | Duration | Code |
|-------------------------|--|----------|-------------------|
| 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 | | MT1BPK-Ia-c-1.1 |
| | Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy | | MT1F-Ic-IVa-i-1.1 |
| | Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants | | MT1PA-Ib-i-1.1 |
| | Give the name and sound of each letter | | MT1PWR-Ib-i-1.1 |
| | Express ideas through a variety of symbols (e.g. drawings and invented spelling) | | MT1C-Ib-f-1.1 |
| | Note important details in grade level narrative texts listened to: 1. character 2. setting 3. events | | MT1LC-Ib-1.1 |
| | Use common expressions and polite greetings | | MT1OL-Ib-c-3.1 |
| | Tell whether a given pair of word rhyme | | MT1PA-Ib-i-2.1 |
| | Identify upper and lower case letters | | MT1PWR-Ib-i-2.1 |
| | Give meanings of words through: a. realia b. picture clues | | MT1VCD-Ib-i-2.1 |

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| actions or gestures | | |
| Recite and sing in groups familiar rhymes and songs | | MT1OL-b-i-4.1 |
| Write the upper and lower case letters legibly, observing proper sequence of strokes | | MT1PWR-lb-i-3.1 |
| Give the beginning letter/sound of the name of each picture | | MT1PWR-lb-i-3.1 |
| Match words with pictures and objects. | | MT1PWR-lb-i-4.1 |
| Give the correct sequence of three events in a story listened to | | MT1LC-lc-d-2.1 |
| Follow simple one to three- step oral directions | | MT1SS-lc-f-1.1 |
| Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/People | | MT1OL-lc-i-1.2 |
| Say the new spoken word when two or more sounds are put together | | MT1PA-lc-i-4.1 |
| Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles | | MT1OL-lc-d-4.2 |
| Blend specific letters to form syllables and words | | MT1PWR-lla-i-5.1 |
| Follow words from left to right, top to bottom and page by page | | MT1BPK-ld-f-2.1 |
| Orally communicate basic needs | | MT1OL-ld-e-2.1 |
| Orally segment a two-three syllable word into its syllabic parts | | MT1PA-ld-i-3.1 |
| Infer the character feelings and traits in a story listened to | | MT1LC-le-f-3.1 |
| Identify naming words (persons, places, things, animals) a. common and proper b. noun markers | | MT1GA-le-f-2.1 |
| Listen and respond to others in oral conversation | | MT1OL-le-i-5.1 |
| Participate actively during story reading by making comments and asking questions | | MT1OL-le-i-5.1 |

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| | Isolate and pronounce the beginning and ending sounds of given words | | MT1PA-le-i-5.1 |
| | Write correctly grade one level words consisting of letters already learned | | |
| | Recognize that spoken words are represented in written language by specific sequences of letters | | MT1BPK-ig-i-3.1 |
| | Express ideas through words or phrases, using both invented and conventional spelling | | MT1C-ig-i-1.2 |
| | Use naming words in sentences a. common and proper b. noun markers | | MT1GA-ig-1-h.2 |
| | Identify the speaker in the story or poem listened to | | MT1LC-ig-4.1 |
| | Write basic information about self (name grade level, section) | | MT1SS-ig-i-2.1 |
| | Predict possible ending of a story listened to | | MT1LC-lh-i-5.1 |
| | Add or substitute individual sounds in simple words to make new words | | MT1PAh-i-6.1 |
| | Classify naming words into persons, places, animals, and things, etc. | | MT1GA-li-j-3.1 |
| 2 nd Quarter | Identify pronouns: a. personal b. possessive | | MT1GA-IIa-d-2.2 |
| | Interpret a map of the classroom/school | | MT1SS-IIa-e-3.1 |
| | Supply rhyming words to complete a rhyme, poem, and song | | MT1OL-IIa-i-7.1 |
| | Identify cause and/or effect of events in a story listened to | | MT1LC-IIc-d-4.2 |
| | Identify the problem and solution in the story read | | MT1LC-IIf-g-4.3 |
| | Get information from various sources: (pictures, illustrations, simple graphs, charts) | | |
| | Illustrate specific events in a story read | | |
| | Retell a story read | | MT1LC-IIh-i-8.1 |
| | Identify pronouns with contractions *(Siya'y, Tayo'y . . .) | | MT1GA-IIi-i-2.2.1 |

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| | Respond to text (legends, fables, poems.) through dramatization | | MT1OL-II-j-8.1 |
| 3 rd Quarter | Participate actively in class discussions on familiar topics | | MT1OL-IIIa-i-6.2 |
| | Read sight words | | MT1PWR-IIIa-i-7.1 |
| | Read grade 1 level short paragraph/story with proper expression | | |
| | Note important details in grade level literary and informational texts listened to. | | MT1LC-IIIa-b-1.2 |
| | Interpret a pictograph | | MT1SS-IIIa-c-5.1 |
| | Talk about various topics and experiences using descriptive words | | |
| | Tell/retell legends, fables, and jokes | | MT1OL-IIIa-i-9.1 |
| | Write with proper spacing, punctuation and capitalization when applicable | | |
| | Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly | | MT1VCD-IIIa-i-3.1 |
| | Identify the tense of the action word in the sentence | | MT1GA-IIIc-e-2.3.1 |
| | Infer the character feelings and traits in a story read | | MT1RC-III d-3.1 |
| | Use the correct tense and time signal of an action word in a sentence | | MT1GA-III f-h-1.4 |
| | Follow 2 to 3 step written directions | | MT1SS-III d-f-6.1 |
| | Observe proper indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs | | |
| | Read labels in an illustration | | MT1SS-III g-i-7.1 |
| | Retell literary and information texts appropriate to the grade level listened to | | MT1LC-III h-i-8.2 |
| | Identify action words in oral and written exercises | | MT1GA-III-i-2.2.1 |
| Use action words to give simple two to three-step directions | | MT1GA-III i-i-1.4.1 | |
| 4 th Quarter | Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences | | MT1GA-IVa-d-2.4 |
| | Identify, give the meaning of, and use compound words in sentences | | MT1VCD-IVa-i-3.1 |

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| | Identify, give the meaning of, and use compound words in sentences | | |
| | Use describing words in sentences | | MT1GA-IVe-g-1.5 |
| | Give the synonyms and antonyms of describing words | | MT1GA-IVh-i-4.1 |

Grade Level: Grade 2

Subject: Mother Tongue

Grade Level Standards:

The learner 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 | Code |
|-------------------------|--|----------|-----------------|
| 1 st Quarter | Participate actively during story reading by making comments and asking questions using complete sentences | | MT2OL-la-6.2.1 |
| | Read a large number of regularly spelled multi-syllabic words | | MT2PWR-la-b-7.3 |
| | Use naming words in sentences | | |
| | Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard | | MT2C-la-i-1.4 |
| | Classify naming words into different categories | | MT2GA-lb-3.1.1 |
| | Compose sentences using unlocked words during story reading in meaningful contexts | | |
| | Read with understanding words with consonant blends, clusters and digraphs when applicable | | MT2PWR-lc-d-7.4 |
| | Identify the gender of naming words, when applicable | | MT2GA-lc-2.1.2 |
| | Use the combination of affixes and root words as clues to get the meaning of words | | MT2VCD-lc-e-1.3 |
| | Identify and use collective nouns, when applicable | | MT2GA-lc-2.1.3 |
| | Write upper and lower case letters using cursive strokes | | MT2PWR-la-i-3.3 |

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| | Read content area-related words | | MT2PWR-le-i-7.6 |
| | Identify the parts of a sentence (subject and predicate) | | MT2GA-le-f-2.5 |
| | Follow instructions in a test carefully | | MT2SS-le-g-1.2 |
| | Identify the difference between a story and a poem | | MT2LC-lf-4.4 |
| | Use compound words appropriate to the grade level in sentences | | |
| | Talk about famous people, places, events, etc. using descriptive and action words in complete sentences | | MT2OL-ig-h-1.4 |
| | Differentiate sentences from non-sentences | | MT2GA-ig-4.1 |
| | Give the main idea of a story/poem | | MT2LC-ig-h-3.3 |
| | Construct a variety of sentences observing appropriate punctuation marks | | |
| | Recognize common abbreviations(e.g. Jan., Sun., St., Mr., Mrs.) | | MT2VCD-li-i-4.1 |
| | Give the summary of a story | | MT2L-li-i-2.5 |
| 2nd Quarter | Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing | | MT2C-IIa-i-2.2 |
| | Use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns | | |
| | Identify simile in sentences | | |
| | Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information | | MT2OL-IIId-e-6.3 |
| | 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. | | MT2PWR-IIe-i-3.4 |
| | Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing) | | |
| 3rd Quarter | Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the | | MT2C-IIIa-i-2.3 |

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| | conventions of writing | | |
| | Identify and use action words in simple tenses (present, past, future) with the help of time signals | | MT2GA-IIIa-c-2.3.2 |
| | Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.). | | MT2GA-III d-i-1.4.1 |
| | Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish | | MT2OL-IIIg-h-3.3 |
| | Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter | | MT2OL-IIIi-i-11.1 |
| 4th Quarter | Use the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings) | | |
| | Identify and use adjectives in sentences | | MT2GA-IVa-2.4.1 |
| | Identify synonyms and antonyms of adjectives | | MT2GA-IVb-c-2.4.2 |
| | Use correctly adverbs of: a. time b. place c. manner d. frequency | | |

Grade Level: Grade 3
Subject: Mother Tongue
Grade Level Standards:

The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, and reads and writes literary and informational texts.

| Quarter | Most Essential Learning Competencies | Duration | Code |
|-------------------------|---|----------|------------------|
| 1 st Quarter | Correctly spells the words in the list of vocabulary words and the words in the selections read | | MT3F-la-i-1.6 |
| | Writes poems, riddles, chants, and raps | | MT3C-la-e-2.5 |
| | Differentiates count from mass nouns | | MT3G-la-c-4.2 |
| | Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution) | | MT3RC-la-b-1.1.1 |
| | Uses the correct counters for mass nouns (ex: a kilo of meat) | | MT3G-la-c-1.2.1 |
| | Uses the combination of affixes and root words as clues to get meaning of words | | MT3VCD-lc-e-1.5 |
| | Uses expressions appropriate to the grade level to relate/show one's obligation, hope, and wish | | MT3OL-lc-e-3.4 |
| | Identifies and uses abstract nouns | | MT3G-lc-e-2.1.4 |
| | Identifies Metaphor personification, and hyperbole in a sentence | | |
| | Interpret the meaning of a poem | | |
| | Writes correctly different types of sentences (simple, compound, complex) | | MT3G-lh-i-6.1 |
| | Identifies idiomatic expressions in a sentence | | |

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| 2nd Quarter | Identifies interrogative pronouns | | MT3G-IIa-b-2.2.3 |
| | Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities | | MT3OL-II-d-e-3.6 |
| | Identifies Metaphor personification, hyperbole | | |
| 3rd Quarter | Writes reactions and personal opinions to news reports and issues | | MT3C-IIIa-i-2.6 |
| | Identifies the parts of a newspaper | | MT3SS-IIIi-i-12.3 |
| | Interprets a pictograph based on a given legend | | MT3SS-IIIa-c-5.2 |
| | Interprets the labels in an illustration | | |
| | Uses the correct form of the verb that agrees with the subject when writing an event | | |
| | Gives another title for literary or informational text. | | MT3LC-IIIg-2.6 |
| | Identifies the author's purpose for writing a selection. | | MT3LC-IIIh-4.6 |
| 4th Quarter | Makes a two-level outline for a report or an interesting experience | | |
| | Writes a 3-5 step procedural Paragraph using signal words such as first, last, then, and next | | MT3C-IVa-i-2.7 |
| | Identifies and uses adverbs of manner in different degrees of comparison | | MT3G-IVf-g-2.5.2 |
| | Identifies and uses correctly prepositions and prepositional phrases | | MT3G-IVh-2.6 |



Department of Education



SCIENCE

Grade Level: Grade 3
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|---|--|-----------------|------------------------|
| | <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 | S3MT-Ih-j-4 |
| 2nd | parts, and functions of the sense organs of the human body; | practice healthful habits in taking care of the sense organs; | Describe the functions of the sense organs of the human body | Week 1 | S3LT-IIa-b-1 |
| | parts and functions of animals and importance to humans | enumerate ways of grouping animals based on their structure and importance | Describe animals in their immediate surroundings | Week 2 | S3LT-IIc-d-3 |
| | | | Identify the external parts and functions of animals | Week 2 | S3LT-IIc-d-4 |
| | | | Classify animals according to body parts and use | Week 3 | S3LT-IIc-d-5 |

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| | | | State the importance of animals to humans | Week 3 | S3LT-IIc-d-6 |
| | external parts of plants and their functions, and importance to humans | demonstrate the proper ways of handling plants | Describe the parts of different kinds of plants | Week 4 | S3LT-IIe-f-8 |
| | | | State the importance of plants to humans | Week 4 | S3LT-IIe-f-9 |
| | characteristics of living and nonliving things | illustrates the difference between living and non-living things | Compare living with nonliving things | Week 5 | S3LT-IIe-f-11 |
| | | | Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants) | Week 5 | S3LT-IIg-h13 |
| | basic needs of plants, animals and humans | list down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean | Identify the basic needs of humans, plants and animals such as air, food, water, and shelter | Week 6 | S3LT-III-j-14 |
| | | | Explain how living things depend on the environment to meet their basic needs | Week 6 | S3LT-III-j-15 |
| | | | Recognize that there is a need to protect and conserve the environment | Week 7 | S3LT-III-j-16 |
| 3rd | motion of objects | observe, describe, and investigate the position and movement of things around them | Describe the position of a person or an object in relation to a reference point such as chair, door, another person | Week 1-3 | S3FE-IIIa-b-1 |

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| | sources and uses of light, sound, heat and electricity | apply the knowledge of the sources and uses of light, sound, heat, and electricity | Describe the different uses of light, sound, heat and electricity in everyday life | Week 4-5 | |
| 4th | people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance | express their concerns about their surroundings through teacher-guided and self – directed activities | Relate the importance of surroundings to people and other living things | Week 1-2 | S3ES-IVc-d-2 |
| | types and effects of weather as they relate to daily activities, health and safety | express ideas about safety measures during different weather conditions creatively (through artwork, poem, song) | Describe the changes in the weather over a period of time | Week 3-4 | S3ES-IVe-f-3 |
| | | | Enumerate and practice safety and precautionary measures in dealing with different types of weather | Week 5 | S3ES-IVg-h-5 |
| | natural objects in the sky affect one’s daily activities | list down activities which affect their daily activities | Describe the natural objects that are found in the sky during daytime and nighttime | Week 6 | S3ES-IVg-h-6 |

Grade Level: Grade 4
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|---|-----------------|------------------------|
| | <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 | S4MT-la-1 |
| | changes that materials undergo when exposed to certain conditions. | evaluate whether changes in materials are useful or harmful to one's environment | Describe changes in solid materials when they are bent, pressed, hammered, or cut; | Week 2 - 3 | S4MT-le-f-5 |
| | | | Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials | Week 4 - 5 | S4MT-ig-h-6 |
| | | | Identify changes in materials whether useful or harmful to one's environment. | Week 6- 7 | S4MT-li-j-7 |

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| 2nd | how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy | construct a prototype model of organism that has body parts which can survive in a given environment | Describe the main function of the major organs | Week 1 | S4LT-IIa-b-1 |
| | | | Communicate that the major organs work together to make the body function properly | Week 1 | S4LT-IIa-b-2 |
| | animals have body parts that make them adapt to land or | | Infer that body structures help animals adapt and survive in their particular habitat | Week 2 | S4LT-IIa-b-4 |
| | plants have body parts that make them adapt to land or water | | Identify the specialized structures of terrestrial and aquatic plants | Week 3 | S4LT-IIe-f-9 |
| | different organisms go through life cycle which can be affected by their environment | | Compare the stages in the life cycle of organisms | Week 4 | S4LT-IIg-h-13 |
| | beneficial and harmful interactions occur among living things and their environment as | | Describe the effect of the environment on the life cycle of organisms | Week 5 | S4LT-IIg-h-14 |
| | | Describe some types of beneficial and harmful interactions among living things | Week 6 | | |

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| | they obtain basic needs | | Describe the effects of interactions among organism in their environment | Week 7 | S4LT-III-j-18 |
| 3rd | force that can change the shape, size or movement of objects. | | Explain the effects of force when applied to an object | Week 1-2 | S4FE-IIIa-1 |
| | | | Characterize magnetic force | Week 3 | S4FE-III d-e-3 |
| | how light, heat and sound travel using various objects | demonstrate conceptual understanding of properties/characteristics of light, heat and sound | Describe how light, sound and heat travel | Week 4-5 | S4FE-III f-g-4 |
| | | | Investigate properties and characteristics of light and sound | Week 6-7 | S4FE-III h-5 |
| 4th | the different types of soil | | Compare and contrast the characteristics of different types of soil | Week 1 | S4ES-IVa-1 |
| | the different sources of water suitable for human consumption | | Explain the use of water from different sources in the context of daily activities | Week 2 | S4ES-IVb-2 |
| | | | Trace and describe the importance of the water cycle | Week 3 | |
| | components of weather using simple instruments | practice precautionary measures in planning activities | Use weather instruments and describe the different weather components in a weather chart | Week 4 | |
| | | | Identify safety precautions during different weather conditions | Week 5 | S4ES-IVg-8 |

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| | the Sun as the main source of heat and light on Earth | | Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes | Week 6 | S4ES-IVh-9 |
| | | | Describe the effects of the Sun to human activities | Week 6 | |

Grade Level: Grade 5
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|---|--|--|-----------------|------------------------|
| | <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 | S5MT-1a-b-1 |
| | materials undergo changes due to | | Investigate changes that happen in materials under the following conditions: | Week 3-4 | |

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| | oxygen and heat | | 1 presence or lack of oxygen 2 application of heat | | S5MT-Ic-d-2 |
| | | | Design a product out of local, recyclable solid and/or liquid materials in making useful products. | Week 5-6 | S5MT-Ih-i-4 |
| 2nd | how the parts of the human reproductive system work | Practice proper hygiene to care of the reproductive organs | Describe the parts of the reproductive system and their functions | Week 1 | S5LT-IIa-1 |
| | | | Explain the menstrual cycle | Week 2 | S5LT-IIc-3 |
| | how animals reproduce | create a hypothetical community to show how organisms interact | Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs | Week 3 | S5LT-IIe-5 |

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| | how plants reproduce | and reproduce to survive | Describe the reproductive parts in plants and their functions | Week 4 | S5LT-IIf-6 |
| | | | Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others | Week 5 | S5LT-IIg-7 |
| | the interactions for survival among living and non-living things that take place in estuaries and intertidal zones | | Discuss the interactions among living things and non-living things in estuaries and intertidal zones | Week 6 | S5LT-IIh-8 |
| | | | Explain the need to protect and conserve estuaries and intertidal zones | Week 7 | S5LT-li-j-10 |
| 3rd | motion in terms of distance and time | | Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time | Week 1 | S5FE-IIIa-1 |
| | how different objects interact with light and sound, heat ; | | Discuss why some materials are good conductors of heat and electricity | Week 2 | S5FE-IIIc-3 |
| | the effects of heat and electricity, light and sound on | | Relate the ability of the material to block, absorb or transmit light to its use | Week 3 | S5FE-IIIe-5 |

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| | people and objects | | | | |
| | a simple DC circuit and the relationship between electricity and magnetism in electromagnets | propose device using electromagnet that is useful for home school or community | Infer the conditions necessary to make a bulb light up | Week 4 | S5FE-III f-6 |
| Determine the effects of changing the number or type of components in a circuit | | | Week 5 | S5FE-III g-7 | |
| Design an experiment to determine the factors that affect the strength of the electromagnet | | | Week 6 | S5FE-III i-j-9 | |
| 4th | weathering and soil erosion shape the Earth's surface and affect living things and the environment | participate in projects that reduce soil erosion in the community | Describe how rocks turn into soil | Week 1 | S5FE-IV a-1 |
| | | | Investigate extent of soil erosion in the community and its effects on living things and the environment | Week 2 | S5FE-IV b-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 | debug local myths and folklore about the Moon and the Stars by presenting | Infer the pattern in the changes in the appearance of the Moon | Week 4 | S5FE-IV g-h-7 |

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| | associated with it | pieces of evidence to convince the community folks | | | |
| | 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 | K to 12 CG Code |
|----------------|--|---|--|-----------------|------------------------|
| | <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 | S6LT-IIa-b-1 |
| | | | Explain how the different organ systems work together | Week 3 | S6LT-IIc-d-2 |

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| | the different characteristics of vertebrates and invertebrates | 1. make an inventory of vertebrates and invertebrates that are commonly seen in the community 2. practice ways of caring and protecting animals | Determine the distinguishing characteristics of vertebrates and invertebrates | Week 4-5 | S6MT-IIe-f-3 |
| | the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps | form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals | Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps | Week 6 | S6MT-III-j-5 |
| | | | Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps | Week 7 | S6MT-III-j-6 |
| 3rd | gravity and friction affect movement of objects | produce an advertisement demonstrates road safety | Infer how friction and gravity affect movements of different objects | Week 1-2 | S6FE-IIIa-c-1 |
| | how energy is transformed in simple machines | create a marketing strategy for a new product on electrical or light efficiency | Demonstrate how sound, heat, light and electricity can be transformed | Week 3-5 | S6FE-III d-f-2 |
| | | | Manipulate simple machines to describe their characteristics and uses | Week 6-7 | S6FE-III g-i-3 |

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| 4th | the effects of earthquakes and volcanic eruptions | design an emergency and preparedness plan and kit | Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions | Week 1 | S6ES-IVa-1 |
| | | | Enumerate what to do before, during and after earthquake and volcanic eruptions | Week 2 | S6ES-IVb-2 |
| | | | Describe the different seasons in the Philippines | Week 3 | S6ES-IVc-3 |
| | weather patterns and seasons in the Philippines: | | | | |
| | the earth's rotation and revolution | | Differentiate between rotation and revolution and describe the effects of the Earth's motions | Week 5-6 | |
| | characteristics of planets in the solar system | | Compare the planets of the solar system | Week 7-8 | S6ES-IVg-h-6 |
| Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun | | | Week 8 | S6ES-IVi-j-7 | |

Grade Level: Grade 7
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
|----------------|--|--|--|-----------------|-------------------------|
| | <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 | S7MT- la-1 |
| | classifying substances as elements or compounds | make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses | Recognize that substances are classified into elements and compounds | Week 2-3 | S7MT- lg-h-5 |
| | the properties of substances that distinguish them from mixtures | investigate the properties of mixtures of varying concentrations using available materials in the | Distinguish mixtures from substances based on a set of properties | Week 4-5 | S7MT- le-f-4 |

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| | | community for specific purposes | | | |
| | some important properties of solutions | prepare different concentrations of mixtures according to uses and availability of materials | Investigate properties of unsaturated or saturated solutions | Week 6 | |
| | | | Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials | Week 7 | S7MT-Id-3 |
| 2nd | the parts and functions of the compound microscope | employ appropriate techniques using the compound microscope to gather data about very small objects | Identify parts of the microscope and their functions | Week 1 | S7LT-IIa-1 |
| | | | Focus specimens using the compound microscope | Week 2 | |
| | the different levels of biological organization | | Describe the different levels of biological organization from cell to biosphere | Week 3 | S7LT-IIc-3 |
| | the difference between animal and plant cells | | Differentiate plant and animal cells according to presence or absence of certain organelles | Week 4 | S7LT-IIc-3 |
| | | | Explain why the cell is considered the basic structural and functional unit of all organisms | Week 4 | S7LT-IIe-5 |
| | reproduction being both | | Differentiate asexual from sexual reproduction in terms of: | Week 5 | S7LT-IIg-7 |

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| | asexual or sexual | | 1 Number of individuals involved; 2 Similarities of offspring to parents | | |
| | organisms interacting with each other and with their environment to survive | | Differentiate biotic from abiotic components of an ecosystem | Week 6 | S7LT-IIh-9 |
| | | | Describe the different ecological relationships found in an ecosystem | Week 6 | S7LT-IIh-10 |
| | | | Predict the effect of changes in abiotic factors on the ecosystem | Week 7 | S7LT-IIj-12 |
| 3rd | motion in one dimension | conduct a forum on mitigation and disaster risk reduction | Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration | Week 1-2 | S7FE-IIIa-1 |
| | | | Create and interpret visual representation of the motion of objects such as tape charts and motion graphs | Week 3 | S7FE-IIIb-3 |
| | waves as a carriers of energy | | Infer that waves carry energy | Week 4 | |
| | | | Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude | Week 4 | S7LT-III d-7 |
| | the characteristics of light | suggest proper lighting in various activities | Explain color and intensity of light in terms of its wave characteristics | Week 5 | |

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| | how heat is transferred | | Infer the conditions necessary for heat transfer to occur | Week 6 | S7LT-IIIh-i-12 |
| | charges and the different charging processes | | Describe the different types of charging processes | Week 7 | S7LT-IIIj-13 |
| 4th | the relation of geographical location of the Philippines to its environment | analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons | Demonstrate how places on Earth may be located using a coordinate system | Week 1 | S7ES-IVa-1 |
| | | | Cite and explain ways of using Earth's resources sustainably | Week 2 | |
| | Discuss how energy from the Sun interacts with the layers of the atmosphere | | Week 3 | S7ES-IVd-5 | |
| | Account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ) | | Week 3 | S7ES-IVf-7 | |
| | 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 | | Week 4-5 | S7ES-IVh-9 | |
| the different phenomena that occur in the atmosphere | | | | | |
| the relationship of the seasons and the position of the Sun in the sky | | | | | |

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| | | | 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 | | |
| | the occurrence of eclipses | | Explain how solar and lunar eclipses occur using models | Week 6 | |

Grade Level: Grade 8
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | <i>The learners demonstrate understanding of...</i> | <i>The learners should be able to...</i> | | | |
| 1st | Newton's three laws of motion | develop a written plan and implement a "Newton's Olympics" | Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion | Week 1 | S8FE-Ia-15 |
| | | | Infer that when a body exerts a force on another, an equal amount of force is exerted back on it | Week 2 | S8FE-Ia-16 |

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| | work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy | | Identify and explain the factors that affect potential and kinetic energy | Week 2-3 | |
| | the propagation of sound through solid, liquid, and gas | | Investigates the effect of temperature to the speed of sound | Week 4 | |
| | some properties and characteristics of visible light | discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light | Explain the hierarchy of colors in relation to the energy of visible light | Week 4 | S8FE-If-27 |
| | heat and temperature, and the effects of heat on the body | | Differentiate between heat and temperature at the molecular level | Week 4 | S8FE-Ig-29 |
| | current-voltage-resistance relationship, electric power, | | Infer the relationship between current and voltage | Week 5-6 | |
| | | | Explain the advantages and disadvantages of | Week 7 | S8FE-li-31 |

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| | electric energy, and home circuitry | | series and parallel connections in homes | | |
| | | | Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home | Week 7 | S8FE-li-33 |
| 2nd | the relationship between faults and earthquakes | 1. participate in decision making on where to build structures based on knowledge of the location of active faults in the community 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 | S8ES-IIa-14 |
| | | | 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 | S8ES-IIa-15 |
| | | | Explain how earthquake waves provide information about the interior of the earth | Week 3 | S8ES-IIc-17 |
| | the formation of typhoons and their movement within the PAR | 1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by | Explain how typhoon develops and how it is affected by landmasses and bodies of water | Week 4-5 | |
| | | | Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data | Week 5 | S8ES-IIf-21 |

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| | | government agencies in charge 2. participate in activities that lessen the risks brought by typhoons | | | |
| | characteristics of comets, meteors, and asteroids | discuss whether or not beliefs and practices about comets and meteors have scientific basis | Compare and contrast comets, meteors, and asteroids | Week 6 | S8ES-IIg-22 |
| 3rd | the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures | present how water behaves in its different states within the water cycle | Explain the properties of solids, liquids, and gases based on the particle nature of matter; | Week 1-2 | S8MT-IIIa-b-8 |

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| | | | Explain physical changes in terms of the arrangement and motion of atoms and molecules; | Week 3-4 | S8MT-IIIc-d-9 |
| | the identity of a substance according to its atomic structure | | Determine the number of protons, neutrons, and electrons in a particular atom; | Week 5-6 | S8MT-IIIe-f-10 |
| | the periodic table of elements as an organizing tool to determine the chemical properties of elements | | Use the periodic table to predict the chemical behavior of an element. | Week 7-8 | S8MT-IIIi-j-12 |
| 4th | 1. the digestive system and its interaction with the circulatory, respiratory, and excretory systems in providing the body with | present an analysis of the data gathered on diseases resulting from nutrient deficiency | Explain ingestion, absorption, assimilation, and excretion | Week 1 | S8LT-IVa-13 |

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| | nutrients for energy 2. diseases that result from nutrient deficiency and ingestion of harmful substances, and their prevention and treatment | | | | |
| | 1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance | report on the importance of variation in plant and animal breeding | Compare mitosis and meiosis, and their role in the cell-division cycle | Week 2 | S8LT-IVd-16 |
| | | | Explain the significance of meiosis in maintaining the chromosome number | Week 2 | S8LT-IVe-17 |
| | | | Predict phenotypic expressions of traits following simple patterns of inheritance | Week 3 | S8LT-IVf-18 |
| | 1. the concept of a species 2. the species as being further classified into a hierarchical taxonomic system | report (e.g., through a travelogue) on the activities that communities engage in to protect and conserve endangered and | Explain the concept of a species | Week 4 | S8LT-IVg-19 |
| | | | Classify organisms using the hierarchical taxonomic system | Week 4 | |
| | | | Explain the advantage of high biodiversity in maintaining the stability of an ecosystem | Week 5 | S8LT-IVh-21 |

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| | | economically important species | | | |
| | the one-way flow of energy and the cycling of materials in an ecosystem | make a poster comparing food choices based on the trophic levels' | Describe the transfer of energy through the trophic levels | Week 5 | S8LT-IVi-22 |
| | | | Analyze the roles of organisms in the cycling of materials | Week 6 | S8LT-IVi-23 |
| | | | Explain how materials cycle in an ecosystem | Week 6 | S8LT-IVi-24 |
| | | | Suggest ways to minimize human impact on the environment | Week 7 | S8LT-IVj-25 |

Grade Level: Grade 9

Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | |
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| | <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 2. the prevention, detection, and treatment of diseases affecting the circulatory and respiratory systems | 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 | S9LT-la-b-26 |
| | | | Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems | Week 2 | S9LT-lc-27 |

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| | <p>1. how genetic information is organized in genes on chromosomes</p> <p>2. the different patterns of inheritance</p> | | <p>Explain the different patterns of non-Mendelian inheritance</p> | <p>Week 3-4</p> | <p>S9LT-ld-29</p> |
| | <p>how changes in the environment may affect species extinction</p> | <p>make a multimedia presentation of a timeline of extinction of representative microorganisms, plants, and animals</p> | <p>Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment</p> | <p>Week 5</p> | <p>S9LT-le-f-30</p> |
| | <p>1. the structure and function of plant parts and organelles involved in photosynthesis</p> <p>2. the structure and function of mitochondrion as the main organelle involved in respiration</p> | <p>design and conduct an investigation to provide evidence that plants can manufacture their own food</p> | <p>Differentiate basic features and importance of photosynthesis and respiration</p> | <p>Week 6-7</p> | <p>S9LT-lg-j-31</p> |
| <p>2nd</p> | <p>1. the development of atomic models that led</p> | | <p>Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons</p> | <p>Week 1</p> | |

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| | to the description of the behavior of electrons within atoms 2. how atoms combine with other atoms by transferring or by sharing electrons 3. forces that hold metals together | | 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 | S9MT-IIb-14 |
| | | | Explain how ions are formed; | Week 3 | S9MT-IIe-f-16 |
| | the type of bonds that carbon forms that result in the diversity of carbon compounds | | Explain how the structure of the carbon atom affects the type of bonds it forms; | Week 4-5 | S9MT-IIg-17 |
| | | | Recognize the general classes and uses of organic compounds; | Week 6 | S9MT-IIh-18 |
| | the unit, mole , that quantitatively measures the number of very small particles of matter | analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition | Use the mole concept to express mass of substances; and | Week 7 | S9MT-IIi-19 |
| | | | Determine the percentage composition of a compound given its chemical formula and vice versa. | Week 8 | S9MT-IIj-20 |

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| 3rd | volcanoes found in the Philippines | | Describe the different types of volcanoes and volcanic eruption | Week 1 | |
| | | | Explain what happens when volcanoes erupt | Week 2 | S9ES - IIIb-28 |
| | | | Illustrate how energy from volcanoes may be tapped for human use | Week 3-4 | S9ES – IIIc-d-29 |
| | factors that affect climate, and the effects of changing climate and how to adapt accordingly | participate in activities that reduce risks and lessen effects of climate change | Explain how different factors affect the climate of an area | Week 5-6 | S9ES-IIIe-30 |
| | | | Describe certain climatic phenomena that occur on a global level | Week 6-7 | S9ES-IIIf-31 |
| | the relationship between the visible constellations in the sky and Earth's position along its orbit | discuss whether or not popular beliefs and practices with regard to constellations and astrology have scientific basis | Show which constellations may be observed at different times of the year using models | Week 8-9 | S9ES-IIIj-35 |
| 4th | projectile motion, impulse and momentum, and conservation of | propose ways to enhance sports related to projectile motion | Describe the horizontal and vertical motions of a projectile | Week 1 | S9FE-IVa-34 |
| | | | Investigate the relationship between the angle of release and the height and range of the projectile | Week 1-2 | S9FE-IVa-35 |

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| | linear momentum | | Relate impulse and momentum to collision of objects (e.g., vehicular collision) | Week 3 | S9FE-IVb-36 |
| | | | Infer that the total momentum before and after collision is equal | Week 3 | S9FE-IVb-37 |
| | conservation of mechanical energy | create a device that shows conservation of mechanical energy | Perform activities to demonstrate conservation of mechanical energy | Week 4 | S9FE-IVd-40 |
| | the relationship among heat, work, and efficiency | analyze how power plants generate and transmit electrical energy | Construct a model to demonstrate that heat can do work | Week 5 | S9FE-IVe-42 |
| | | | Explain how heat transfer and energy transformation make heat engines work | Week 6 | S9FE-IVg-45 |
| | generation, transmission, and distribution of electrical energy from power plants (hydroelectric, geothermal, wind, nuclear) to home | | Explain how electrical energy is generated, transmitted, and distributed | Week 6-7 | S9FE-IVh-j-46 |

Grade Level: Grade 10
Subject: Science

| Quarter | Content Standard | Performance Standard | Most Essential Learning Competencies | Duration | K to 12 CG Code |
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| | <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 | S10ES – la-j-36.2 |
| | | | Explain the different processes that occur along the plate boundaries | Week 5-6 | S10ES – la-j-36.3 |
| | | | Describe the possible causes of plate movement | Week 7 | S10ES – la-j-36.5 |
| | | | Enumerate the lines of evidence that support plate movement | Week 8 | S9ES – la-j-36.6 |
| 2nd | the different regions of the electromagnetic spectrum | | Compare the relative wavelengths of different forms of electromagnetic waves | Week 1-2 | S10FE-lla-b-47 |

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| | | | Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications | Week 3-4 | S10FE-IIc-d-48 |
| | | | Explain the effects of EM radiation on living things and the environment | Week 5 | S10FE-IIe-f-49 |
| | the images formed by the different types of mirrors and lenses | | Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses | Week 6-7 | S10FE-IIg-50 |
| | | | Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars) | Week 8 | S10FE-IIh-52 |
| | the relationship between electricity and magnetism in electric motors and generators | | Explain the operation of a simple electric motor and generator | Week 9 | S10FE-IIj-54 |
| 3rd | 1. organisms as having feedback mechanisms, which are coordinated by the nervous and | | Explain the role of hormones involved in the female and male reproductive systems | Week 1 | S10LT-IIIb-34 |
| | | | Describe the feedback mechanisms involved in | Week 2 | S10LT-IIIc-35 |

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| | endocrine systems 2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive | | regulating processes in the female reproductive system (e.g., menstrual cycle) | | |
| | | | Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis | Week 3 | S10LT-IIIc-36 |
| | 1. the information stored in DNA as being used to make proteins 2. how changes in a DNA molecule may cause changes in its product 3. mutations that occur in sex cells as being heritable | | Explain how protein is made using information from DNA | Week 4 | S10LT-III d-37 |
| | | | Explain how mutations may cause changes in the structure and function of a protein | Week 4 | S10LT-III e-38 |
| | how evolution through natural selection can result in biodiversity | write an essay on the importance of adaptation as a mechanism for the survival of a species | Explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution | Week 5 | S10LT-III f-39 |
| | | | Explain the occurrence of evolution | Week 6 | S10LT-III g-40 |

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| | 1. the influence of biodiversity on the stability of ecosystems 2. an ecosystem as being capable of supporting a limited number of organisms | | Explain how species diversity increases the probability of adaptation and survival of organisms in changing environments | Week 7 | S10LT-IIIh-41 |
| | | | Explain the relationship between population growth and carrying capacity | Week 7 | S10LT-IIIi-42 |
| 4th | how gases behave based on the motion and relative distances between gas particles | | Investigate the relationship between: 1 volume and pressure at constant temperature of a gas 2 volume and temperature at constant pressure of a gas 3 explains these relationships using the kinetic molecular theory | Week 1-2 | S9MT-IIj-20 |
| | the structure of biomolecules, which are made up mostly of a limited number of elements, such as carbon, hydrogen, oxygen, and nitrogen | | Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids | Week 3-4 | S10MT-IVc-d-22 |

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| | the chemical reactions associated with biological and industrial processes affecting life and the environment | using any form of media, present chemical reactions involved in biological and industrial processes affecting life and the environment | Apply the principles of conservation of mass to chemical reactions | Week 5-6 | S10MT-IVe-g-23 |
| | | | Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion | Week 7-8 | S10MT-IVh-j-24 |



Department of Education



EPP/TLE

GRADE LEVEL: 4
SUBJECT: EPP
QUARTER: 1-4

| QUARTER | CONTENT STANDARDS | PERFORMANCE STANDARDS | MOST ESSENTIAL LEARNING COMPETENCIES | DURATI ON | K-12 CG Code |
|-------------|--|--|--|-----------|--|
| ENTREP/IC T | <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 | EPP4IE-0a-1 EPP4IE-0a-2 EPP4IE-0b-4 |
| | naipamamalas ang kaalaman at kakayahan sa paggamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan | nakagagamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan | 1.1 naipaliliwanag ang mga panuntunan sa paggamit ng computer, Internet, at email 1.2 natatalakay ang mga panganib na dulot ng mga di-kanais-nais na mga software (virus at malware), mga nilalaman, at mga pag-asal sa Internet 1.3 nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan 1.4 naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba’t ibang uri ng impormasyon | 2 WEEKS | EPP4IE -0c-5 EPP4IE -0c-6 EPP4IE-0d-7 EPP4IE-0d-8 |
| | naipamamalas ang kaalaman at | nakagagamit ng computer at Internet sa | 1.1 nagagamit ang computer file system | 2 WEEKS | EPP4IE-0e-9 |

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| | kasanayan sa computer at Internet sa pangangalap at pagsasaayos ng impormasyon | pangangalap at pagsasaayos ng impormasyon | <p>1.2 nagagamit ang web browser at ang basic features ng isang search engine sa pangangalap ng impormasyon</p> <p>1.3 nakagagawa ng table at tsart gamit ang word processing</p> <p>1.4 nakagagawa ng table at tsart gamit ang electronic spreadsheet tool</p> <p>1.5 nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool</p> | | <p>EPP4IE-0e-10</p> <p>EPP4IE-0g-13</p> <p>EPP4IE -0h-15</p> |
| | naipakikita ang kaalaman at kasanayan sa paggamit ng | nakagagamit ng email | <p>1.1 nakasasagot sa email ng iba</p> <p>1.2 nakapagpapadala ng email na may kalakip na dokumento o iba pang media file</p> <p>1.3 nakaguguhit gamit ang drawing tool o graphics software</p> <p>1.4 nakakapag-edit ng photo gamit ang basic photo editing tool</p> <p>1.5 nakagagawa ng dokumento na may picture gamit ang word processing tool desktop publishing tool</p> <p>1.5nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan</p> | 1 WEEK | <p>EPP4IE -0h-17</p> <p>EPP4IE -0i-18</p> <p>EPP4IE -0i-19</p> <p>EPP4IE -0j-21</p> <p>EPP4IE -0j-22</p> |

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|-------------|--|--|--|---------|--|
| AGRICULTURE | naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pagtanim ng halamang ornamental bilang isang gawaing pagkakakitaan | naisasagawa ang pagtanim, pag-aani, at pagsasapamilihan ng halamang ornamental sa masistemang pamamaraan | <p>1.1 naisasagawa ang mga kasanayan at kaalaman sa pagtanim ng halamang ornamental bilang isang pagkakakitaang gawain</p> <p>1.2 natatalakay ang pakinabang sa pagtanim ng halamang ornamental, para sa pamilya at sa pamayanan</p> | 2 WEEKS | <p>EPP4AG-0a-1</p> <p>EPP4AG-0a-2</p> |
| | | | <p>L.O. 1 naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtanim ng halamang ornamental</p> <p>1.4.1 pagpili ng itanim.</p> <p>1.4.2 paggawa/ paghahanda ng taniman.</p> <p>1.4.3 paghahanda ng mga itanim o patutubuin at itanim</p> <p>1.4.8 pagtanim ayon sa wastong pamamaraan</p> | 3 WEEKS | EPP4AG-0d-6 |
| | | | <p>1.8 naisasagawa ang masistemang pangangalaga ng tanim</p> <p>1.8.1 pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp</p> <p>2.1 naisasagawa ang wastong pag-aani/ pagsasapamilihan ng mga halamang ornamental</p> | 3 WEEKS | <p>EPP4AG-0e-8</p> <p>EPP4AG-0f-10</p> |

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|----------------|---|---|--|---------|--|
| | 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 | <p>L.O. 1 natatalakay ang kabutihang dulot ng pag-aalaga ng hayop sa tahanan</p> <p>1.1 natutukoy ang mga hayop na maaaring alagaan sa tahanan.</p> <p>L.O. 2 naiisa-isa ang wastong pamamaraan sa pag -aalaga ng hayop</p> <p>2.1.1 pagsasagawa nang maayos na pag-aalaga ng hayop</p> <p>2.1.2 pagbibigay ng wastong lugar o tirahan</p> <p>2.1.3 pagpapakain at paglilinis ng tirahan</p> | 1 WEEK | <p>EPP4AG-0h-15</p> <p>EPP4AG-0h-16</p> <p>EPP4AG-0h-17</p> |
| 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 | <p>1.1.napangangalagaan ang sariling kasuotan.</p> <p>1.2.naiisa-isa ang mga paraan ng pagpapanatiling malinis ng kasuotan</p> <p>1.2.1. nasasabi ang gamit ng mga kagamitan sa pananahi sa kamay</p> <p>1.2.2. naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabit ng butones)</p> | 3 WEEKS | EPP4HE-0b-3 |

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| | | | <p>1.1 naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran</p> <p>1.2 naisasagawa ang wastong paghihiwalay ng basura sa bahay</p> | 2 WEEKS | <p>EPP4HE-0f-9</p> <p>EPP4HE-0g-10</p> |
| | | | <p>1.1 nakatutulong sa paghahanda ng masustansiyang pagkain.</p> <p>1.2 naipakikita ang wastong paraan ng paggamit ng kubyertos</p> <p>1.3 naisasagawa nang may sistema ang pagliligpit at paghuhugas ng pinagkainan</p> | 3 WEEKS | EPP4HE-0i-14 |
| INDUSTRIAL ARTS | naipapamalas ang pang-unawa sa batayang kaalaman at kasanayan sa pagsususkat sa pagbuo ng mga kapakipakinabang na gawaing pang-industriya at ang maitutulong nito sa pag-unlad ng isang pamayanan | naisasagawa nang may kasanayan sa pagsusukat at pagpapahalaga sa mga batayang gawain sa sining pang-industriya na makapagpapaunlad sa kabuhayan ng sariling pamayanan | <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</p> | 3 WEEKS | <p>EPP4IA-0a-1</p> <p>EPP4IA-0b-2</p> <p>EPP4IA-0c-3</p> |

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| | | | "basic sketching" shading at outlining 1.4 naisasagawa ang wastong pamamaraan ng basicsketching, shading at outlining | | EPP4IA-Od-4 |
| | | | 2.1 nakagagawa ng sariling disenyo sa pagbuo o pagbabago ng produktong gawa sa kahoy, ceramics, karton, o lata (o mga materyales na nakukuha sa pamayanan) | 6 WEEKS | EPP4IA-Of-6 |

GRADE LEVEL: 5

SUBJECT: EPP

QUARTER: 1-4

| QUARTER | CONTENT STANDARDS | PERFORMANCE STANDARDS | MOST ESSENTIAL LEARNING COMPETENCIES | DURATION | K-12 CG Code |
|-------------|--|---|--|-----------------------------------|---|
| ENTREP/IC T | naipamamalas ang kaalaman at kasanayan upang maging matagumpay na entrepreneur | mapahusay ang isang produkto upang maging iba sa iba | 1.1 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo 1.2 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo 1.3 nakapagbebenta ng natatanging paninda | WEEKS 5WEEKS 1 WEEK | EPP5IE-0a-2 EPP5IE -0a-3 EPP5IE-0b-5 |
| | naipamamalas ang kaalaman at kasanayan ng | 1. nakapamamahagi ng mga dokumento at media file sa ligtas at | 1.1 naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat 1.2 nakasasali sa discussion forum | | |

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| | <p>ligtas at responsible sa:</p> <ol style="list-style-type: none"> 1. pamamahagi ng mga dokumento at media file 2. pagsali sa discussion group at chat | <p>responsableng pamamaraan</p> <ol style="list-style-type: none"> 2. nakasali sa discussion group at chat sa ligtas at responsableng pamamaraan | <p>at chat sa ligtas at responsableng pamamaraan</p> | | <p>EPP5IE-0c-8</p> <p>EPP5IE-0c-9</p> |
| | | | <ol style="list-style-type: none"> 1.2 natutukoy ang angkop na search engine sa pangangalap ng impormasyon 1.3 nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datos 1.4 nagagamit ang word processing tool | <p>1 WEEK</p> | <p>EPP5IE-0d-11</p> <p>EPP5IE-0f-16</p> <p>EPP5IE-0j-21</p> |
| <p>AGRICULTURE</p> | <p>naipamamalas ang pang-unawa sa panimulang kaalaman at</p> | <p>naisasagawa nang maayos ang pagtanim, pag-aani, at pagsasapamilihan ng</p> | <ol style="list-style-type: none"> 1.1 nakagagawa ng abonong organiko 1.4.1 natatalakay ang kahalagahan at pamamaraan sa paggawa | <p>2 WEEKS</p> | <p>EPP5AG-0b-4</p> |

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| | kasanayan sa pagtatanim ng gulay at ang maitutulong nito sa pag-unlad ng pamumuhay | gulay sa masistemang pamamaraan | ng abonong organiko 1.4.2 nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko | | |
| | | | 1.2 naisasagawa ang masistemang pangangalaga ng tanim na mga gulay 1.5.1 pagdidilig 1.5.2 pagbubungkal 1.5.3 paglalagay ng abonong organiko 1.3 naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman | 2 WEEKS | EPP5AG-0c-6 |
| | | | 1.1 naipaliliwanag ang kabutihang dulot ng pag-aalaga ng hayop na may dalawang paa at pakpak o isda 1.2 natutukoy ang mga hayop na maaring alagaan gaya ng manok, pato, itik, pugo/ tilapia 1.3 nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda | 1 WEEK | EPP5AG-0e-11 EPP5AG-0g-15 EPP5AG-0h-16 |
| | | | 1.1 naisasapamilihan ang inalagaang hayop/isda | 3 WEEKS | EPP5AG-0j-18 |

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| | | | 1.2 natutuos ang puhunan, gastos, at kita | | |
| HOME ECONOMI CS | naipamamalas ang pang-unawa sa kaalaman at kasanayan sa mga “gawaing pantahanan” at tungkulin at pangangalaga sa sarili | naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakatutulong sa pagsasaayos ng tahanan | 1.1 napangangalagaan ang sariling kasuotan 1.1.1 naiisa-isa ang mga paraan upang mapanatiling malinis ang kasuotan 1.2 naisasagawa ang wastong paraan ng paglalaba 1.2.1 napaghihiwalay ang puti at di-kulay 1.7 naisasagawa ang wastong paraan ngpamamalantsa | 4 WEEKS | EPP5HE-0c-6 EPP5HE-0c-7 EPP5HE-0d-8 |
| | | | 1.1 nakagagamit ng makina at kamay sa pagbuo ng mga kagamitang pambahay 1.2 natutukoy ang mga bahagi ng makinang de-padyak 1.3 nakabubuo ng kagamitangpambahay na maaaring pagkakitaan 1.4 nakalilikha ng isang malikhaing proyekto | 3 WEEKS | EPP5HE-0f-17 EPP5HE-0g-18 |
| | | | 1.1naisasagawa ang pagpaplano at pagluluto ng masustansiyang pagkain (almusal, tanghalian, at hapunan) ayon sa badyet ng pamilya 1.2naisasagawa ang pamamalengke | 2 WEEKS | EPP5HE-0i-24 EPP5HE-0i-28 |

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| | | | ng mga sangkap sa pagluluto 1.3naipakikita ang husay sa pagpili ng sariwa, mura at masustansyang sangkap | | |
| | | | Naisasagawa ang pagluluto 1.1naihahanda ang mga sangkap sa pagluluto 1.2nasusunod ang mga tuntuning pangkalusugan at pangkaligtasan sa paghahanda at pagluluto ng pagkain 1.3 naihahanda nang kaakit-akit ang nilutong pagkain sa hapag kainan (food presentation) | | EPP5HE-0j-29 |
| INDUSTRIAL ARTS | naipamamalas ang pagkatuto sa mga kaalaman at kasanayan sa mga gawaing pang-industriya tulad ng gawaing kahoy, metal, kawayan, elektrisidad at iba pa | naisasagawa ng may kawilihan ng pagbuo ng mga proyekto sa gawaing kahoy, metal, kawayan, elektrisidad, at iba pa | 1.1 natatalakay ang mga mahalagang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pang lokal na materyales sa pamayanan 1.2 nakagagawa ng mga malikhaing proyekto na gawa sa kahoy, metal, kawayan at iba pang materyales na makikita sa kumunidad | 3 WEEKS | EPP5IA-0a-1 EPP5IA-0b-2 |
| | | | 2.1 nakagagawa ng proyekto na ginagamitan ng elektrisidad 2.2 natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad | 3 WEEKS | EPP5IA-0c-3 |

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| | | | 2.3 nakabubuo ng plano ng proyekto na nakadisenyo mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapapagkakakitaan | 3 WEEKS | EPP5IA-0d- 4 |

GRADE LEVEL: 6

SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION

COMPONENT: ICT AND ENTREPRENEURSHIP

| QUARTER | CONTENT STANDARDS | PERFORMANCE STANDARDS | MOST ESSENTIAL LEARNING COMPETENCIES | DURATION | K-12 CG Code |
|---|--|---|--|---------------------|---------------------|
| 0 | demonstrates knowledge and skills that will lead to one becoming an ideal entrepreneur | sells products based on needs and demands | produces simple products | Weeks 1-2 | TLEIE6-0a-2 |
| | | | buys and sells products based on needs | | TLEIE6-0b-3 |
| | | | sells products based on needs and demands in school and community | | TLEIE6-0b-4 |
| | demonstrates knowledge and skills in the safe and responsible use of wikis, blogs, and audio and video conferencing tools | practices safe and responsible use of wikis, blogs, and audio and video conferencing tools | posts and shares materials on wikis in a safe and responsible manner | Week 3 | TLEIE6-0c-5 |
| | | | posts and shares materials on blogs in a safe and responsible manner | | TLEIE6-0c-6 |
| | | | participates in video and audio conferences in a safe and responsible manner | Week 4 | TLEIE6-0d-7 |
| | demonstrates knowledge and skills in using online survey tools | conducts a survey using online tools | creates an online survey form | Week 5 | TLEIE6-0e-9 |
| | | | processes online survey data | | TLEIE6-0f-11 |
| | demonstrates knowledge and skills in performing advanced calculations on numerical data using an electronic spreadsheet tool | processes and summarizes numerical data using advanced functions and formulas in an electronic spreadsheet tool | uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data | Week 6 | TLEIE6-0f-12 |
| | demonstrates knowledge and skills in using audio, video conferencing tools, and e-group | communicates and collaborates online through audio, video conferencing, and egroup | uses audio and video conferencing tools to share ideas and work with others online | Week 7 | TLEIE6-0g-13 |
| uses an e-group to share ideas and work with others | | | TLEIE6-0h-14 | | |
| | | uses the advanced features of a slide presentation tool to create a | | TLEIE6-0i-15 | |

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| | demonstrates knowledge and skills to create knowledge products | creates a multimedia knowledge product | 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 | | TLEIE6-0j-16 |

GRADE LEVEL: 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 | Week 3 |
| | | | conduct a survey to identify: | |
| | | | types of orchard farms | |
| trees appropriate for orchard gardening based on location, climate, and market demands | | | | |

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| | | | 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 | |
| | | | identifies the appropriate tools and equipment in plant propagation and their uses | Week 4 |
| | | | demonstrates scientific ways of propagating fruit-bearing trees | |
| | | | observes healthy and safety measures in propagating fruit-bearing trees | |
| | | | performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer | Week 5 |
| | | | markets fruits and seedlings | |
| | | | develops plan for expansion of planting trees and seedling production | Week 6 |
| | 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: | |
| | | | persons in the community whose occupation is animal (four-legged) /fish raising | |

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| | | | kinds of four-legged animals/fish being raised as means of livelihood | Week 7 |
| | | | 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 | Week 9 |
| | | | manages marketing of animal/fish raised | |
| | | | discusses indicators for harvesting/capturing | |
| | | | demonstrates skill in harvesting/capturing animal/fish | |

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|--|--|--|--|--|
| | | | 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: 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 in 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: <ul style="list-style-type: none"> 1.1.1 food and clothing 1.1.2 shelter and education 1.1.3 social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs savings/emergency budget (health, house repair) | |
| | | | 1.2 prepares feasible and practical budget <ul style="list-style-type: none"> 1.2.1 manages family resources | Week 2 |

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| | | | efficiently 1.2.2 prioritizes needs over wants | |
| demonstrates an understanding of and skills in sewing household linens | sews household linens using appropriate tools and materials and applying | | classifies tools and materials according to their use (measuring, cutting, sewing) | |
| | | | 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 | TLE6HE0e-10 Week 5 |
| 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 | |

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| | | | 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: 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 | |

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| | | | <p>1.1.3 types/sources of innovative finishing materials, accessories, and designs</p> <p>1.1.4 processes in enhancing/decorating finished products</p> | |
| | | | 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 | |
| | | | <p>1.6 constructs project plan</p> <p>1.6.1 considers deliberate policies on sustainable development in constructing the project plan</p> <p>1.6.2 demonstrates resourcefulness and management skills in the use of time, materials, money, and effort</p> <p>1.6.3 assesses the quality of enhanced product using rubrics</p> <p>1.6.4 refines product based on assessment made</p> | Weeks 4-5 |

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| | | | 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.) | |

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 | K-12 CG Code |
|---------|--|---|---|----------|--------------|
| 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 | | |

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| | | | <p>2.4 Ask and respond to questions on simple routine workplace procedures and matters concerning conditions of employment</p> <p>2.5 Interpret and implement meeting outcomes</p> | | |
| 0 | | | <p>LO 3. Complete relevant work-related documents</p> <p>3.1 Complete ranges of forms relating to conditions of employment accurately and legibly</p> <p>3.2 Record workplace data on standard workplace forms and documents</p> <p>3.3 Use basic mathematical process for routine calculations</p> <p>3.4 Errors in recording information on forms.</p> <p>3.5 Identify and rectify documents</p> <p>3.6 Complete reporting requirements to superior according to enterprise guidelines</p> | | |
| | 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 | <p>LO 1. Describe team role and scope</p> <p>1.1 Identify role and objective of the team</p> <p>1.2 Identify team parameters, relationships, and responsibilities</p> <p>1.3 Identify individual role and responsibilities</p> | Week 2 | |

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| 0 | | | <p>1.4 Identify and recognize roles and responsibilities of other team members</p> <p>1.5 Identify reporting relationships within team and external to team</p> | Week 2 | | |
| | | | <p>LO 2. Set and meet work priorities</p> <p>2.1 Prioritize competing demands to achieve personal, team and organizational goals and objectives</p> <p>2.2 Utilize resources efficiently and effectively to manage work priorities and commitments.</p> <p>2.3 Follow practices and economic use and maintenance of equipment and facilities as per established procedures.</p> | | | |
| 0 | | | <p>LO 3. Work as a team member</p> <p>3.1 Undertake appropriate forms of communication and interactions.</p> <p>3.2 Make appropriate contributions to complement team activities and objectives.</p> <p>3.3 Follow reporting using standard operating procedures.</p> <p>3.4 Contribute development of team work plans based from team role</p> | | | |

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| 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 | <p>LO 1. Select and use farm tools and equipment*</p> <p>1.1 Identify farm tools and equipment according to use</p> <p>1.2 Conduct pre-operation check-up in line with the manufacturer's manual</p> <p>1.3 Use appropriate tools and equipment for the job requirement according to manufacturer's specifications and instructions</p> | Week 3 | TLE_9-12UT-0a-1 |
| | | | <p>LO 2. Perform preventive maintenance of tools and equipment</p> <p>2.1 Clean tools and equipment after use in line with farm procedures</p> <p>2.2 Perform routine check-up and maintenance</p> <p>2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment</p> <p>2.4 Store tools and equipment in designated areas in line with farm procedures.</p> | | TLE_AF AC9-12MT-0c-3 |

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| 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 | TLE_AF AC9-12MC-0d-4 |
| | 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 5 | TLE_AF AAP9-12ASM O-la-b-1 |
| | | | 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. | | TLE_AF AAP9-12ASM O-lc-g-2 |

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| | | | <p>2.3 Follow emergency procedures to ensure a safe work requirement.</p> <p>2.4 Report hazards in the workplace in line with farm guidelines.</p> | | |
| 0 | 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 | <p>LO 1. Collect farm waste</p> <p>1.1 Prepare tools and materials for collection of farm waste</p> <p>1.2 Collect waste following OSH and waste collection requirements and plan</p> <p>1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol</p> | Week 5-6 | TLE_AF AAPC9- 12PFW- IIIi-j- IVa-9 |
| | | | <p>LO 2. Identify and segregate wastes</p> <p>2.1 Identify waste by categories according to industry standards and environmental legislation</p> <p>2.2 Perform waste segregation according to organizational requirements and relevant legislation</p> <p>2.3 Placing sorted waste into labeled container to avoid littering and prevent cross-contamination</p> <p>2.4 Obtain information on waste by asking authority to ensure correct identification</p> | | TLE_AF AAPC9- 12PFW- IVb-d- 10 |

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| | | | <p>LO 3. Treat and process farm wastes</p> <p>3.1 Handle dangerous and hazardous wastes according to organizational requirements and relevant legislation following OSHS procedures</p> <p>3.2 Process farm waste following environmental legislation and codes</p> <p>3.3 Apply principles of 3Rs (reduce, reuse and recycle) accordingly</p> <p>3.4 Dispose of processed farm waste according to environmental legislation and codes</p> | | <p>TLE_AF AACP9- 12PFW- IVe-g- 11</p> |
| | | | <p>LO 4. Perform housekeeping</p> <p>4.1 <i>Display appropriate warning signs and labels in conspicuous places around the workplace</i></p> <p>4.2 <i>Clean work area according to 5S principles</i></p> <p>4.3 <i>Check, clean, and stow away tools according to established industry procedures and following user's manual</i></p> <p>4.4 <i>Store materials following industry standard procedures and manufacturer's specifications</i></p> <p>4.5 <i>Check PPE for damage and ensure that clean and undamaged equipment is properly stored</i></p> <p>4.6 <i>Perform record keeping according to industry requirements</i></p> | | <p>TLE_AF AACP9- 12PFW- IVh-j-12</p> |

Note: Week 7 and 8 for 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 | K-12 CG Code |
|---------|---|--|---|----------|----------------------|
| 1 | 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 and equipment for the job requirement according to manufacturer's specifications and instructions | Week 1 | TLE_9-12UT-0a-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 | | TLE_AFA C9-12UT-0b-2 |

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| | | | procedures in sharpening and oiling farm tools and equipment | | |
| 1 | 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 | <p>LO 1. Perform estimation or basic calculation in the workplace</p> <p>1.1 Follow procedures in reporting to appropriate persons the estimate of materials and resources</p> <p>1.2 Perform estimations or calculations to be done according to the job requirement</p> <p>1.3 Employ different techniques in checking accuracy of result</p> | Week 2 | TLE_AFA C9-12MC-0d-4 |
| 1 | The learner demonstrates an understanding of interpreting plans and drawings. | The learner interprets plans and drawings relative to agricultural crop production. | <p>LO 1. Layout garden plots</p> <p>1.1. Design farm plans and layouts according to crop grown</p> <p>1.2. Follow strictly planting system and practices according to approved cultural practices</p> <p>1.3. Interpret irrigation system plan according to established procedures</p> <p>1.4. Differentiate designs of irrigation systems</p> | Week 3 | TLE_AFA C9-12ID-0f-g-6 |
| | The learner demonstrates an understanding of applying safety measures in the farm. | The learner consistently applies safety measures in the farm. | <p>LO 1. Determine areas of concern for safety measures</p> <p>1.5 Identify work tasks in line with farm operations</p> | Week 3-4 | TL TLE_AFA C9-12OS- |

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| 1 | | | <p>1.6 Determine place for safety measures in line with farm operations</p> <p>1.7 Determine time for safety measures in line with farm operations</p> <p>1.8 Prepare appropriate tools, materials, and outfits in line with job requirements</p> | | <p>0h-i-7E_AFA C9-12OS-0h-i-7</p> |
| | | | <p>LO 2. Apply appropriate safety measures</p> <p>2.5 Wear outfits according to farm requirements.</p> <p>2.6 Observe strictly the effectivity/shelf life/expiration of materials.</p> <p>2.7 Follow emergency procedures to ensure a safe work requirement.</p> <p>2.8 Report hazards in the workplace in line with farm guidelines.</p> | | |
| 1 | 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 | <p>LO 1. Collect farm waste</p> <p>1.4 Prepare tools and materials for collection of farm waste</p> <p>1.5 Collect waste following OSH and waste collection requirements and plan</p> <p>1.6 Collect dangerous and hazardous wastes following the HAZMAT protocol</p> | Week 4-6 | <p>TLE_AFA APC9-12PFW-IIIi-j-IVa-9</p> |

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| | | | <p>LO 2. Identify and segregate wastes</p> <p>2.5 Identify waste by categories according to industry standards and environmental legislation</p> <p>2.6 Perform waste segregation according to organizational requirements and relevant legislation</p> <p>2.7 Placing sorted waste into labeled container to avoid littering and prevent cross-contamination</p> <p>2.8 Obtain information on waste by asking authority to ensure correct identification</p> | <p>TLE_AFA ACP9- 12PFW- IVb-d-10</p> |
| | | | <p>LO 3. Treat and process farm wastes</p> <p>3.5 Handle dangerous and hazardous wastes according to organizational requirements and relevant legislation following OSHS procedures</p> <p>3.6 Process farm waste following environmental legislation and codes</p> <p>3.7 Apply principles of 3Rs (reduce, reuse and recycle) accordingly</p> <p>3.8 Dispose of processed farm waste according to environmental legislation and codes</p> | <p>TLE_AFA ACP9- 12PFW- IVe-g-11</p> |
| | | | <p>LO 4. Perform housekeeping</p> | <p>TLE_AFA ACP9-</p> |

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| | | | <p>4.7 <i>Display appropriate warning signs and labels in conspicuous places around the workplace</i></p> <p>4.8 <i>Clean work area according to 5S principles</i></p> <p>4.9 <i>Check, clean, and stow away tools according to established industry procedures and following user's manual</i></p> <p>4.10 <i>Store materials following industry standard procedures and manufacturer's specifications</i></p> <p>4.11 <i>Check PPE for damage and ensure that clean and undamaged equipment is properly stored</i></p> <p>4.12 <i>Perform record keeping according to industry requirements</i></p> | | 12PFW-IVh-j-12 |
| 1 | The learners demonstrate an understanding of the underlying theories in performing record keeping | The learners shall be able to perform record keeping | <p>LO 1. Carry out inventory activities</p> <p>1.1 Determine inventory inputs according to enterprise requirements</p> <p>1.2 Determine defective tools and equipment according to operation manuals</p> <p>1.3 Inspect facilities according to standard codes and laws</p> | Week 6 | TLE_AFA APC9-12PRK-1a-b-13 |
| 1 | | | <p>LO2. Maintain production record</p> <p>2.1 Prepare production plan according to enterprise requirements</p> | | TLE_AFA APC9-12PRK-1c-f-14 |

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| | | | <p>2.2 Prepare schedule for production activities based from enterprise requirements and plan</p> <p>2.3 Prepare production report in accordance with enterprise reporting procedures</p> <p>2.4 Monitor input and production using monitoring chart</p> | | |
| | | | <p>LO 3. Prepare financial records</p> <p>3.1 Compute production cost using established computation procedures</p> <p>3.2 Compute revenue using established computation procedures</p> | | <p>TLE_AFA ACP9- 12PRK- lg-j-15</p> |
| <p>Note: Week 7 and 8 for Entrepreneurship</p> | | | | | |

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 | K-12 CG Codes |
|---|--|--|---|----------|----------------------------|
| 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. | <p>LO 1. Select and use farm tools and equipment*</p> <p>1.1 Identify fishery tools and equipment according to use</p> <p>1.2 Conduct pre-operation check-up in line with the manufacturer's manual</p> <p>1.3 Use appropriate tools and equipment for the job requirement according to manufacturer's specifications and instructions</p> | Week 1 | TLE_AFAFC AP9-12UTE-1c-d-4 |
| | | | <p>LO 2. Perform preventive maintenance of tools and equipment</p> <p>2.1 Clean tools and equipment after use in line with farm procedures</p> <p>2.2 Perform routine check-up and maintenance</p> <p>2.3 Perform preventive maintenance by following the</p> | | TLE_AF AQ9-12UT-1c-3 |

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| | | | <p>procedures in sharpening and oiling farm tools and equipment</p> <p>2.4 Store tools and equipment in designated areas in line with farm procedures.</p> | | |
| 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 | <p>LO 1. Perform estimation or basic calculation in the workplace</p> <p>1.1 Follow procedures in reporting to appropriate person/s the estimate of materials and resources</p> <p>1.2 Perform estimations or calculations to be done according to the job requirement</p> <p>1.3 Employ different techniques in checking accuracy of result</p> | Week 2 | TLE_AF AFCAP 9-12PEBC -Ih-i-7 |
| 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. | <p>LO 1. Draw layout plans for ponds</p> <p>1.1. Identify different pond compartments</p> <p>1.2. Use signs and symbols of plan according to fishpond engineering standards</p> <p>1.3. Draw layouts of different pond designs according to established procedures</p> | Week 3 | TLE_AF AQ9-12ID-If-1 |
| | | | <p>LO 2. Draw layout plans for tanks</p> <p>2.1. Identify different life support systems for tanks</p> | | TLE_AF AQ9- |

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| | | | <p>2.2. Use signs and symbols of plan according to fishpond engineering standards</p> <p>2.3. Draw layouts of different tank designs according to established procedures</p> | | 12ID-Ig-2 |
| | | | <p>LO 3. Draw layout plans for pens and cages</p> <p>3.1. Identify the different life support systems for pens and cages</p> <p>3.2. Use signs and symbols of plan according to fishpond engineering standards</p> <p>3.3. Draw layouts of different pens and cages designs according to established procedures</p> | | TLE_AF AQ9-12ID-Ih-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 | <p>LO 1. Apply appropriate safety measures</p> <p>1.1. Identify work tasks</p> <p>1.2. Determine place and time for safety measures</p> <p>1.3. Prepare appropriate tools, materials and outfits</p> <p>1.4. Use tools and materials accordingly</p> <p>1.5. Identify hazards</p> <p>1.6. Wear outfit accordingly</p> <p>1.7. Observe shelf life</p> <p>1.8. Follow emergency procedures</p> | Week 4 | TLE_AF AQ9-12OS-Ii-1 |
| | | | <p>LO 2. Safekeeping/disposal of tools materials and outfit</p> | | TLE_AF AQ9- |

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| | | | <ul style="list-style-type: none"> 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 | | 12OS-lj-2 |
| 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 | <p>LO 1. Perform immediate life-saving First Aid pending medical assistance</p> <ul style="list-style-type: none"> 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 | Week 5 | TLE_AF AFCAP 9- 12PFTB -IIIa-b- 17 |

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| | | | <p>LO 2. Recognize the symptoms of acute illness and/or injury and take appropriate action</p> <p>2.1 Correctly identify the conditions requiring special first aid procedures</p> <p>2.2 Take care of unconscious casualty in real or simulated situation in accordance with established First Aid procedures</p> <p>2.3 Identify the possible causes of respiratory failure and breathing difficulty</p> <p>2.4 Provide appropriate care to casualty with respiratory failure or breathing difficulty</p> | <p>TLE_AF AFCAP 9- 12PFTB -IIIb-d- 18</p> |

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| | | | <p>2.5 Identify the symptoms and signs of casualty having angina pain/heart attack</p> <p>2.6 Identify the symptoms or signs of poisoning, bites, and stings in real or simulated situation</p> <p>2.7 Take appropriate action to casualty having signs of poisoning, bites, or sting in real or simulated situation</p> <p>2.8 Apply appropriate action to conscious casualty with acute illness and/or injury in accordance with established First Aid procedures</p> | | |
| 0 | | | <p>LO 3. Manage wounds and bleeding</p> <p>3.1 Control severe external bleeding in real or simulated situation</p> <p>3.2 Identify symptoms and signs of severe internal bleeding</p> <p>3.3 Apply appropriate action to casualty with severe internal bleeding in real or simulated situation</p> <p>3.4 Correctly manage a real or simulated laceration, abrasion, and deep puncture wound in accordance with established First Aid procedures</p> | | <p>TLE_AF AFCAP 9- 12PFTB -IIIe-19</p> |

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| | | | <p>3.5 Identify the signs of wound infections in real or simulated situation</p> <p>3.6 Provide appropriate action in managing wound infections in real or simulated situation</p> | | |
| | | | <p>LO 4. Manage burns</p> <p>4.1 Apply appropriate First Aid procedures to casualty suffering from burn</p> <p>4.2 Assess the severity of burn in terms of depth, position, and size in accordance with established procedures</p> <p>4.3 Apply correct method of treatment for burns in real or simulated situations</p> | | <p>TLE_AF AFCAP 9- 12PFTB -IIIif-20</p> |
| | | | <p>LO 5. Manage bone, joint, and muscle injuries</p> <p>5.1 Identify symptoms and signs of fractures (simple and complicated)</p> <p>5.2 Correctly manage problems and treatment associated with dislocated joints in accordance with established procedures</p> <p>5.3 Correctly perform First Aid treatment of pelvic and chest injuries and fractures of limbs,</p> | | <p>TLE_AF AFCAP 9- 12PFTB -IIIg-h- 21</p> |

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| | | | <p>including the immobilization techniques, in accordance with established procedures</p> <p>5.4 Identify the symptoms and signs of sprains and strains in accordance with established procedures</p> | |
| | | | <p>LO 6. Adapt First Aid procedures for remote situations</p> <p>6.1 Apply safety precautions needed to prevent accidents, illness, and injuries and infection in remote areas</p> <p>6.2 Identify the factors involving the prevention of heat and cold exposure</p> <p>6.3 Discuss the factors involving the prevention of heat and cold exposure</p> <p>6.4 Identify the symptoms and signs of hyperthermia and hypothermia</p> <p>6.5 Apply appropriate First Aid procedures in hyperthermia and hypothermia</p> <p>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</p> | <p>TLE_AF AFCAP 9- 12PFTB -IIIi-j- 22</p> |

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| | | | <p>maintenance of body temperature</p> <p>6.7 Manage casualty with severe injuries including transport from remote situation</p> <p>6.8 Identify the necessary First Aid resources and emergency equipment required for remote areas</p> | | |
| 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 | <p>LO 1. Identify garbage disposal procedures</p> <p>1.1 Identify relevant guidelines for the implementation of garbage disposal onboard to ensure protection of marine environment</p> <p>1.2 Apply relevant guidelines for the implementation of garbage disposal on board to ensure protection of marine environment</p> <p>1.3 Follow relevant company requirements on marine environmental protection as per established practice</p> <p>1.4 Observe appropriate measures to prevent operational pollution</p> | Week 6 | TLE_AF AFCAP 9- 12PME- IVa-b- 23 |

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| 0 | | | <p>to prevent pollution of the marine environment in accordance with regulations and procedures</p> <p>1.5 Apply appropriate measures to prevent operational pollution to prevent pollution of the marine environment in accordance with regulations and procedures</p> <p>1.6 Monitor compliance with state / territory garbage disposal procedures for the protection of the marine environment</p> <p>1.7 Identify incidents of noncompliance</p> | | |
| | | | <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>TLE_AF AFCAP 9- 12PME- IVc-d- 24</p> |

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| | | | <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 and procedures for the protection of the marine environment</p> | | |
| Note: Week 7 and 8 Entrepreneurship | | | | | |