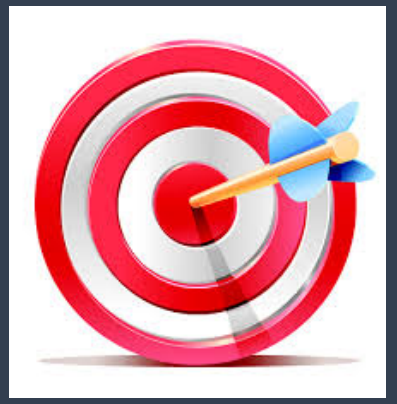
STREAMLINING THE K12 CURRICULUM: An Approach to Determining which K12 Standards and Competencies to Teach

PEAC WEBINAR
ENGLISH
JUNE 8, 2020



bjectives:

- *Discuss the rationale and parts of the DepEd MELCS Curriculum Guide for SY 2020-2021*
- *Explain the process of streamlining K12 standards and competencies*
- *Relate the importance of alignment in streamlining with PEAC Recertification*
- *Apply the process to selected units of study in a subject area for curriculum mapping, identification of instructional materials and preparation of the unit calendar*

PEAC

PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education

IMPORTANT DATES

Release of Final Report for Schools Visited SY 2019-2020

Starts April 20, 2020

Final reports will be released by batch beginning with schools visited August 2019. Communication will be sent to schools once reports are available in their respective EIS accounts.

ESC Schools Due for Recertification

deadline of submission of requirements

Part 1: September 1, 2020
Part 2: September 30, 2020

Schedule of E-Recertification

November 2020-March 2021

Certification for SY 2020-2021 is suspended.

Go to https://peac.org.ph/certification/ for more details.

For inquiries, please contact the Certification Unit at certification@peac.org.ph or 0917.501.3669.

DEPED LEARNING CONTINUITY PLAN

PEAC E-RECERTIFICATION

SCHOOL CURRICULUM SY 2020-2021

30 May 2020

HOW WILL ESC SCHOOLS IN SY 2020-2021 PREPARE THE SCHOOL CURRICULUM?

13 June 2020

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

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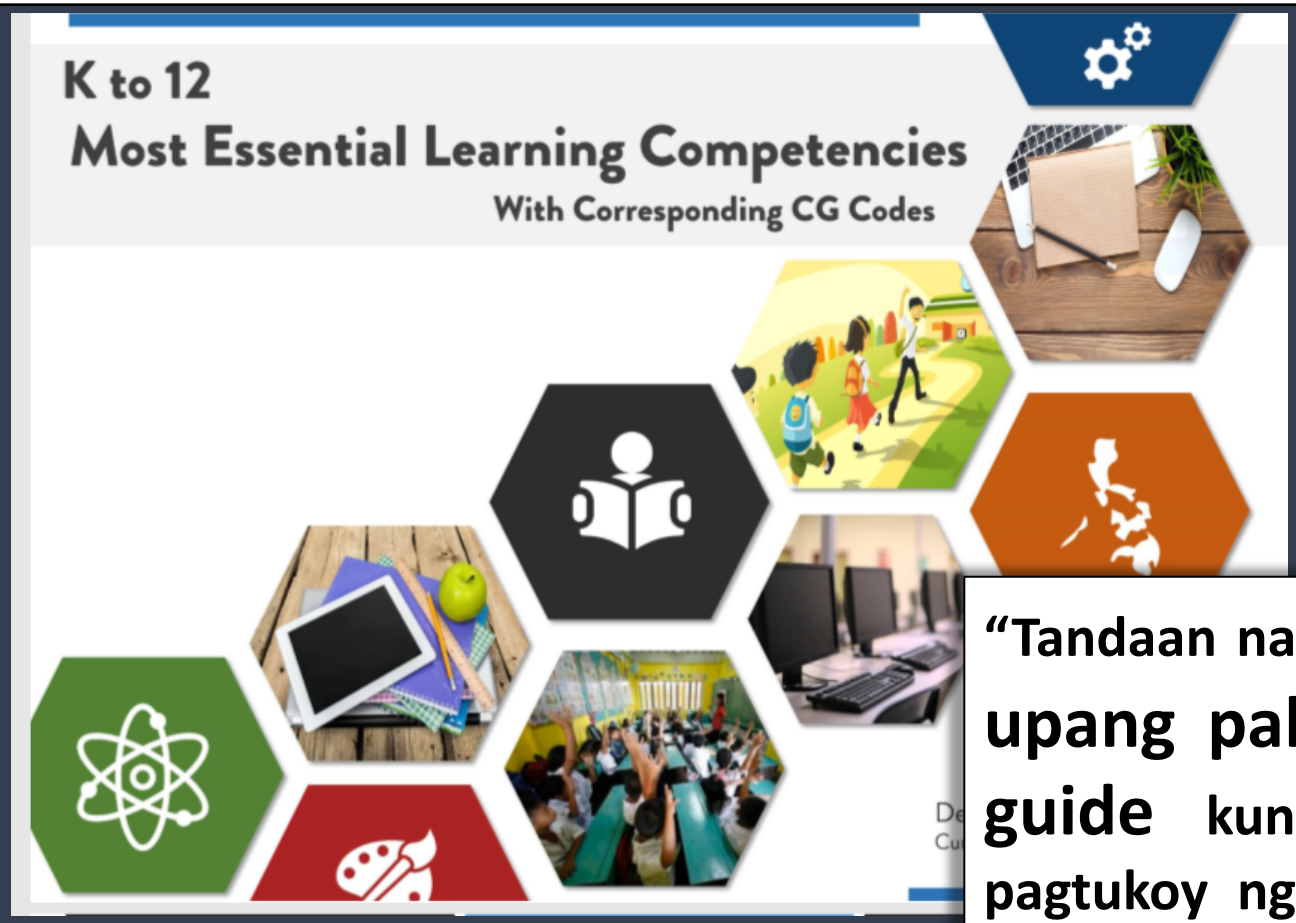
(Q1)								

HOW CAN ESC SCHOOLS PREPARE A CURRICULUM MAP THAT COVERS THE K12 STANDARDS AND COMPETENCIES IN THE "NEW NORMAL" AND MEETS RECERTIFICATION REQUIREMENTS?

"…releasing the MELCs does not downplay the standards set by the K to 12 curriculum guides. Rather, these serve as guide to teachers as they address the instructional needs of learners while ensuring that curriculum standards are maintained and achieved."

GUIDELINES ON THE USE OF THE MELCS, p. 2



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

FILIPINO BRIEFER, p. 33

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance					
1. A curriculum map in each subject area that:					
- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	4	3	2	1	0
- articulates vertical learning progressions across the different grade levels*	4	3	2	1	0
2. The implementation and continuous improvement of the curriculum maps by:					
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

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PREPARE BY USING DEPED CURRICULUM GUIDE AND/OR DEPED MELCS AND PEAC CERTIFICATION ASSESSMENT INSTRUMENT

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

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FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

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FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration
	geometry of shapes and sizes, and geometric relationships.	accurately authentic problems involving sides and angles of a polygon	derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines.	Week 2
			derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	Week 3
			uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	Week 4
			illustrates polygons: (a) convexity; (b) angles; and (c) sides.	Week 5
			derives inductively the relationship of exterior and interior angles of a convex polygon.	Week 6
			illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	Week 7
			constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.	Week 8
			solves problems involving sides and angles of a polygon.	Week 9
Q4	demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability.	is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.	poses real-life problems that can be solved by Statistics.	Week 1
			formulates simple statistical instruments.	
			gathers statistical data.	Week 2
			organizes data in a frequency distribution table.	Week 3
			uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	Week 4 to 5
			illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	Week 6
			calculates the measures of central tendency of ungrouped and grouped data.	
			illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	Week 7
			calculates the measures of variability of a	
			uses appropriate statistical measures in a	
			draws conclusions from graphic and tabu and variability.	

The K to 12 Basic Education Curriculum is standards-based. The content standards cover a specified scope of sequential topics, identify and set the essential knowledge and understanding that must be learned. The performance standards describe the abilities and skills that the learners are expected to demonstrate in relation to the content standards.

MELCS: SCIENCE BRIEFER, p. 42

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

GUIDELINES ON THE USE OF THE MELCS, p. 3

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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ALIGNMENT OF STANDARDS-COMPETENCIES-ACTIVITIES

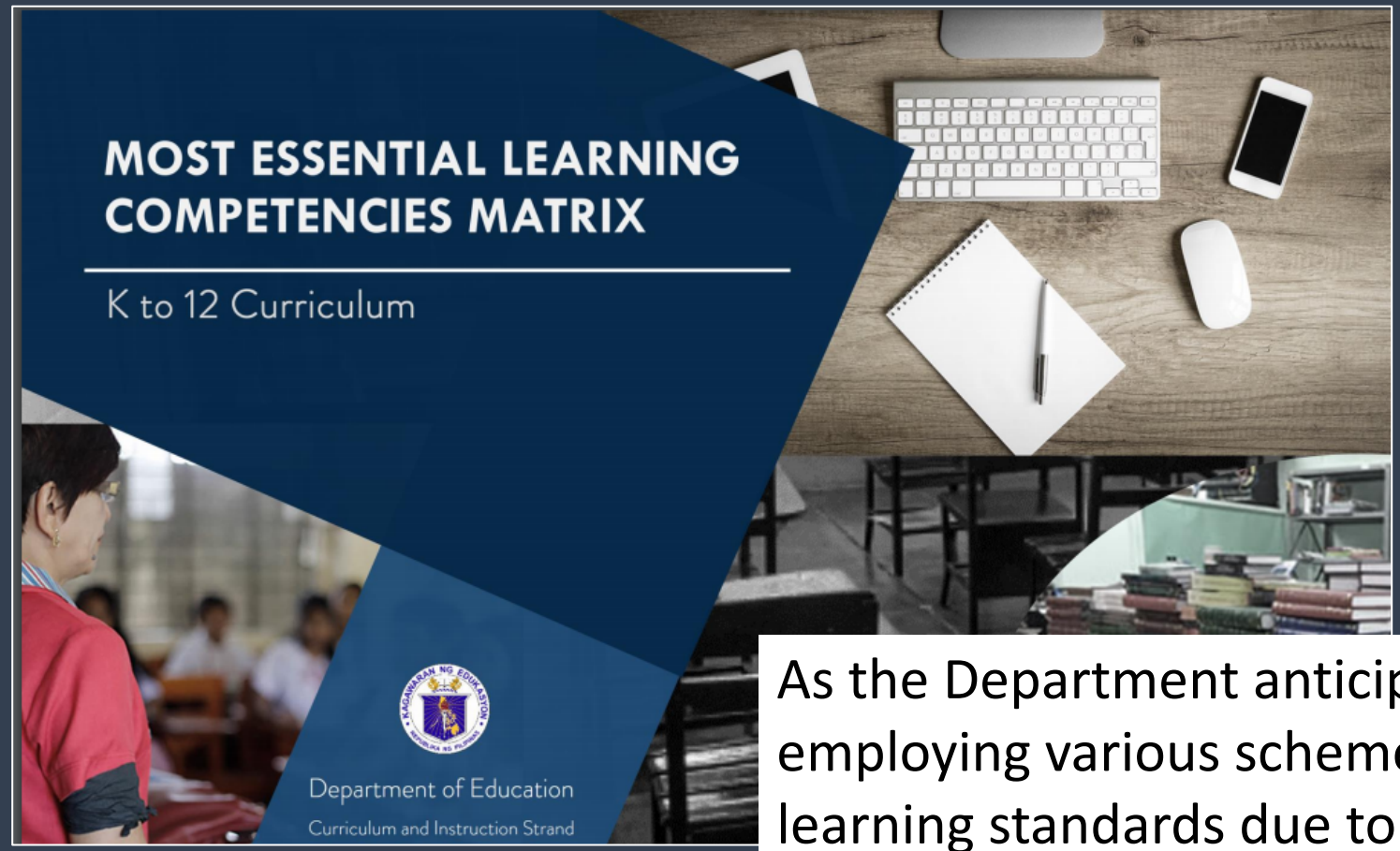
These standards are further represented as learning competencies which are the knowledge, skills and attitudes that students need to demonstrate in every lesson or learning activity.

MELCS: SCIENCE BRIEFER, p. 42

Characteristics of an Essential Learning Competency

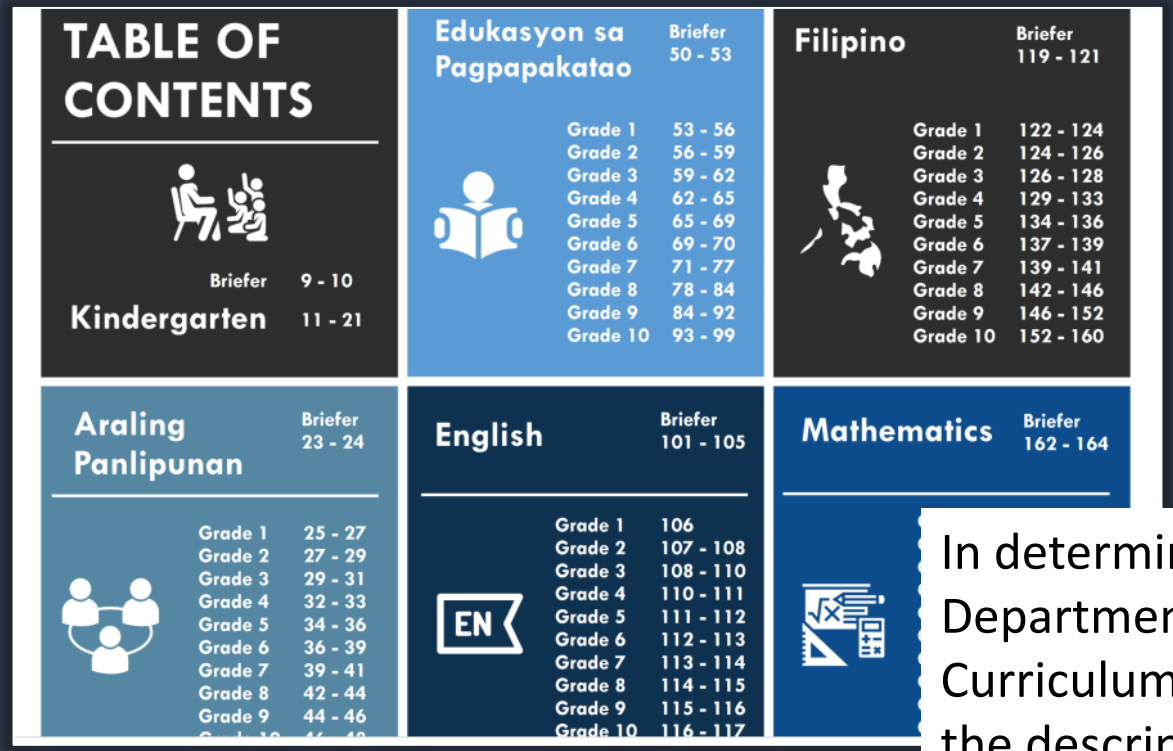
Learning competency is *ESSENTIAL* if …	1. it is aligned with national, state, and/or local standards/ frameworks (eg: 'scientifically literate Filipinos'). 2. it connects the content to higher concepts across content areas. 3. it is applicable to real-life situations. 4. If students left school after this grade, it would be important for them to have this competence above many others. 5. it wouldn't be expected that most students would learn this through their parents/communities if not taught at school.

GUIDELINES ON THE USE OF THE MELCS, p. 2



As the Department anticipates the challenges in employing various schemes in the delivery of the learning standards due to COVID19, the number of the identified essential learning competencies per quarter were further reduced, thus, the term **most essential learning competencies (MELCs)**.

GUIDELINES ON THE USE OF THE MELCS, p. 3



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In determining the most essential learning competencies, the Department collaborated with stakeholders from the Assessment Curriculum and Technology Research Centre (ACTRC), during which the descriptor – **ENDURANCE – was considered the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed or if it is useful beyond a single test or unit of study.** Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life (Reeves, 2002; Many & Horrell, 2014).

GUIDELINES ON THE USE OF THE MELCS, p. 3

TEPSA News
Texas Elementary Principals & Supervisors Association

Serving Texas PreK-8 School Leaders | January/February 2014 | Vol. 71, No. 1 | www.tepsa.org

Best Practices/Tom W. Many, Ed.D. and Ted Horrell

Prioritizing the Standards Using R.E.A.L. Criteria

"In the absence of an agreed-upon set of criteria for prioritizing the standards, educators will, out of necessity, make up their own."
-Larry Ainsworth

Whether working in Texas, which has categorized the Essential Knowledge and Skills into readiness and supporting standards, or in the 46 states that adopted the Common Core, teachers routinely ask themselves the same questions: Are some standards more important than others? Which standards will students need in the next class, course or grade level? Will all the standards be tested?

During a recent team meeting teachers were given a sample unit plan and asked to 'identify what was important for students to learn' before an upcoming assessment. Teachers embraced the task but as they worked to identify the requisite standards for the upcoming unit, it became obvious that each individual was using their own unique criteria to prioritize what was essential for students to learn. The result was several different and competing sets of standards based on the contrasting views of individual teachers. Agreement on the unit's essential outcomes remained an elusive goal.

Larry Ainsworth argues that this experience is not unique to a single district, school or team. He suggests that "left to their

rowing a voluminous number of student learning outcomes, educators naturally pick and choose those they know best, like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests." Reaching consensus on a unit's essential outcomes is important but many teachers wonder where to begin the task of prioritizing an overwhelming number of standards.

Using the R.E.A.L. Criteria to Prioritize the Standards

In response to this dilemma, Ted Horrell and his colleagues in Shelby County, Tennessee have translated criteria first developed by Reeves and Ainsworth into an easy to remember acronym. Using the R.E.A.L. criteria (Readiness, Endurance, Assessed, and Leverage), teachers collaborate around whether a particular standard should be considered a priority. An example for each of the four categories is listed below.

Readiness: The 'R' stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level. Here is an example of a Readiness standard

https://absenterprisedotcom.files.wordpress.com/2016/06/real-standards.pdf

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R

Readiness: The 'R' stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level. Here is an example of a Readiness standard.

Algebra I Standard: *Manipulate formulas and solve literal equations.*

Student proficiency in this standard is necessary for success in subsequent math classes including Geometry and Algebra II. Students who cannot demonstrate these skills would not be ready to advance to the next level of instruction.

E

Endurance: The 'E' represents Endurance. This standard provides students with knowledge and skills that are useful beyond a single test or unit of study. Here is an example of an Endurance standard.

https://absenterprisedotcom.files.wordpress.com/2016/06/real-standards.pdf

English 9-10 Standard: *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

This standard, in particular the skill of providing an objective summary of written passages, will be required for future high school and college courses. It is also likely to be an essential skill in many professions and in everyday life. The standard has a high degree of endurance.

A

Assessed: The 'A' represents Assessed. This standard will be assessed on upcoming state and national exams. Here is an example of a standard reflecting the Assessed criteria.

Algebra I Standard: *Order and classify rational numbers.*

Although ordering numbers is a vital part of the math curriculum that most students master at an early age, classifying rational numbers is a skill that is not an essential building block for understanding future concepts, nor does it have much practical application outside of the math curriculum. However, there are questions on the ACT and PSAT that require students to use this specific skill—a fact that would have to be considered when prioritizing this standard.

L

Leverage: The 'L' corresponds to Leverage. This standard will provide students with the knowledge and skills that will be of value in multiple disciplines. Here is an example of a standard reflecting the Leverage criteria.

Physical Science Standard: *Choose, construct, and analyze appropriate graphical representations for a data set.*

Though it is part of the physical science curriculum, this standard has significant leverage. Students will be expected

which promotes development of better assessments and helps identify which students will need more time and support. This kind of knowledge fosters more efficient planning and more efficient sharing of resources.

Prioritizing the standards also encourages teachers to embrace more effective instructional practices by reducing the pressure to simply cover the material. According to Ainsworth, "the consensus among educators nationwide is that in-depth instruction of 'essential' concepts and skills is more effective than superficially 'covering' every concept in the textbook."

Perhaps the biggest argument in favor of prioritizing standards is the positive effect the process has on sharpening the pedagogy and deepening the content knowledge of teachers. Teams who prioritize the standards recognize that in many ways, the process is as important as the product. Carefully analyzing the standards, debating the merits of individual standards, and coming to consensus on the most essential standards helps everyone gain a more thorough understanding of what teachers should teach and student should learn.

If Everything is Important, Then Nothing is Important

To paraphrase the famous quote, "if everything is a priority, then nothing is a priority." The question is not whether teachers will prioritize the standards but how will teachers prioritize the standards. Will teachers use a unique set of criteria formed by individuals working in isolation or will they prioritize the standards based upon a common and agreed upon set of criteria developed collaboratively while working as a team?

The answer is to embrace our collective responsibility, decide together what is most important for students to know and be able to do, and prioritize our teaching around the most important things. Insisting teams collaboratively prioritize the standards using R.E.A.L. criteria provides an important leverage point for principals. ■

https://absenterprisedotcom.files.wordpress.com/2016/06/real-standards.pdf

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

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FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS BASED ON R.E.A.L.

FROM SUBJECT TEACHER

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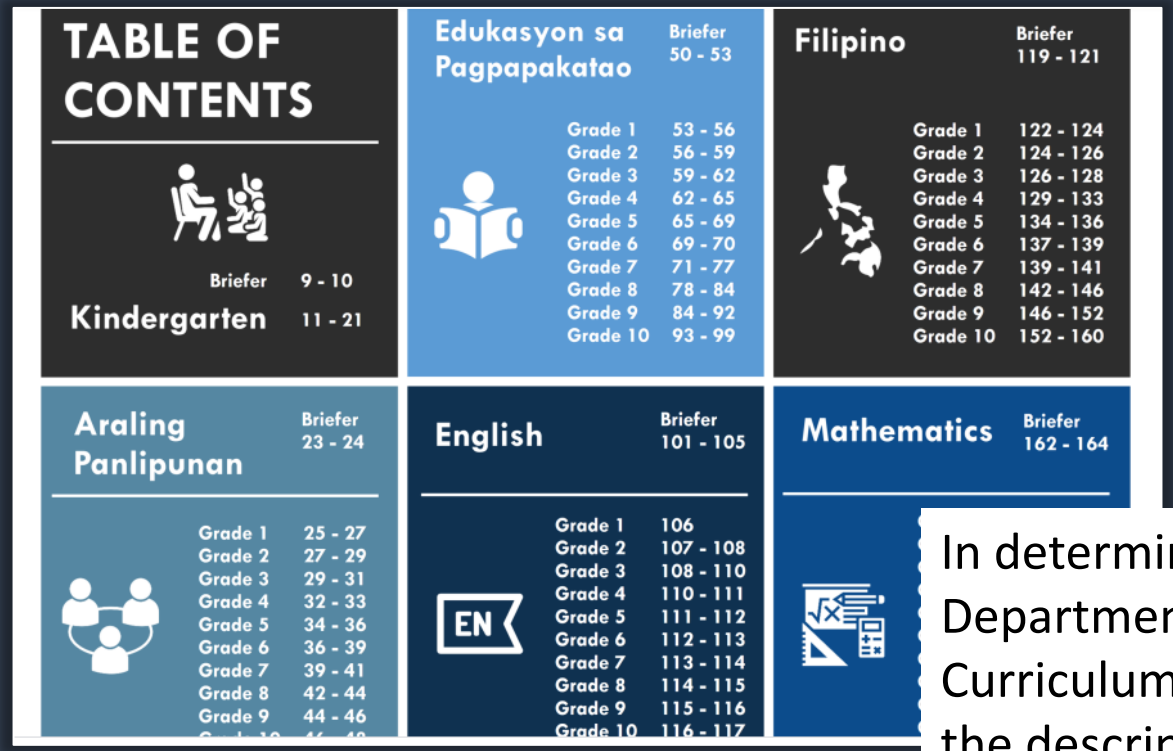

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Mathematics
Briefer 162 - 164

TRANSFER OF LEARNING TO REAL LIFE

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GUIDELINES ON THE USE OF THE MELCS, p. 3

Certification Assessment Instrument

3. Learning plans in each subject area that show:
▪ use of and alignment with curriculum standards*
▪ a systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning*
▪ use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning*
▪ incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology*
▪ provisions of different activities that are sensitive to and address the learners' varied interests and learning styles
▪ selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies

IN THE LEARNING PLAN, WE WILL SEE…

Standards stated at start of plan.

Procedures related to A, M, and T. Plan ends with Performance Task.

Activities and strategies done in procedures describe student actions more than teacher actions. Less teacher talk, more student interaction.

- Values integration with Vision-Mission
- Activities and questions related to 7Cs
- Activities and questions related to social issues and community events
- Activities and questions connecting to other subjects
- Use of multimedia and other apps to present lesson or produce student output

Activities that are differentiated or show use of multiple intelligences; choice in roles or products in performance task

Activities that are differentiated or show use of multiple intelligences; student choice in roles or products in performance task

Since Transfer of Learning to Real Life is emphasized in MELCS, how do we ensure its achievement in the curriculum design?

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ENSURE ENDURANCE OR TRANSFER OF LEARNING BY DOING ANY OF THE FF. WITH MELCS:

1. **Unpack into sub-competencies/tasks**
2. **Repeat in another unit or grade level**
3. **Follow-up in higher grade levels**
4. **Cluster with other competencies**
5. **Merge with other competencies and rephrase**
6. **Focus on skill rather than on content**
7. **Align with unit performance standard**

1. UNPACK MELCS INTO SUB-COMPETENCIES

G7 Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	Determine the tone and mood of the speaker or characters in the narrative listened to
		Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts
		Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues
		Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers
		Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech

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

1. UNPACK MELCS INTO SUB-COMPETENCIES

G5 Q3	Summarize various text types based on elements	Identify the elements of literary texts
		Identify informational text-types
		Summarize narrative texts based on elements: -Theme -Setting -Characters (heroes and villains) -Plot (beginning, middle and ending)
		Identify the main idea, key sentences and supporting details of a given paragraph
		Distinguish text-types according to purpose (classify or describe, recall series of events, explain, persuade)
		Distinguish text types according to features (structural and language): problem and solution, cause and effect, comparison and contrast, and time order (sequence, recounts, process)
		Make generalizations
		Respond appropriately to messages of different authentic texts

2. REPEAT MELCS IN ANOTHER LEVEL FOR REINFORCEMENT

Grade Level	MELCs
Grade 4	Use context clues to find meaning of unfamiliar words: definition, exemplification
Grade 5	Infer the meaning of unfamiliar words using context clues

Grade Level	MELCs
Grade 7	• Determine the worth of ideas mentioned in the text listened to Determine the truthfulness and accuracy of the material viewed
Grade 9	• Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation • Determine the relevance and the truthfulness of the ideas presented in the material viewed

3. FOLLOW-UP MELCS IN HIGHER GRADE LEVELS

Grade Level	MELCs
Grade 7	Summarize key information from a text
Grade 8	Recognize positive and negative messages conveyed in a text
Grade 9	Make connections between texts to particular social issues, concerns, or dispositions in real life
Grade 10	Critique a literary selection/text based on the following approaches: structuralist/formalist; moralist; Marxist; feminist - historical

4. CLUSTER WITH OTHER COMPETENCIES

Grade 9 Quarter 3	Comments/Recommendations	Identifies MELCs
Identify the distinguishing features of Anglo-American one-act plays	Clustered and rephrased	Determine tone, mood, technique, and purpose of the author
Reflect on the ideas of the speaker		
Get familiar with the technical vocabulary for drama and theatre (like stage directions)		
Use the appropriate prosodic features of speech when delivering lines in a one-act play	Omitted	
Produce the English sounds correctly and effectively when delivering lines in a one-act play	Omitted	

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE

Grade 9 Quarter 1		
Learning Competencies	**Comments/Recommendations**	**Identified MELCs**
Provide words or expressions appropriate for a given situation	Rephrased	Determine the vocabulary or jargons expected of a communicative style.
Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)	Merged and rephrased	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)
Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.		

6. FOCUS ON SKILL RATHER THAN CONTENT

Grade 10	English CC	Rephrased
Quarter 3	EN10RC-IIIa-22.1: Overall artistic value of the structure and elements of the selection (structuralist/formalist)	• Compose an independent critique of a chosen selection • Critique a literary selection based on the following approaches: - structuralist/formalist - moralist - Marxist - feminist - historical

7. ALIGN WITH UNIT PERFORMANCE STANDARD

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.

NO CONTENT AND PERFORMANCE STANDARDS

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Supply other words or expressions that complete an analogy		EN7V-IV-c-23.1
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video		EN7VC-I-d-6
Q1	Use the passive and active voice meaningfully in varied contexts		EN7G-III-c-2
Q1	Use the past and past perfect tenses correctly in varied contexts		EN7G-III-h-3
Q1	Use direct and reported speech appropriately in varied contexts		EN7G-III-e-3
Q1	Use phrases, clauses, and sentences appropriately and meaningfully		EN7G-II-a-1
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)		EN7RC-IV-b-10
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to		EN7LC-II-a-6
Q2	Use a search engine to conduct a guided search on a given topic		EN7SS-II-c-1.5.3
Q2	Navigate a website using essential features, e.g. using headings, links, etc.		EN7V-IV-d-23.1
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material		EN7VC-IV-c-15
Q2	Summarize key information from a text		EN6OL-IVj-3.6
Q2	Use analogy to describe or make a point		
Q2	Transcode information from linear to non-linear texts and vice-versa		EN8RC-IIe-11
Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts		EN7OL-IV-e-3.10
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts		EN7OL-II-g-2.6.2 EN7OL-III-b-3

ALIGNMENT OF STANDARDS AND COMPETENCIES?

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.

NO CONTENT AND PERFORMANCE STANDARDS

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

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.

NO CONTENT AND PERFORMANCE STANDARDS

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Supply other words or expressions that complete an analogy		EN7V-IV-c-23.1
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video		EN7VC-I-d-6
Q1	Use the passive and active voice meaningfully in varied contexts		EN7G-III-c-2
Q1	Use the past and past perfect tenses correctly in varied contexts		EN7G-III-h-3
Q1	Use direct and reported speech appropriately in varied contexts		EN7G-III-e-3
Q1	Use phrases, clauses, and sentences appropriately and meaningfully		EN7G-II-a-1
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)		EN7RC-IV-b-10
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to		EN7LC-II-a-6
Q2	Use a search engine to conduct a guided search on a given topic		EN7SS-II-c-1.5.3
Q2	Navigate a website using essential features, e.g. using headings, links, etc.		EN7V-IV-d-23.1
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material		EN7VC-IV-c-15
Q2	Summarize key information from a text		EN6OL-IVj-3.6
Q2	Use analogy to describe or make a point		
Q2	Transcode information from linear to non-linear texts and vice-versa		EN8RC-IIe-11
Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts		EN7OL-IV-e-3.10
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts		EN7OL-II-g-2.6.2 EN7OL-III-b-3

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

CONTENT STANDARD | **PERFORMANCE STANDARD**

the parts and functions of the compound microscope	employ appropriate techniques using the compound microscope to gather data about very small objects	Identify parts of the microscope and their functions	Week 1
		Focus specimens using the compound microscope	Week 2
the different levels of biological organization		Describe the different levels of biological organization from cell to biosphere	Week 3
the difference between animal and plant cells		Differentiate plant and animal cells according to presence or absence of certain organelles	Week 4
		Explain why the cell is considered the basic structural and functional unit of all organisms	Week 4
reproduction being both asexual or sexual		Differentiate asexual from sexual reproduction in terms of: 1 Number of individuals involved; 2 Similarities of offspring to parents	Week 5
organisms interacting with each other and with their environment to survive		Differentiate biotic from abiotic components	Week 6

7. ALIGNMENT WITH UNIT STANDARDS

Grade Level: Grade 7
Subject: Science

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration
1st	scientific ways of acquiring knowledge and solving problems	perform in groups in guided investigations involving community- based problems using locally available materials	Describe the components of a scientific investigation	Week 1
	classifying substances as elements or compounds	make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses	Recognize that substances are classified into elements and compounds	Week 2-3
	the properties of substances that distinguish them from mixtures	investigate the properties of mixtures of varying concentrations using available materials in the community for specific	Distinguish mixtures from substances based on a set of properties	Week 4-5

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. **NO CONTENT AND PERFORMANCE STANDARDS**

Quarter	Most Essential Learning Competencies	Duration
1st Quarter	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan	
	Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay	
	Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan	
	Naipaliliwanag ang sanhi at bunga ng mga pangyayari	
	Nasusuri ang isang *dokyu-film* batay sa ibinigay na mga pamantayan	
	Naisasalaysay nang maayos at wasto ang buod, pagkakasunod-sunod ng mga pangyayari sa kuwento, mito, alamat, at kuwentong-bayan	
	Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (*kung, kapag, sakali, at iba pa*), sa paglalahad (una, ikalawa, halimbawa, at iba pa, isang araw, samantala), at sa pagbuo ng editoryal na nanghihikayat (totoo/tunay, talaga, pero/ subalit, at iba pa)	
	Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan	
	Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag	
	Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang *promo coupon* o *brochure*)	

Given these gaps, how do we align standards and competencies to ensure transfer to real life or endurance for lifelong learning? What process can be done?

STREAMLINING THE TEACHING AND LEARNING OF THE K12 CURRICULUM

https://www.pinterest.ph/pin/26880928995351324/?autologin=true

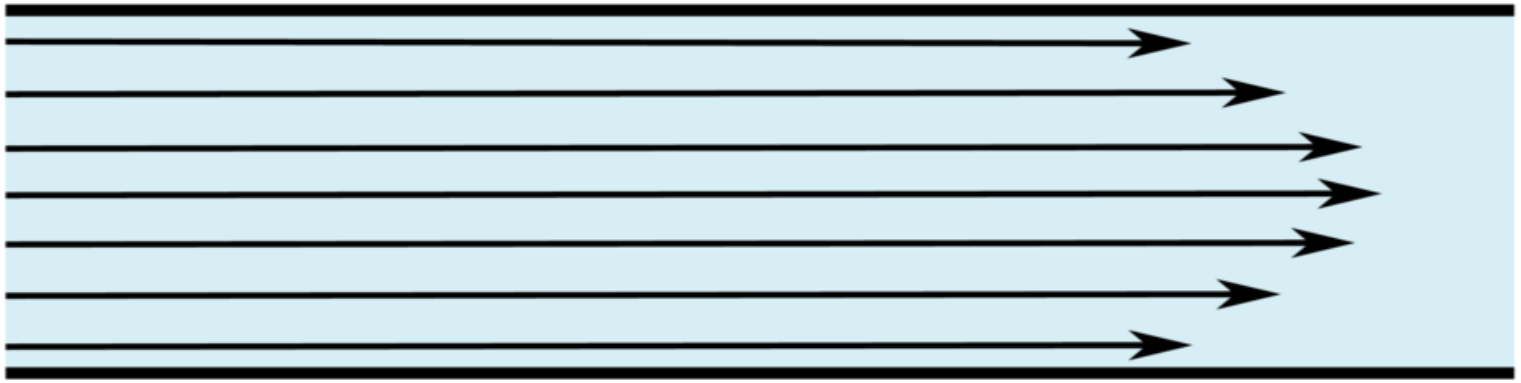
STREAMLINE:

"Path traced by a massless particle moving with the flow."

Flow follows a particular direction.

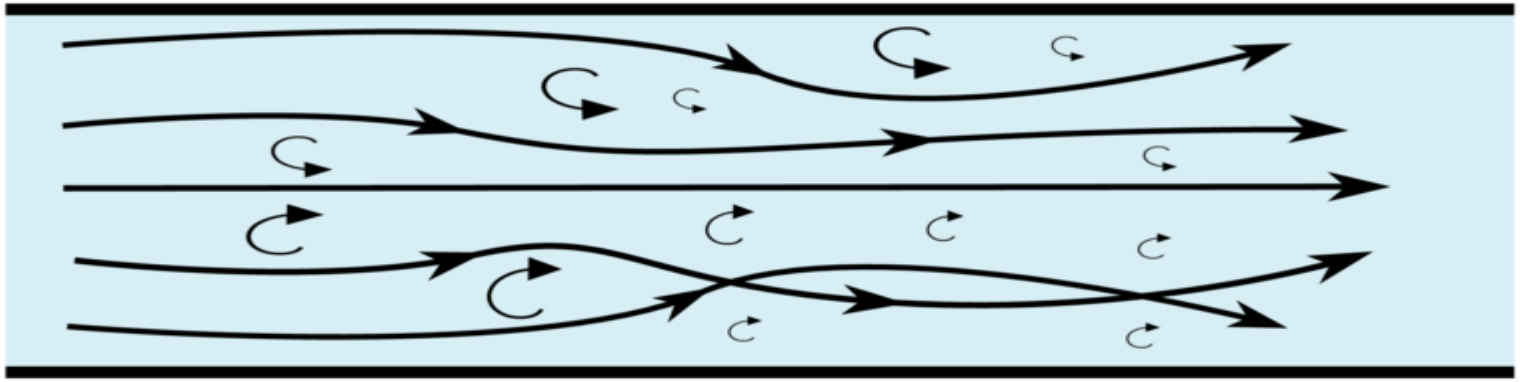
https://www.grc.nasa.gov/WWW/K-12/airplane/stream.html

laminar flow



Fluid particles follow a smooth path in layers or laminae with each layer moving parallel to each other without mixing; has visible stream lines

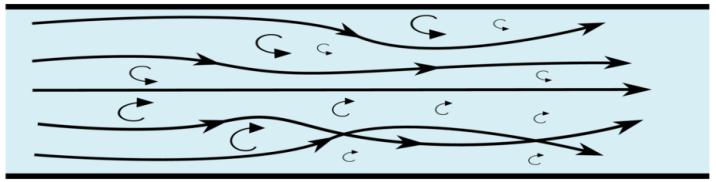
turbulent flow



Fluid particles move in a rough path and there are cross-currents and mixing of layers; has swirling zones

https://www.britannica.com/science/streamlining#ref54495

turbulent flow



ENGLISH GRADE 7
FIRST QUARTER WEEKLY OBJECTIVES

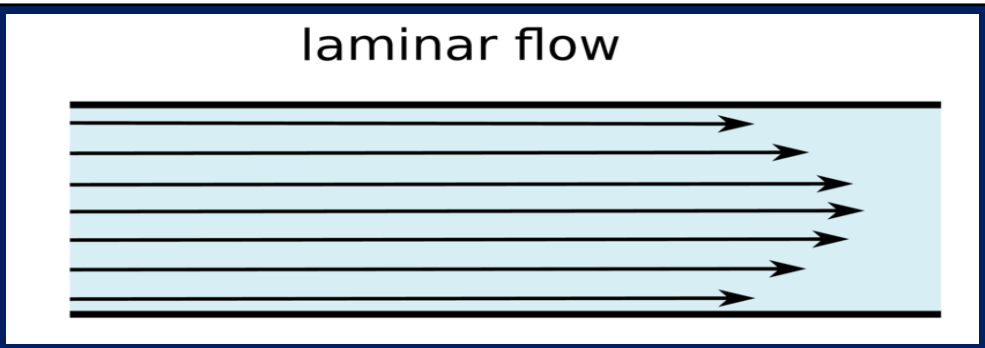
PROGRAM STANDARD: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

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

CONTENT STANDARD: The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.

PERFORMANCE STANDARD: The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.

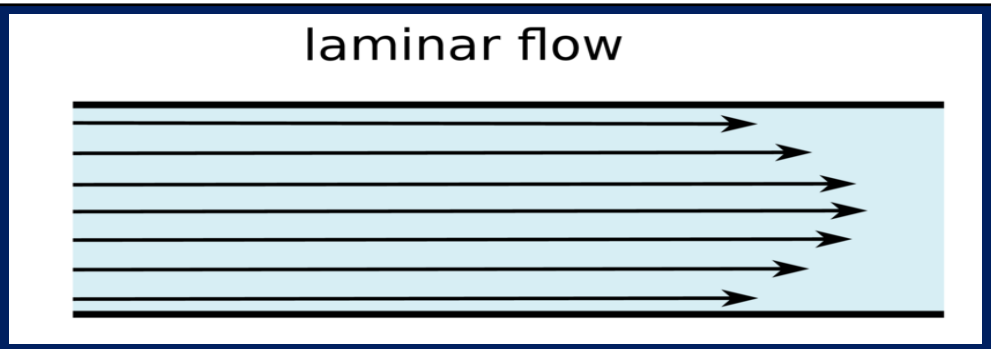
WEEK	READING COMPREHENSION	LISTENING COMPREHENSION	VIEWING COMPREHENSION	VOCABULARY DEVELOPMENT	LITERATURE	WRITING AND COMPOSITION	ORAL LANGUAGE AND [illegible]	GRAMMAR AWARENESS
1	**EN7RC-I-a-7:** Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose **EN7SS-I-a-1.5.2:** **Scan** for specific information.	**EN7LC-I-a-5:** Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning. **EN7LC-I-a-5.1:** Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-a-5.2:** Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning.	**EN7VC-I-a-8:** Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed.	**EN7V-I-a-22:** Distinguish between slang and colloquial expressions in conversations. **EN7V-I-a-22.1:** Distinguish features of colloquial language (fillers, contractions, etc.) and slang.	**EN7LT-I-a-1:** Discover literature as a means of connecting to a significant past. **EN7LT-I-a-2:** Describe the different literary genres during the pre-colonial period. **EN7LT-I-a-2.1:** Identify the distinguishing features of proverbs, myths, and legends.	**EN7WC-I-a-4:** Distinguish between formal and written language usage. **EN7WC-I-a-4.1:** Recognize the common purposes for writing	**EN7F-I-a-3.11:** Observe the correct pronunciation of vowels and consonant sounds, diphthongs, blends, glides, etc. **EN7F-I-a-3.11.1:** Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides.	**EN7G-I-a-11:** Observe correct subject-verb agreement



PLE DIARY CURRI UM MA

SUBJECT: En
GRADE LEV 8
TEACHERS
STRANDS: ing Com ens Listening Comprehe Vie Comprehension, Vocabula elo nt, Literature, W
C rehensio al uage and Fluency, Gra ar A ness

TERM NO: MONTH	UNIT TOPIC: CONTENT	STANDARDS	COMPETENCIES SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUE
OCTOBER - DECEMBER	Southeast Asian Literature Persuasive Speech	CONTENT: The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.	A.1. Use appropriate strategies for unlocking unfamiliar words	A.1. . Vocabulary Test	A.1. . Vocabulary Drill	A.1. Worksheet	Competence
			A.2. Identify the notable literary genres contributed by Southeast Asian writers	A.2. Identification	A.2. Mind Map	A.2. Concept Map	Competence
			A.3. Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers	A.3. Matching Type	A.3. Mix and |Match	A.3. Metacards	
			A.4. Recognize propaganda techniques used in a given text	A.4. Identification	A.4. Text analysis	A.4. Worksheets	Integrity
			A.5. Determine the target audience of a listening text and the objective/s of the speaker	A.5. Video Analysis	A.5. Video Analysis	A.5. Audio-Videos	



STREAMLINING IS NOT SIMPLY REDUCING COMPETENCIES; IT IS ESTABLISHING ALIGNMENTS BETWEEN STANDARDS, COMPETENCIES, ASSESSMENTS, ACTIVITIES, AND RESOURCES

PLE DIARY CURRI UM MA

SUBJECT: En
GRADE LEV 8
TEACHERS
STRANDS: ing Co Listening Comprehe Vie Comprehension, Vocabula nt, Literature, W
rehensio ral uage and Fluency, Gra ar A ness

TERM NO: MONTH	UNIT TOPIC: CONTENT	STANDARDS	COMPETENCIES SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUE
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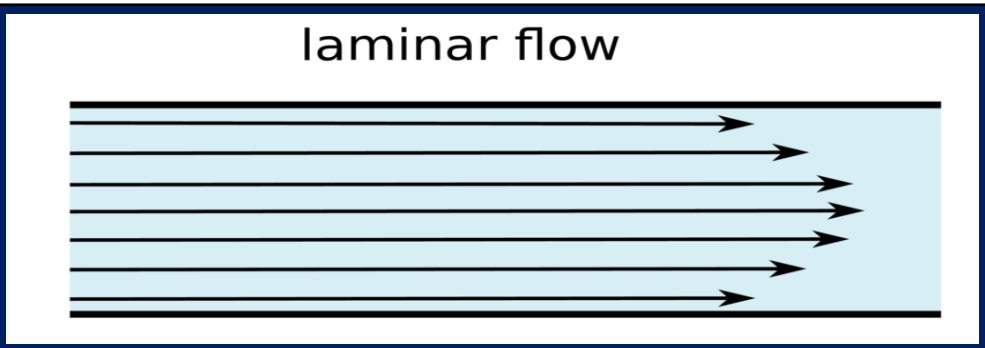
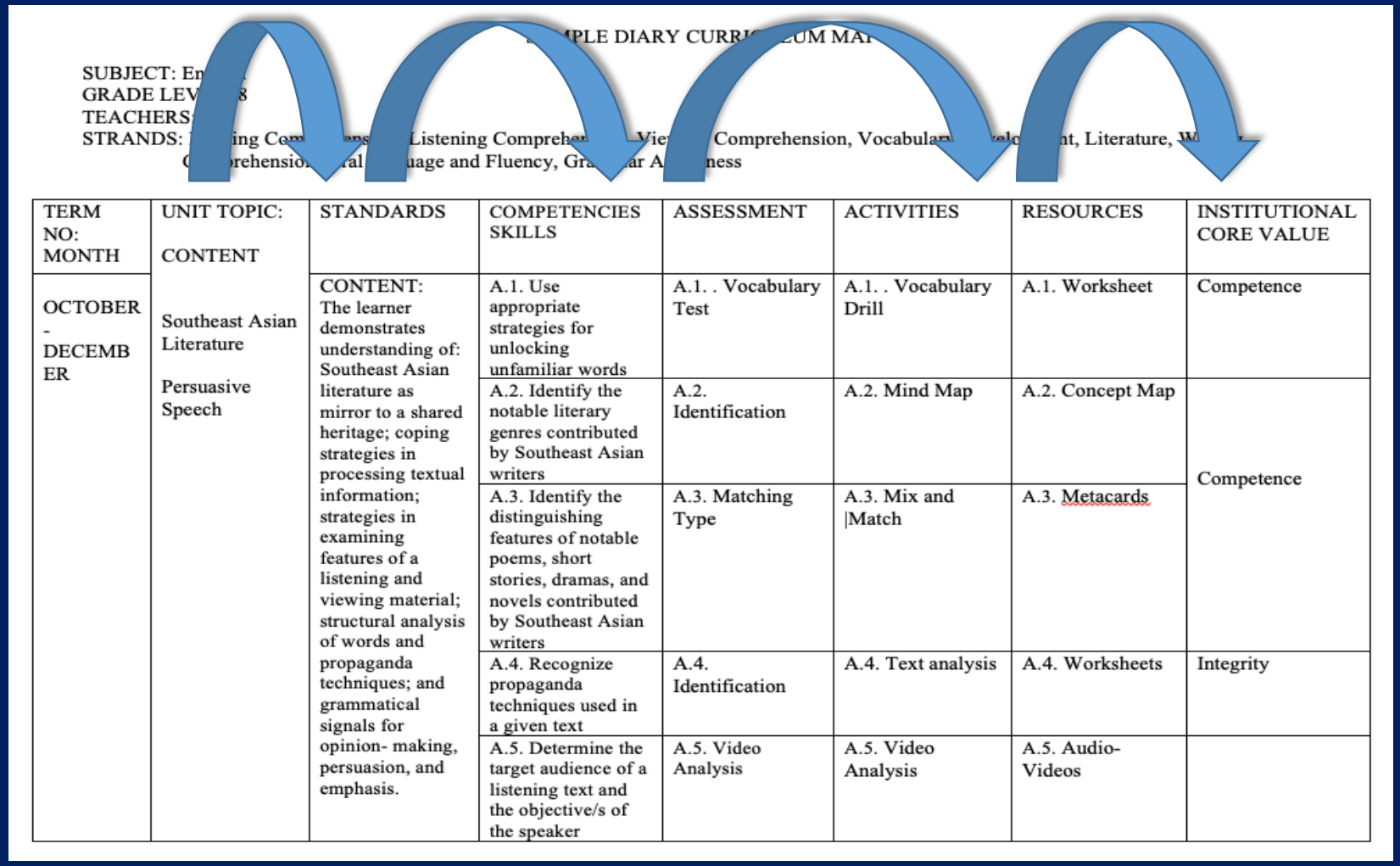
			A.4. Recognize propaganda techniques used in a given text	A.4. Identification	A.4. Text analysis	A.4. Worksheets	Integrity
			A.5. Determine the target audience of a listening text and the objective/s of the speaker	A.5. Video Analysis	A.5. Video Analysis	A.5. Audio-Videos	



BENEFITS OF STREAMLINING:

- **CLARITY OF PROCESS**
- **EFFICIENCY IN TEACHING**
- **FOCUS ON SKILL**
- **SCAFFOLDED SKILLS DEVELOPMENT**
- **EVIDENCE OF LEARNING**



PLE DIARY CURRI UM MA

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OCTOBER - DECEMBER	Southeast Asian Literature Persuasive Speech	CONTENT: The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.	A.1. Use appropriate strategies for unlocking unfamiliar words	A.1. . Vocabulary Test	A.1. . Vocabulary Drill	A.1. Worksheet	Competence
			A.2. Identify the notable literary genres contributed by Southeast Asian writers	A.2. Identification	A.2. Mind Map	A.2. Concept Map	Competence
			A.3. Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers	A.3. Matching Type	A.3. Mix and |Match	A.3. Metacards	
			A.4. Recognize propaganda techniques used in a given text	A.4. Identification	A.4. Text analysis	A.4. Worksheets	Integrity
			A.5. Determine the target audience of a listening text and the objective/s of the speaker	A.5. Video Analysis	A.5. Video Analysis	A.5. Audio-Videos	

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance					
1. A curriculum map in each subject area that:					
- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	4	3	2	1	0
- articulates vertical learning progressions across the different grade levels*	4	3	2	1	0
2. The implementation and continuous improvement of the curriculum maps by:					
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

NO	CONTENT STANDARD	PERFORMANCE STANDARD	?

Grade Level: Grade 6

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

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Identify real or make-believe, fact or non-fact images	?	EN6VC-IIIa-6.2
Q1	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance		EN5VC-IIIf-3.8
Q1	Make connections between information viewed and personal experiences		EN6VC-IVd-1.4
Q2	Identify the purpose, key structural and language features of various types of informational/factual text		EN6RC-IIIa-3.2.8
Q2	Recognize evaluative word choices to detect biases and propaganda devices used by speakers	?	EN6LC-IIIb-3.1.12
Q2	Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)		EN7VC-IV-c-15
Q3	Present a coherent, comprehensive report on differing viewpoints on an issue		EN10LC-IIId-3.18
Q3	Evaluate narratives based on how the author developed the elements	?	EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2

LAMINAR OR TURBULENT FLOW?

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.

NO CONTENT AND PERFORMANCE STANDARDS

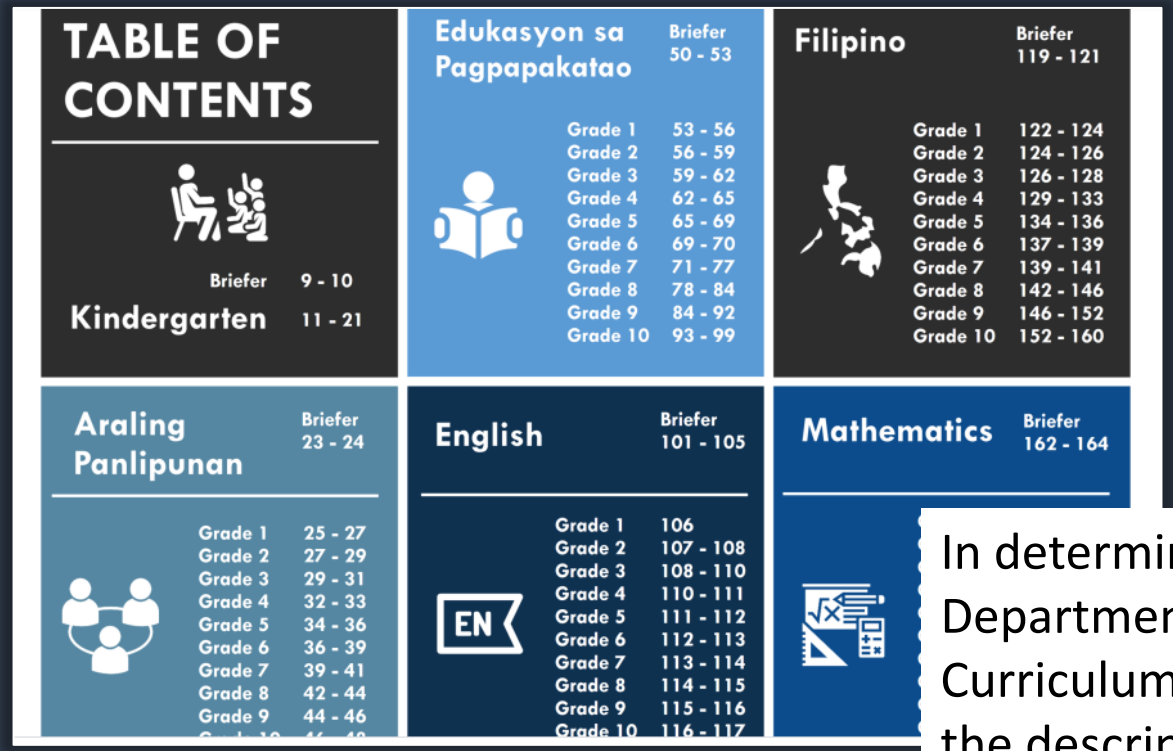
Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Supply other words or expressions that complete an analogy		EN7V-IV-c-23.1
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video		EN7VC-I-d-6
Q1	Use the passive and active voice meaningfully in varied contexts		EN7G-III-c-2
Q1	Use the past and past perfect tenses correctly in varied contexts		EN7G-III-h-3
Q1	Use direct and reported speech appropriately in varied contexts		EN7G-III-e-3
Q1	Use phrases, clauses, and sentences appropriately and meaningfully		EN7G-II-a-1
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)		EN7RC-IV-b-10
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to		EN7LC-II-a-6
Q2	Use a search engine to conduct a guided search on a given topic		EN7SS-II-c-1.5.3
Q2	Navigate a website using essential features, e.g. using headings, links, etc.		EN7V-IV-d-23.1
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material		EN7VC-IV-c-15
Q2	Summarize key information from a text		EN6OL-IVj-3.6
Q2	Use analogy to describe or make a point		
Q2	Transcode information from linear to non-linear texts and vice-versa		EN8RC-IIe-11
Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts		EN7OL-IV-e-3.10
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts		EN7OL-II-g-2.6.2 EN7OL-III-b-3

LAMINAR OR TURBULENT FLOW?

STREAMLINING BY:

<u>TECHNIQUE A</u>. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

<u>TECHNIQUE B.</u> IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE



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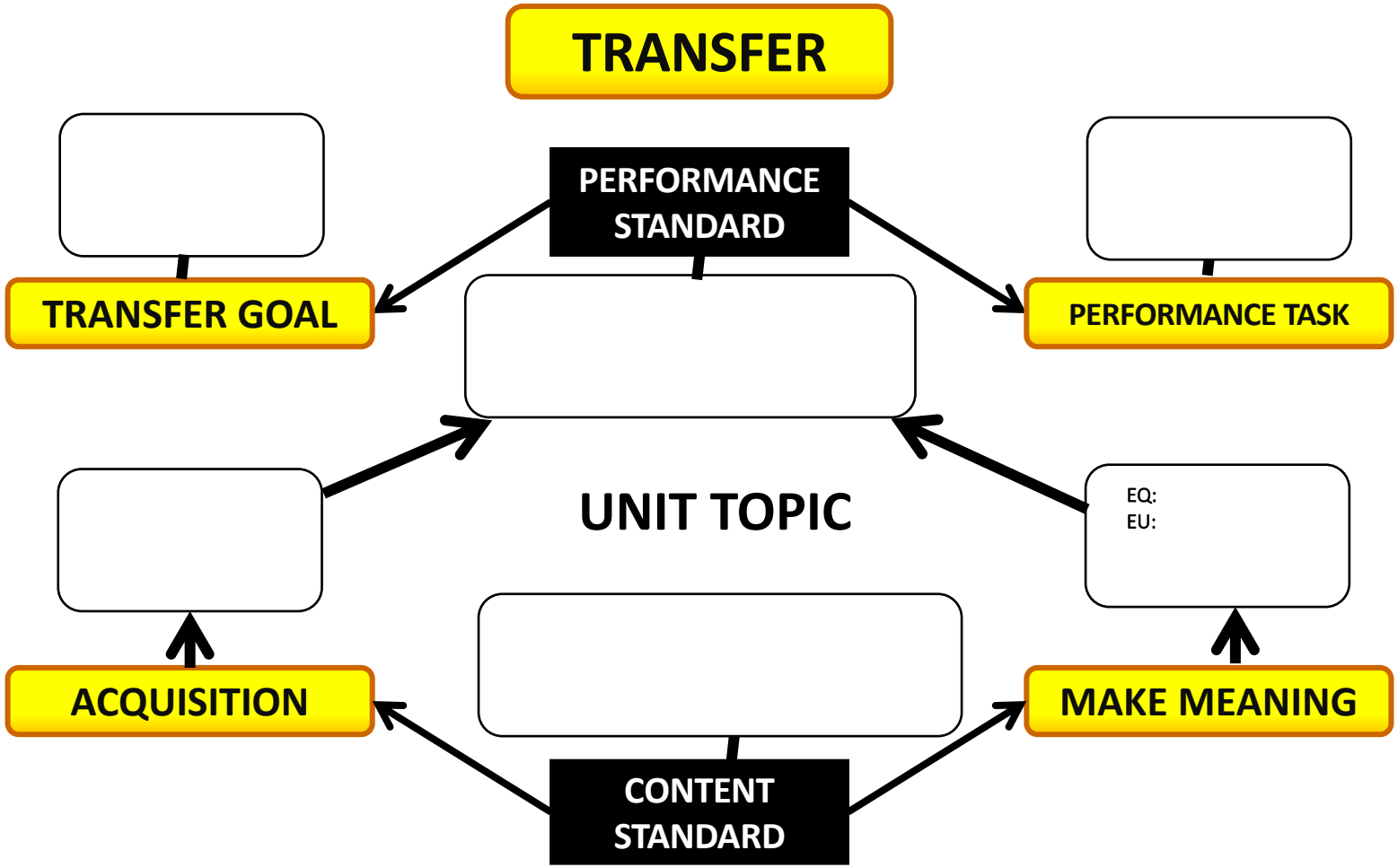
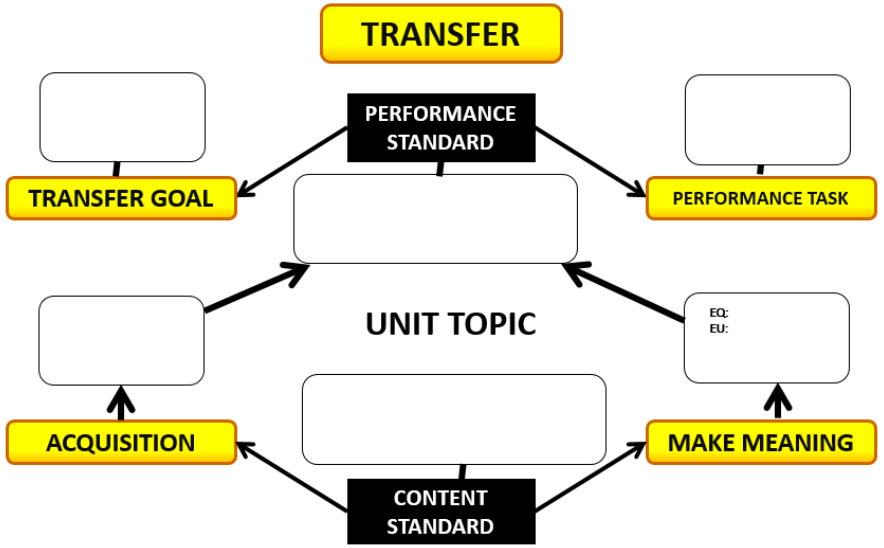
ALIGNMENT WITH PERFORMANCE STANDARD

In determining the most essential learning competencies, the Department collaborated with stakeholders from the Assessment Curriculum and Technology Research Centre (ACTRC), during which the descriptor – **ENDURANCE – was considered the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed or if it is useful beyond a single test or unit of study.** Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life (Reeves, 2002; Many & Horrell, 2014).

GUIDELINES ON THE USE OF THE MELCS, p. 3

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD





TECHNIQUE A: ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

STEPS:

1. Copy the Content and Performance Standards and write Unit Topic.
2. Unpack the Transfer Goal and Performance Task from Performance Standard. Then write in diagram.
3. Review DepEd CG/School Curriculum Map and take out competencies that are not directly aligned with Performance Standard. These competencies may already have been taught or may be taught in another grade or unit.
4. Classify the remaining unit competencies in terms of AMT Learning Goals. A & M with Content and T with Performance Standard. Unpack when needed.
5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.
6. Cluster the A competencies and establish link with Content Standard and Performance Task.
7. Determine assessments for A (QA type) and M (WW type).

Grade Level: **Grade 8**
Subject: **English**
Grade Level Standards: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		
Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: • general to particular • claim and counterclaim • problem-solution • cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6

LAMINAR OR TURBULENT FLOW?

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					contributed by Southeast Asian writers			
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has 38 COMPETENCIES

LAMINAR OR TURBULENT FLOW?

STEP 1: Copy the Content and Performance Standards and write Unit Topic.

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	**EN8RC-IIIa-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the objective/s of the speaker	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIa-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots, suffixes)	**EN8LT-IIIa-11:** Identify the notable literary genres contributed by Southeast Asian writers **EN8LT-IIIa-11.1:** Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers	**EN8SS-IIIa-1.10:** Organize information about a chosen subject using a graphic organizer	**EN8OL-IIIa-3.11:** Use the correct sounds of English during speech delivery	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals **EN8G-IIIa-3.6:** Use modals appropriately
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

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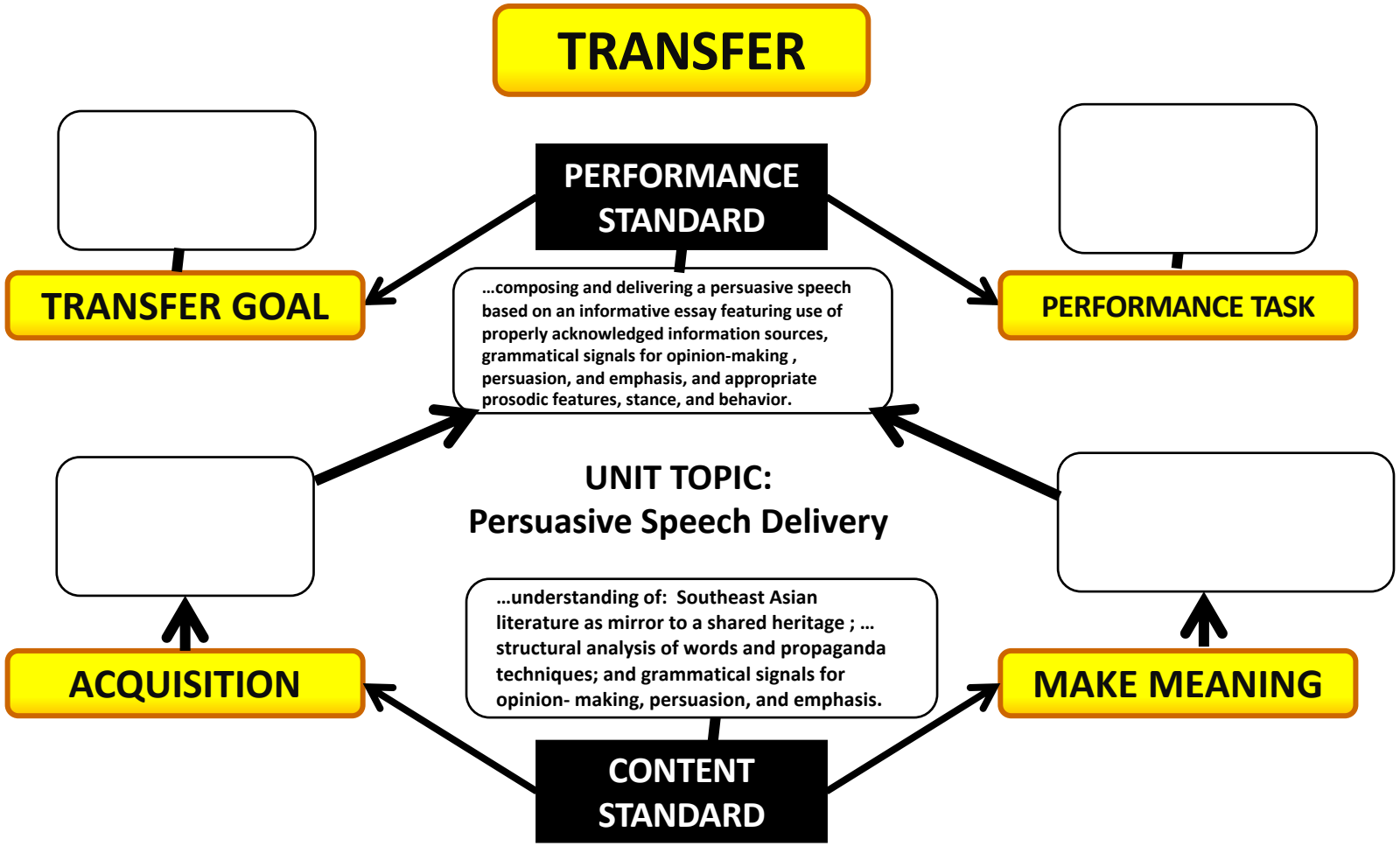

1

PERFORMANCE STANDARD

The learners should be able to

...composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.

2

TRANSFER GOAL

Students on their own and in the long run will be able to be able to prepare and deliver a persuasive speech that has convincing arguments and uses appropriate verbal and non-verbal strategies.

3

PERFORMANCE TASK

GRASPS:
GOAL: Justify a decision
ROLE: Member of the barangay youth council
AUDIENCE: Barangay youth
SITUATION: Confusion among young people regarding a social issue
PRODUCT: Persuasive speech
STANDARDS: Strength of arguments, effective combination of verbal and non-verbal strategies, impact

STEP 2: Unpack the Transfer Goal and Performance Task from Performance Standard. Then write in diagram.

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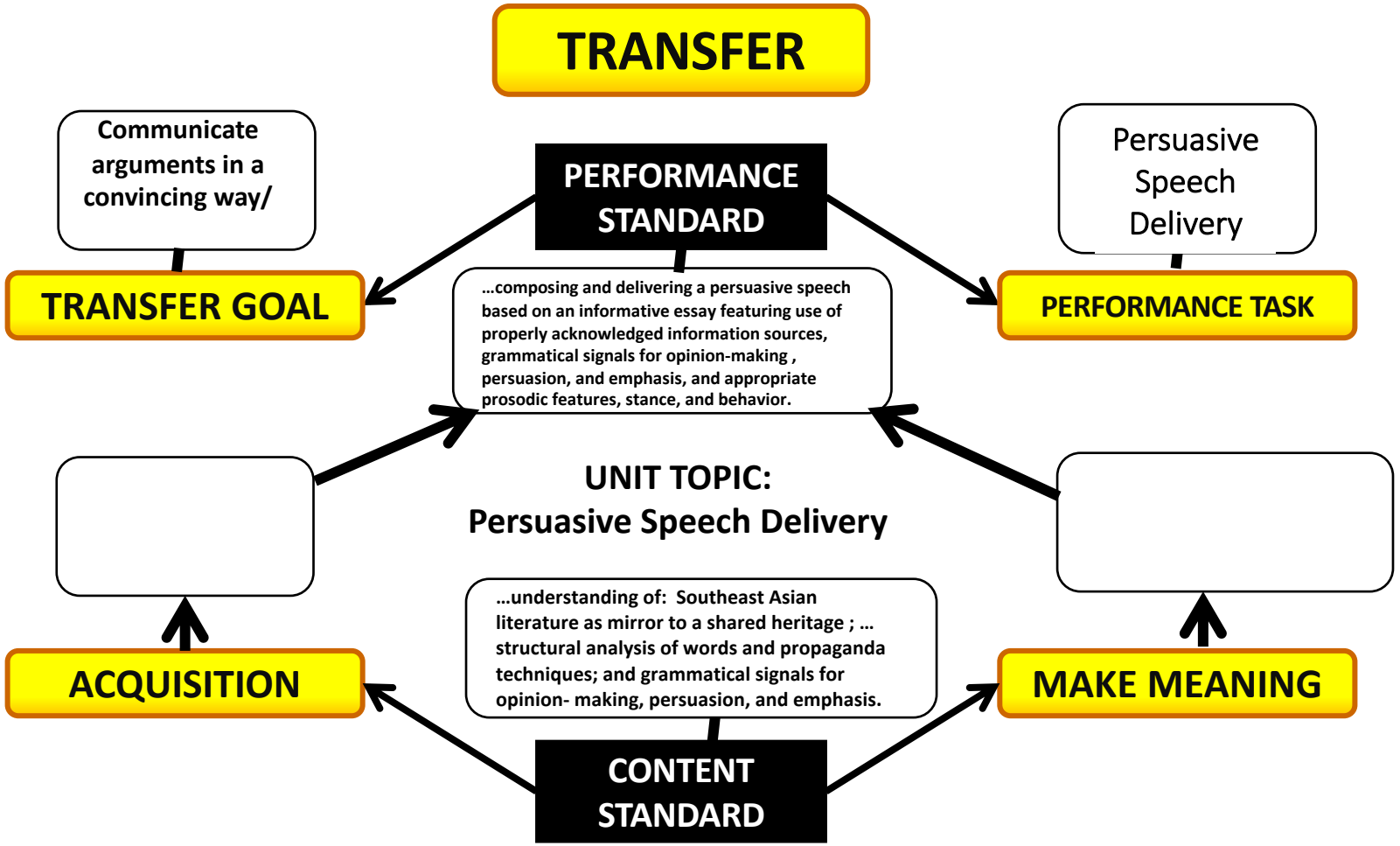

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
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1	**EN8RC-IIIa-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the objective/s of the speaker	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of a material viewed X	**EN8V-IIIa-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots, suffixes) X	**EN8LT-IIIa-11:** Identify the notable literary genres contributed by Southeast Asian writers **EN8LT-IIIa-11.1:** Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers	**EN8SS-IIIa-1.10:** Organize information about a chosen subject using a graphic organizer	**EN8OL-IIIa-3.11:** Use the correct sounds of English during speech delivery	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals **EN8G-IIIa-3.6:** Use modals appropriately
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** X Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** X Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

STEP 3: Review DepEd CG/School Curriculum Map and take out competencies that are not directly aligned with Performance Standard. These competencies may already have been taught or may be taught in another grade or unit.

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K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
				suffixes)	writers **EN8LT-IIIb-11.1:** Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers			
3	**EN8RC-IIIc-2.13:** Differentiate facts from opinions	**EN8LC-IIIc-7:** Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	**EN8VC-IIIc-18:** Determine the issue and stand presented in the material viewed	**EN8V-IIIc-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots, suffixes) X	**EN8LT-IIIc-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection **EN8LT-IIIc-2.2.1:** Express appreciation for sensory images used X	**EN8WC-IIIc-1.1.6:** Expand the content of an outline using notes from primary and secondary sources	**EN8OL-IIIc-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIc-10:** Share ideas using opinion-marking signals **EN8G-IIIc-11:** Use appropriate documentation **EN8G-IIIc-3.6:** Use modals appropriately
4	**EN8RC-IIId-12:** Utilize coping reading strategies to process information in a text X	**EN8LC-IIId-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIId-18:** Determine the issue and stand presented in the material viewed	**EN8V-IIId-25:** Use appropriate strategies for unlocking unfamiliar words X	**EN8LT-IIId-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection **EN8LT-IIId-2.2.4:** Explain figurative language used X	**EN8WC-IIId-2.2.16:** Compose an informative essay	**EN8OL-IIId-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8G-IIId-11:** Use appropriate documentation **EN8G-IIId-3.6:** Use modals appropriately
5	**EN8RC-IIIe-2.1.7:** React to what is asserted or expressed in a text	**EN8LC-IIIe-7.1:** Determine the stand of the speaker on a given issue presented in the text listened to	**EN8VC-IIIe-18:** Determine the issue and stand presented in the material viewed X	**EN8V-IIIe-12.3:** Arrive at meanings through context clues X	**EN8LT-IIIe-10:** Appreciate literature as a mirror to a shared heritage	**EN8SS-IIIe-1.6:** Show respect for intellectual property rights by acknowledging	**EN8OL-IIIe-1.14:** Use appropriate persuasive devices	**EN8G-IIIe-3.6:** Use modals appropriately **EN8G-IIIe-12:** Use emphasis markers for persuasive purposes

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K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					of people with diverse backgrounds	citations made in an informative essay **EN8SS-IIIe-1.6.3:** Acknowledge sources by creating a bibliography		
6	**EN8RC-IIIf-2.1.7.1:** Evaluate the details that support assertions in a text	**EN8LC-IIIf-2.10:** Distinguish facts from opinion cited in the text listened to	**EN8VC-IIIf-19:** Judge the relevance and worth of ideas presented in the material viewed	**EN8V-IIIf-12.3:** Arrive at meanings through context clues **X**	**EN8LT-IIIf-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection **EN8LT-IIIf-2.2.5:** Determine key ideas, tone, and purposes of the author	**EN8SS-IIIf-1.6:** Show respect for intellectual property rights by acknowledging citations made in an informative essay. **EN8SS-IIIf-1.6.3:** Acknowledge sources by creating a bibliography.	**EN8OL-IIIf-3:** Deliver a self-composed persuasive speech	**EN8G-IIIf-3.6:** Use modals appropriately **EN8G-IIIf-12:** Use emphasis markers for persuasive purposes
7	**EN8RC-IIIg-3.1.12:** Examine biases (for or against) made by the author	**EN8LC-IIIg-7:** Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	**EN8VC-IIIg-19:** Judge the relevance and worth of ideas presented in the material viewed	**EN8V-IIIg-26:** Analyze intention of words or expressions used in propaganda techniques	**EN8LT-IIIg-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection **EN8LT-IIIg-2.2.5:** Determine key ideas, tone, and purposes of the author	**EN8SS-IIIg-1.6:** Show respect for intellectual property rights by acknowledging citations made in an informative essay **EN8SS-IIIg-1.6.4:** Use conventions in citing sources	**EN8OL-IIIg-1.14:** Use appropriate persuasive devices	**EN8RC-IIIg-10:** Share ideas using opinion-marking signals **EN8G-IIIg-3.6:** Use modals appropriately. **EN8G-IIIg-12:** Use emphasis markers for persuasive purposes
8	**EN8RC-IIIh-3.1.12:** Examine biases (for or against) made by the author	**EN8LC-IIIh-7.4:** Determine various social, moral, and economic issues discussed in the text listened to	**EN8VC-IIIh-19:** Judge the relevance and worth of ideas presented in the material viewed	**EN8V-IIIh-26:** Analyze intention of words or expressions used in propaganda techniques	**EN8LT-IIIh-2.3:** Identify similarities and differences of the featured selections **X**	**EN8SS-IIIh-1.6:** Show respect for intellectual property rights by acknowledging citations made in an informative essay	**EN8OL-IIIh-3:** Deliver a self-composed persuasive speech	**EN8RC-IIIh-10:** Share ideas using opinion-marking signals **EN8G-IIIh-3.6:** Use modals appropriately **EN8G-IIIh-12:** Use emphasis markers for

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K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
						EN8SS-IIIh-1.6.5: Use in-text citation		persuasive purposes
9	**EN8RC-IIIi-12:** Utilize coping reading strategies to process information in a text	**EN8LC-IIIi-7.4:** Determine various social, moral, and economic issues discussed in the text listened to	**EN8VC-IIIi-19:** Judge the relevance and worth of ideas presented in the material viewed	**EN8V-IIIi-25:** Use appropriate strategies for unlocking unfamiliar words	**EN8LT-IIIi-3:** Explain how a selection is influenced by culture, history, environment	**EN8WC-IIIi-2.2.16:** Compose an informative essay	**EN8OL-IIIi-4.1:** Use appropriate verbal and non-verbal cues when delivering a persuasive speech	**EN8RC-IIIi-10:** Share ideas using opinion-marking signals **EN8G-IIIi-11:** Use appropriate documentation **EN8G-IIIi-3.6:** Use modals appropriately **EN8G-IIIi-12:** Use emphasis markers for persuasive purposes
10	**Culminating Task**							

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					writers			
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has ~~38~~ 31 CORE COMPETENCIES* (v1)

(other LCs moved to other units or levels)

***These materials are in textbooks that have been delivered to schools.**

STEP 4: Classify the remaining unit competencies in terms of AMT Learning Goals. A and M are matched with Content Standard and T with Performance Standard. *Unpack when needed.*

CONTENT STANDARD: …understanding of: Southeast Asian literature as mirror to a shared heritage ; … structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis
EN8LT-IIIa-11: Identify the *4* notable literary genres contributed by Southeast Asian writers *(i.e., haiku, Chinese opera, Noh, Kabuki)* (A)
EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers (A)
EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection (M)
EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author (M)
EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds (M)
EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to (M)
EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker (M)
EN8LC-IIIh-7.4: Determine various social, moral, and economic issues discussed in the text listened to (M)
EN8VC-IIIe-18: : Determine the issue and stand presented in the material viewed (M)
EN8RC-IIIc-2.13: Differentiate facts from opinions cited in the text listened to (A)
EN8RC-IIIf-2.1.7.1: Evaluate the details that support assertions in a text (M)
EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text (M)
EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author (M)
EN8RC-IIIa-12.1: Recognize *5* propaganda techniques used in a given text *(i.e. bandwagon, testimonial, transfer, repetition, emotion).* (M)
EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques (M)

LEARNING GOALS

A → **M** → **T**

Facts
Vocabulary
Definitions

UNDERSTAND

Principles and Generalizations
Big ideas of the discipline

do

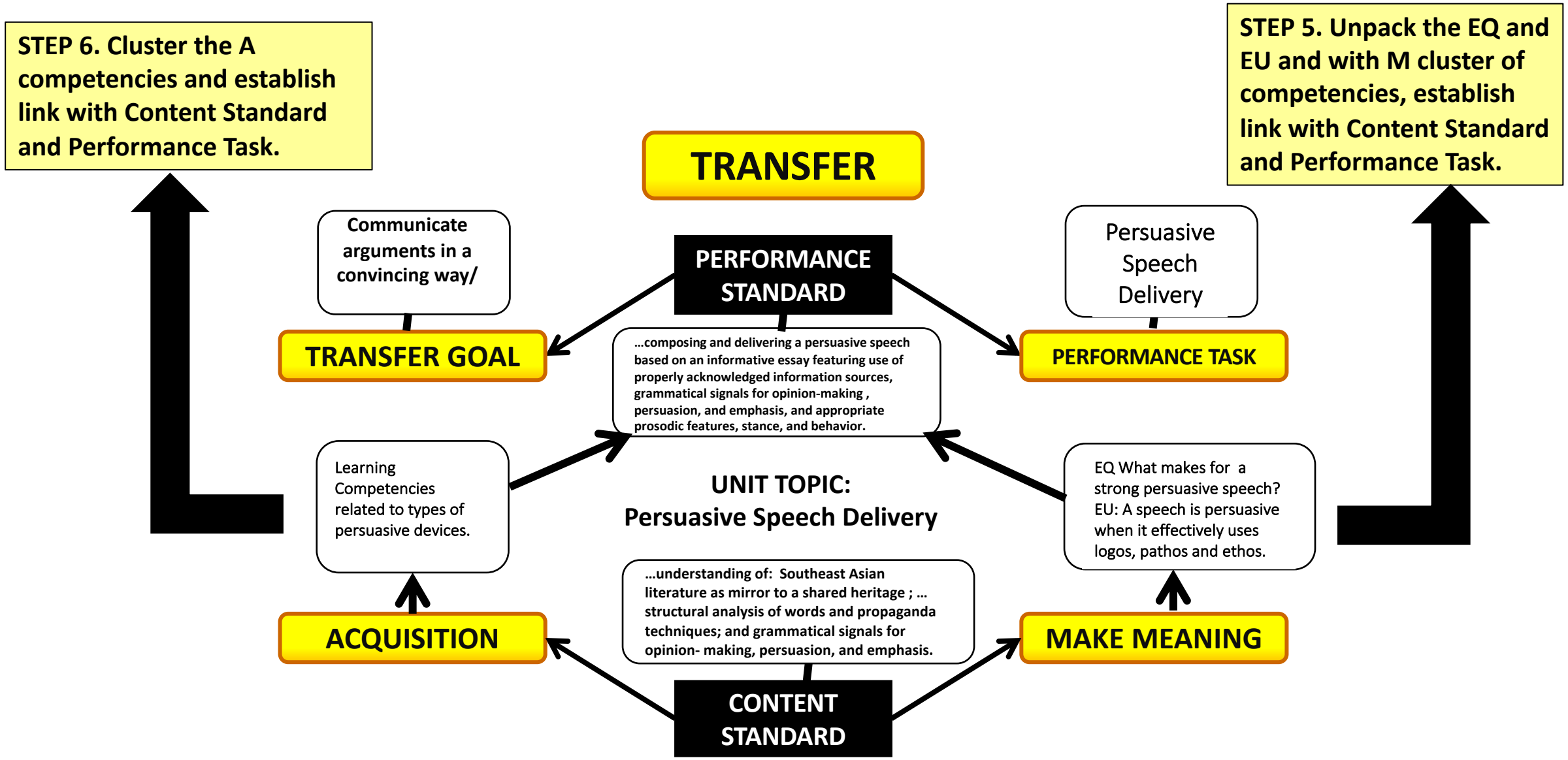
Performance
Product

STANDARDS

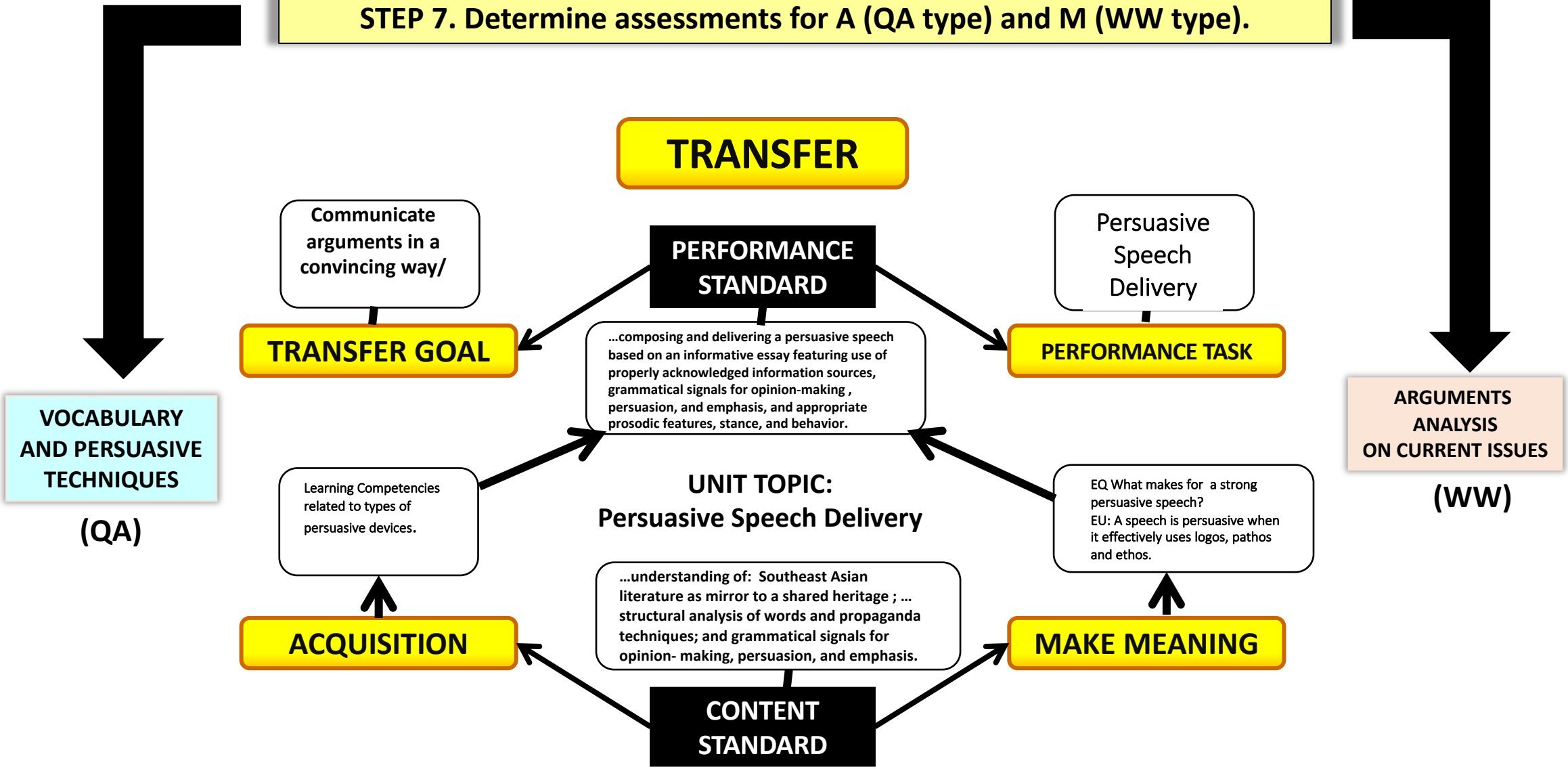
List	Compare	Differentiate	Analyze	Defend	Show	Plan	Campaign
Name	Classify	Locate	Explain	Predict	Demonstrate	Revise	Prepare
Enumerate	Select	Describe	Elaborate	Generalize	Improve	Convert	Promote
Identify	Operate	Report	Discuss	Formulate	Design	Compose	Remedy
Define	Sequence	Copy	Justify	Model	Create	Devise	Portray
State	Compute	Point	Prove	Synthesize	Invent	Propose	Interpret
Solve			Persuade	Reflect	Simulate	Recommend	Innovate

STEP 4: Classify the remaining unit competencies in terms of AMT Learning Goals. A and M are matched with Content Standard and T with Performance Standard. *Unpack when needed.*

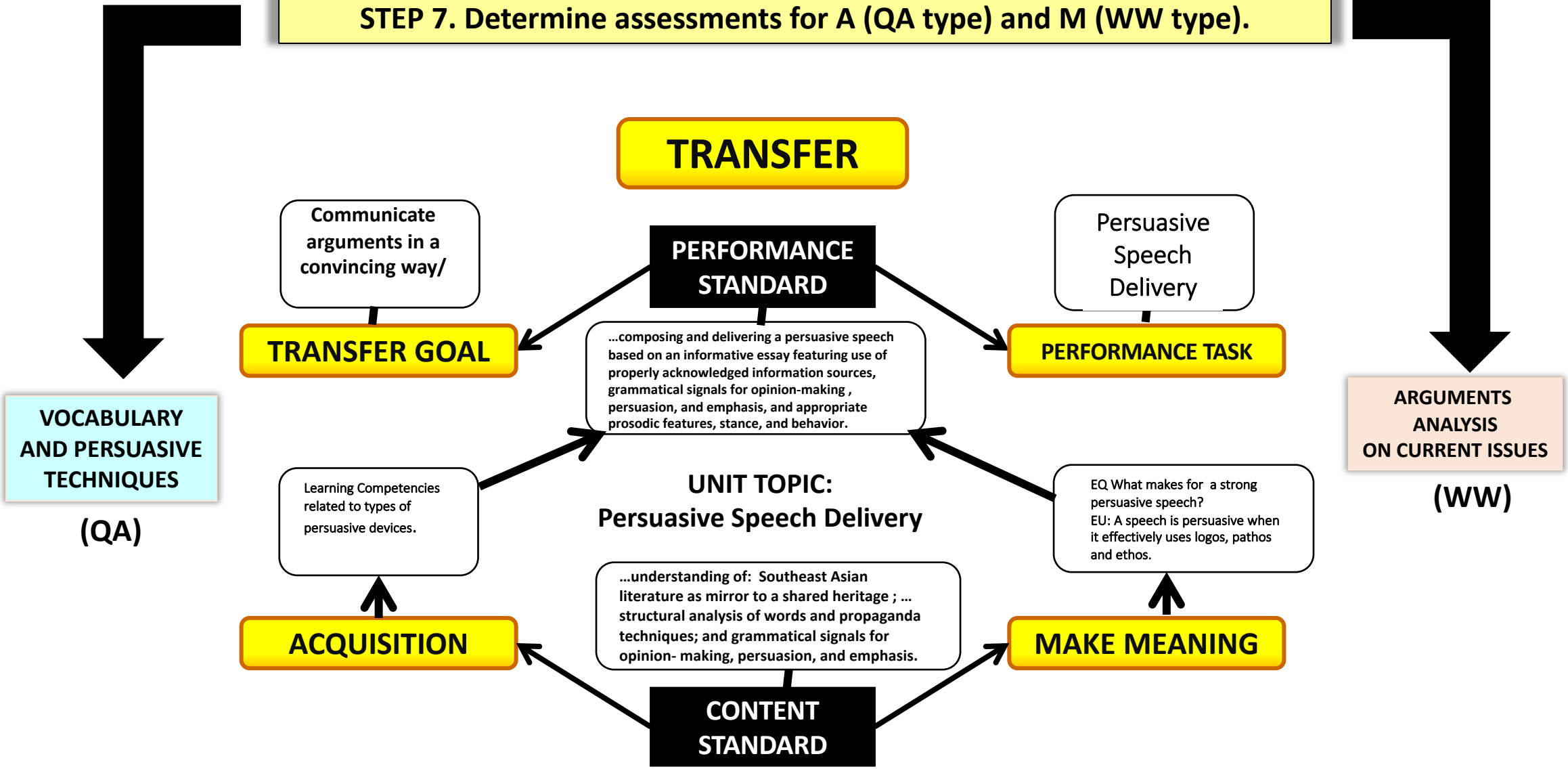
PERFORMANCE STANDARD: …composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.
EN8WC-IIId2.2.16: Compose an informative essay (T)
EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer (T)
EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline (T)
EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources (T)
EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay (T)
EN8G-IIIc-11: Use appropriate documentation (T)
ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography (T)
EN8SS-IIIh1.6.5: Use in-text citation (T)
EN8SS-IIIg1.6.4: Use conventions in citing sources (T)
EN8OL-IIIh-3: Deliver a *5-7 minutes* self-composed persuasive speech (T)
EN8OL-IIIe1.14: Use *3* appropriate persuasive devices *(i.e., logos, pathos, ethos).* (T)
EN8G-IIIe-12: Use emphasis markers for persuasive purposes (T)
EN8G-IIIa-3.6: Use modals appropriately (T)
EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech (T)
EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery (T)
EN8OL-IIId-junctu5: Observe the use of correct stress, pitch, and re when delivering a persuasive speech (T)


STEP 6. Cluster the A competencies and establish link with Content Standard and Performance Task.
STEP 5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.
TRANSFER
Communicate arguments in a convincing way/
PERFORMANCE STANDARD
Persuasive Speech Delivery
TRANSFER GOAL
...composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.
PERFORMANCE TASK
Learning Competencies related to types of persuasive devices.
UNIT TOPIC:
Persuasive Speech Delivery
EQ What makes for a strong persuasive speech?
EU: A speech is persuasive when it effectively uses logos, pathos and ethos.
...understanding of: Southeast Asian literature as mirror to a shared heritage ; ... structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
ACQUISITION
MAKE MEANING
CONTENT STANDARD

STEP 7. Determine assessments for A (QA type) and M (WW type).



STEP 7. Determine assessments for A (QA type) and M (WW type).

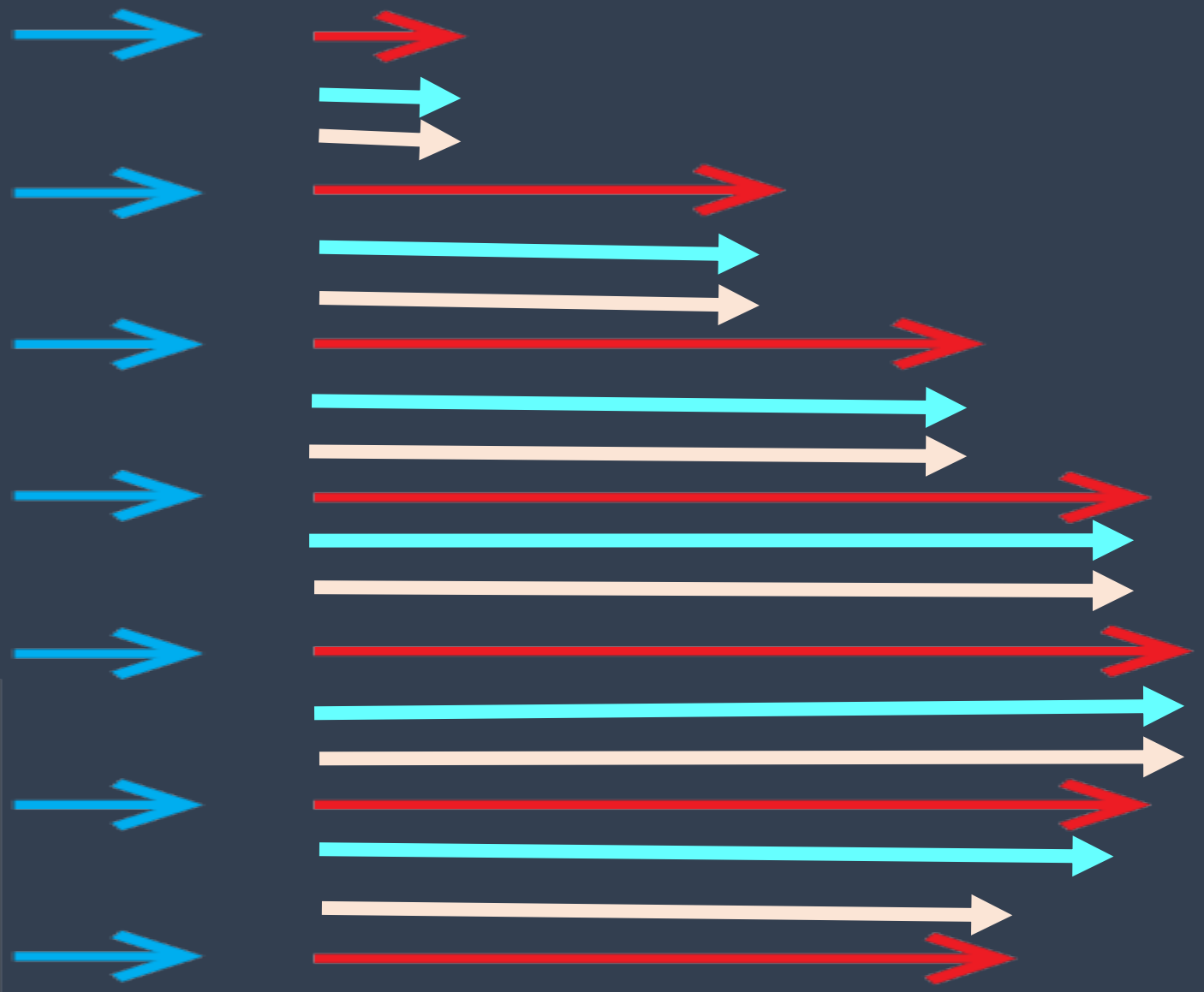


LAMINAR OR TURBULENT FLOW?

Grade Level: **Grade 8**
Subject: **English**
Grade Level Standards: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		
Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: • general to particular • claim and counterclaim • problem-solution • cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6

LAMINAR OR TURBULENT FLOW?



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

What are Power Standards/Competencies?

- A focus for teachers on what to teach
- “Higher level of Learning”
- A prioritization of the academic standards
- Provides purpose or reason for learning a specific competency

POWER COMPETENCIES

are curricular competencies that directly achieve the Performance Standard and pass all REAL criteria.

SUPPORTING COMPETENCIES

are curricular competencies which contribute to or serve as steps to the attainment of the Power Competencies.

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

- ☑ **R**EADINESS
- ☑ **E**NDURANCE
- ☑ **A**SSESSMENT
- ☑ **L**EVERAGE

SUBJECT	1	2
ENGLISH	Identify Types of Modals	Explain Structure of Effective Persuasive Texts
FILIPINO	Use Graphic Organizers	Find the Main Idea
MATH	Find Area of Rhombus, Trapezoid, Parallelogram	Find Area of Rectangle or Triangle
ARALIN PANLIPUNAN	Record Oral Histories	Evaluate Historical Evidence
SCIENCE	Detect Bias in a Scientific Conclusion	Analyze and Evaluate Scientific Explanation

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

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- ☑ **READINESS**
- ☑ **ENDURANCE**
- ☑ **ASSESSMENT**
- ☑ **LEVERAGE**

How can identification and clustering of power and supporting competencies be done for streamlining the curriculum?

Do the following steps:

1. Identify power and supporting competencies using REAL from core set of competencies.
2. Make clusters of power and supporting competencies.
3. Sequence clusters with the last related to the Performance Task.
4. Set the budget of time for teaching the clusters.

- ☑ READINESS
- ☑ ENDURANCE
- ☑ ASSESSMENT
- ☑ LEVERAGE

TECHNIQUE B. IDENTIFYING THE UNIT POWER AND SUPPORTING COMPETENCIES

READINESS

When the standard represents learning that is essential for success in a new unit, course of study or grade level, it has readiness.

GUIDE QUESTION

Does this standard contain prerequisite content and/or skills necessary for the next unit, course of study, or grade level?

EXAMPLE

Provide appropriate and critical feedback/ reaction to a specific context or situation

ENDURANCE

When the standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life, it has endurance.

GUIDE QUESTION

Does this standard have value beyond one single test date?
Will this standard endure beyond the test?
Will the knowledge and skills be important beyond this unit?

EXAMPLE

Analyze literature as a means of connecting to the world

When the competency is often tested in an achievement or admissions exam or for a job, it has value for assessment

When the standard is tested on an achievement test or similar exam to determine student's proficiency

GUIDE QUESTION

Does this standard appear in national, university, or international examinations ?

EXAMPLE

Determine tone, mood, technique, and purpose of the author

LEVERAGE

When the standard represents learning that is applied both within the content area and in other content areas, it has leverage.

GUIDE QUESTION

Does this standard have multidisciplinary connections?
Is this standard relevant in other disciplines?

EXAMPLE

Provide appropriate and critical feedback/ reaction to a specific context or situation

(Which discipline can this be linked?)

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

STEP 1

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?
EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers	✓	✗	✗	✗	SUPPORTING
EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers	✓	✗	✗	✗	SUPPORTING
EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds	✓	✓	✗	✗	SUPPORTING
EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	✓	✗	✗	✗	SUPPORTING
EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	✓	✓	✓	✓	POWER
EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker	✓	✓	✗	✓	SUPPORTING

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?
EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to	✓	✓	✓	✓	POWER
EN8VC-IIIc-18: Determine the issue and stand presented in the material viewed	✓	✓	✗	✓	SUPPORTING
EN8RC-IIIc-2.13: Differentiate facts from opinions	✓	✓	✓	✓	POWER
EN8RC-IIIf-2.1.7.1: Evaluate the details that support assertions in a text	✓	✓	✓	✓	POWER
EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author	✓	✓	✓	✓	POWER
EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	✓	✓	✗	✓	SUPPORTING
EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques	✓	✓	✗	✓	SUPPORTING

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?
EN8LC-IIIh-7.4: Determine various social, moral, and economic issues discussed in the text listened to	✓	✓	✓	✓	POWER
EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text	✓	✓	✗	✓	SUPPORTING
EN8RC-IIIa-10: Share ideas using opinion-marking signals	✓	✓	✓	✓	POWER
EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer	✓	✓	✗	✓	SUPPORTING
EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline	✓	✓	✗	✓	SUPPORTING
EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources	✓	✓	✗	✓	SUPPORTING
N8WC-IIId2.2.16: Compose an informative essay	✓	✓	✓	✓	POWER
EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay	✓	✓	✓	✓	POWER

STEP 1

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?
EN8G-IIIc-11: Use appropriate documentation	✓	✓	✗	✓	SUPPORTING
ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography	✓	✗	✗	✓	SUPPORTING
EN8SS-IIIh1.6.5: Use in-text citation	✓	✗	✗	✓	SUPPORTING
EN8SS-IIIg1.6.4: Use conventions in citing sources	✓	✓	✗	✓	SUPPORTING
+Compose a persuasive speech (needed to do next competency)	✓	✓	✓	✓	POWER
EN8OL-IIIh-3: Deliver a self-composed persuasive speech	✓	✓	✓	✓	POWER
EN8OL-IIIe1.14: Use appropriate persuasive devices	✓	✓	✗	✓	SUPPORTING
EN8G-IIIe-12: Use emphasis markers for persuasive purposes	✓	✓	✗	✓	SUPPORTING
EN8G-IIIa-3.6: Use modals appropriately	✓	✗	✗	✓	SUPPORTING

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R (needed for next unit or grade)	E (needed for real life)	A (needed for achievement or admissions or job tests)	L (needed by other subjects)	POWER OR SUPPORTING?
EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech	✓	✓	✗	✓	SUPPORTING
EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery	✓	✓	✓	✓	POWER
EN8OL-IIId-5: Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	✓	✓	✗	✓	SUPPORTING

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (5 days)	EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers
		EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers
		EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection
		EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds
2 (5 days)	EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to	EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker
	EN8LC-IIIh-7.4: Determine various social, moral, and economic issues discussed in the text listened to (MELCS)	EN8VC-IIIe-18: : Determine the issue and stand presented in the material viewed
3 (10 days)	EN8RC-IIIc-2.13: Differentiate facts from opinions cited in the text listened to	
	EN8RC-IIIf-2.1.7.1: Evaluate the details that support assertions in a text	EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text
	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author (MELCS)	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text
		EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques (MELCS)

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
4 (5 days)	N8WC-IIId2.2.16: Compose an informative essay	EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer
		EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline
		EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources
5 (5 days)	EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay	EN8G-IIIc-11: Use appropriate documentation
		ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography
		EN8SS-IIIh1.6.5: Use in-text citation
		EN8SS-IIIg1.6.4: Use conventions in citing sources
6 (10 days)	EN8OL-IIIh-3: Deliver a self-composed persuasive speech	EN8OL-IIIe1.14: Use appropriate persuasive devices
		EN8G-IIIe-12: Use emphasis markers for persuasive purposes
		EN8G-IIIa-3.6: Use modals appropriately
		EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech
	EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery	EN8OL-IIId-5: Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech
TOTAL: 40 days		

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					Southeast Asian			
2	techniques used in a given text	and worth of ideas presented in the text listened to	Determine the target audience of a material viewed	meaning of a word through structural analysis (prefixes, roots,	notable literary genres contributed by Southeast Asian	information from a graphic organizer to a topic or sentence outline	correct stress, pitch, and juncture when delivering a persuasive speech	opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has 6 CLUSTERS OF 31 CORE COMPETENCIES FOR 8 WEEKS

NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.

RAPATAN2020

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
~~4 (5 days)~~	~~N8WC-IIId2.2.16: Compose an informative essay~~	~~EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer~~
		~~EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline~~
		~~EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources~~
4 (5 days)	EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay	EN8G-IIIc-11: Use appropriate documentation
		ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography
		EN8SS-IIIh1.6.5: Use in-text citation
		EN8SS-IIIg1.6.4: Use conventions in citing sources
5 (15 days)	EN8OL-IIIh-3: Deliver a self-composed persuasive speech	EN8OL-IIIe1.14: Use appropriate persuasive devices
		EN8G-IIIe-12: Use emphasis markers for persuasive purposes
		EN8G-IIIa-3.6: Use modals appropriately
		EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech
	EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery	EN8OL-IIId-5: Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech
TOTAL: 40 days		

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1:	**EN8LC-IIIa-7.3:**	**EN8VC-IIIa-**	**EN8V-IIIa-15.3:**	**EN8LT-IIIa-11:**	**EN8SS-IIIa-1.10:**	**EN8OL-IIIa-**	**EN8RC-IIIa-10:**
					novels contributed by Southeast Asian writers			
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has ~~38~~ ~~31~~ 27 CORE COMPETENCIES* (v2)

(other LCs moved to other units or levels)

***These materials are in textbooks that have been delivered to schools.**

RAPATAN2020

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					Southeast Asian			
2	techniques used in a given text	and worth of ideas presented in the text listened to	Determine the target audience of a material viewed	meaning of a word through structural analysis	notable literary genres contributed by	information from a graphic organizer to a topic or	correct stress, pitch, and juncture when delivering a	opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has 5 CLUSTERS OF 27 CORE COMPETENCIES FOR 8 WEEKS

NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.

LAMINAR OR TURBULENT FLOW?

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (5 days)	EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers
		EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers
		EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection
		EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds
2 (5 days)	~~EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to~~	EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker and stand presented
	EN8LC-IIIh-7.4: Determine various social, moral, and economic issues discussed in the text listened to and the worth of these issues	~~EN8VC-IIIe-18: : Determine the issue and stand presented in the material viewed~~
3 (10 days)	EN8RC-IIIc-2.13: Differentiate facts from opinions cited in the text listened to	
	EN8RC-IIIf-2.1.7.1: Evaluate the details that support assertions in a text	EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text
	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text
		EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques

MERGE AND REPHRASE

MERGE AND REPHRASE

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
4 (5 days)	~~N8WC-IIId2.2.16: Compose an informative essay~~	~~EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer~~
		~~EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline~~
		~~EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources~~
5 (5 days)	EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay	EN8G-IIIc-11: Use appropriate documentation (i.e., in-text citation, bibliography and observing citation conventions)
	MERGE AND REPHRASE	~~ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography~~
		~~EN8SS-IIIh1.6.5: Use in-text citation~~
		~~EN8SS-IIIg1.6.4: Use conventions in citing sources~~
6 (10 days)	EN8OL-IIIh-3: Deliver a self-composed persuasive speech	EN8OL-IIIe1.14: Use appropriate persuasive devices
		EN8G-IIIe-12: Use emphasis markers for persuasive purposes
		EN8G-IIIa-3.6: Use modals appropriately
		EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech
	EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery	EN8OL-IIId-5: Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech
TOTAL: 40 days		

LAMINAR OR TURBULENT FLOW?

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1:	**EN8LC-IIIa-7.3:**	**EN8VC-IIIa-**	**EN8V-IIIa-15.3:**	**EN8LT-IIIa-11:**	**EN8SS-IIIa-1.10:**	**EN8OL-IIIa-**	**EN8RC-IIIa-10:**
					novels contributed by Southeast Asian writers			
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has ~~38~~ ~~31~~ ~~27~~ 22 CORE COMPETENCIES* (v3)

(other LCs merged and rephrased)

***These materials are in textbooks that have been delivered to schools.**

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					contributed by Southeast Asian			
2	techniques used in a given text	and worth of ideas presented in the text listened to	Determine the target audience of a material viewed	meaning of a word through structural analysis	notable literary genres contributed by	information from a graphic organizer to a topic or	correct stress, pitch, and juncture when delivering a	opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has 5 CLUSTERS OF 22 CORE COMPETENCIES FOR 8 WEEKS

NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.

LAMINAR OR TURBULENT FLOW?

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (5 days)	EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers
		EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers
		EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection
		EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds
2 (5 days)	~~EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to~~	EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker and stand presented
	EN8LC-IIIh-7.4: Determine various social, moral, and economic issues discussed in the text listened to and the worth of these issues	~~EN8VC-IIIe-18: : Determine the issue and stand presented in the material viewed~~
3 (10 days)	EN8RC-IIIc-2.13: Differentiate facts from opinions cited in the text listened to	
	EN8RC-IIIf-2.1.7.1: Evaluate the details that support assertions in a text	EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text
	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text
		EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques

MERGE AND REPHRASE

MERGE AND REPHRASE

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
4 (5 days)	~~N8WC-IIId2.2.16: Compose an informative essay~~	~~EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer~~
		~~EN8WC-IIIb1.1.6: Transcode information from a graphic organizer to a topic or sentence outline~~
		~~EN8WC-IIIc1.1.6: Expand the content of an outline using notes from primary and secondary sources~~
5 (5 days)	~~EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay~~	~~EN8G-IIIc-11: Use appropriate documentation (i.e., in-text citation, bibliography and observing citation conventions)~~
	MERGE AND REPHRASE	~~ENG8SSIIIe1.6.3:Acknowledge sources by creating a bibliography~~
		~~EN8SS-IIIh1.6.5: Use in-text citation~~
		~~EN8SS-IIIg1.6.4: Use conventions in citing sources~~
6 (10 days)	EN8OL-IIIh-3: Deliver a self-composed persuasive speech	EN8OL-IIIe1.14: Use appropriate persuasive devices
		EN8G-IIIe-12: Use emphasis markers for persuasive purposes
		EN8G-IIIa-3.6: Use modals appropriately
		EN8OL-IIIi-4.1: Use appropriate verbal and nonverbal cues when delivering a persuasive speech
	EN8OL-IIIa3.11: Use the correct sounds of English during speech delivery	EN8OL-IIId-5: Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech
TOTAL: 40 days		

LAMINAR OR TURBULENT FLOW?

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1:	**EN8LC-IIIa-7.3:**	**EN8VC-IIIa-**	**EN8V-IIIa-15.3:**	**EN8LT-IIIa-11:**	**EN8SS-IIIa-1.10:**	**EN8OL-IIIa-**	**EN8RC-IIIa-10:**
					novels contributed by Southeast Asian writers			
2	**EN8RC-IIIb-12.1:** Recognize propaganda techniques used in a given text	**EN8LC-IIIb-8.2:** Judge the relevance and worth of ideas presented in the text listened to	**EN8VC-IIIb-3.4/4.4/5.4:** Determine the target audience of a material viewed	**EN8V-IIIb-15.3:** Explain the meaning of a word through structural analysis (prefixes, roots,	**EN8LT-IIIb-11:** Identify the notable literary genres contributed by Southeast Asian	**EN8WC-IIIb-1.1.6:** Transcode information from a graphic organizer to a topic or sentence outline	**EN8OL-IIIb-5:** Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech	**EN8RC-IIIb-10:** Share ideas using opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has ~~38~~ ~~31~~ ~~27~~ ~~22~~ 20

CORE COMPETENCIES* (v4)

(other LCs merged and rephrased)

***These materials are in textbooks that have been delivered to schools.**

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	**EN8LC-IIIa-7.3:** Determine the target audience of a listening text and the	**EN8VC-IIIa-3.4/4.4/5.4:** Determine the target audience of	**EN8V-IIIa-15.3:** Explain the meaning of a word through	**EN8LT-IIIa-11:** Identify the notable literary genres	**EN8SS-IIIa-1.10:** Organize information about a chosen subject	**EN8OL-IIIa-3.11:** Use the correct sounds of English during	**EN8RC-IIIa-10:** Share ideas using opinion-marking signals
					Southeast Asian			
2	techniques used in a given text	and worth of ideas presented in the text listened to	Determine the target audience of a material viewed	meaning of a word through structural analysis	notable literary genres contributed by	information from a graphic organizer to a topic or	correct stress, pitch, and juncture when delivering a	opinion-marking signals **EN8G-IIIb-3.6:** Use modals appropriately

Grade 8 Q3 has 4 CLUSTERS OF 20 CORE COMPETENCIES FOR 8 WEEKS

NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.

LAMINAR OR TURBULENT FLOW?

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1 2 3 4

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 (5 days)	EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	EN8LT-IIIa-11: Identify the *4* notable literary genres contributed by Southeast Asian writers *(i.e., haiku, Chinese opera, Noh, Kabuki).*	Multiple Choice	PEAC LM pp. 12-13 ACTIVITY TITLE: Tank Check! MATERIAL: Worksheet	PEAC LM p. ACTIVITY TITLE: WEB LINK:	Respect and Appreciation for other Cultures
		EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers.		PEAC LM pp. 29-33 ACTIVITY TITLE: Figure it Out! MATERIAL: Worksheet	PEAC LM pp. 29-33 ACTIVITY TITLE: Figure it Out! WEB LINK: www.glogster.com *http://grammar.about.com/od/rhetoricstyle/a/20figures.htm*	
		EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection.	Short Essay	PEAC LM pp. 14-17 ACTIVITY TITLE: I Do MATERIAL: Worksheet	PEAC LM pp. 14-17 ACTIVITY TITLE: I Do WEB LINK: http://mudcu.be/sketchpad/ *http://angmanokbow.blogspot.com/*	
		EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds.	Journal Reflection	PEAC LM pp. 46-48 ACTIVITY TITLE: Act of Kindness is Act of Love MATERIAL: Worksheet, graphic organizer	PEAC LM pp. 46-48 ACTIVITY TITLE: Act of Kindness is Act of Love WEB LINK: *http://www.britannica.com/EBchecked/topic/556535/Southeast- Asian-arts#toc29456* *http://goseasia.about.com/od/southeast_asia_food/tp/southeast- asia-food.htm* *http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf*	

GRADE 8, QUARTER 3

Competency: ***Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds.***

ACTIVITY 11. ACT OF KINDNESS IS ACT OF LOVE!

1. Think of an experience where you can say that you were a hero in your own way. What was the heroic act you did? To whose super hero can you compare yourself? Share your story using the comic creator.

   Comic Creator.
   http://www.readwritethink.org/files/resources/interactives/comic/

2. You are to read articles that mirror Southeast Asian cultures. Make a short realization after reading the text. Use the guide questions below:
   A. What do the articles show about Southeast Asian culture?
   B. How do Southeast Asians express their appreciation to their culture?
   C. How can others best appreciate your culture?

   Southeast Asian Arts.
   http://www.britannica.com/EBchecked/topic/556535/Southeast-Asian-arts#toc29456

   8 Foods not to miss in Southeast Asia.
   http://goseasia.about.com/od/southeast_asia_food/tp/southeast-asia-food.htm

   Religions in Southeast Asia.
   http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf

ONLINE

After reading the articles, I can generalize that.....

PROCESS QUESTIONS:
1. How did the articles make you appreciate your being Southeast Asians?
2. Did your discovery/ realization help you to value your culture?

You do the next activity to identify the attitudes and values shown in the given articles. As a part of the ASEAN community, you have to show the impact of these to you as a person and as an Asian. Use the Actitude Analysis worksheet in accomplishing the activity.

OFFLINE

LM Grade 8, Quarter 3 Pages 46-48

GRADE 8, QUARTER 3

Competency: ***Explain how the elements specific to a genre contribute to the theme of a particular literary selection.***

Something to ponder on:
Among women one of the highlights of their womanhood is to receive the sacrament of marriage. It is one of the most celebrated occasions of families. It is marked with feasts and merrymaking. Some consider it as once in a lifetime event in their lives.

Read the Vietnamese story by clicking the given link below. Let's find out if you can notice similarities and differences between Vietnamese practices and our own practices.

You are to read a Vietnamese story entitled "The Cock" by Tao Kim Hai. As you read, try to compare and contrast the traditions in the story to Filipino practices using a two circle **Venn diagram**. Create a Venn diagram online and upload your work here.

Ready to read?.....1,2,3, CLICK!
Tao, K.H. The Cock. *http://angmanokbow.blogspot.com/*
Venn Diagram Maker.
http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

Upload here

ONLINE

STORY PROBE!

Questions	Responses
1. What do all the similraties imply about the culture of Southeast Asia? What about the differences , what do they imply?	
2. How will you describe the attitude of the Vietnamese towards marriage?	
3. What other traditions and values of Southeast Asiat are reflected in the story?	
4. What are the things you have learned to appreciate as an Asian after reading the story?	
5. How did the story strengthen your appreciation of the culture of Southeast Asia?	
6. Do you think this story could have happened in another Asian country? Could it happen in a non-Asian country? Explain your answer.	
7. How do Southeast Asians feel about their culture?	

What have you learned after answering the story probe? Do you think you know more about Southeast Asian culture now than when you started this module? Let's continue to search for more answers by doing the next activity.

OFFLINE

LM Grade 8, Quarter 3 Pages 14-17

GRADE 8, QUARTER 3

Competency: ***Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers.***

COMPREHENSION CHECK!

a. In the poem To the Man I Married, how did the wife show her love to her husband?
b. Why did the poet call the sea boundless? Wave as finite?
c. What specific attitude of Southeast Asian was reflected in the first poem?
d. In the poem May, What did the line April came and April went signify?
e. Who was Pan to the persona's life?
f. How would the reader that this poem was written in one of the countries in Southeast Asia?
g. After reading the two poems, how can others best appreciate your culture?

5. You are a photographer; you are to take pictures in what is going on in your community in an ordinary day. You are to come up with a photo exhibit using glogster. Glogster create visual posters combining texts, audio, videos and images.The purpose of the exhibit is to show your fellow Southeast Asians the shared traditions/ practices you have. Write captions in your photos using figures of speech and determine a specific attitude shown in your photos. Refer to the example given below.

"Oh God, forgive me for I have sinned."
(Apostrophe)

Southeast Asians are religious.

Glogster. www.glogster.com
You will email the link of you work to your teacher.

ONLINE

Were you able to identify the figures of speech used in the activity? If you did, then you are ready now to interpret. The next activity will ask you to interpret the given poem.

4. Interpret the poems written by Angela Manalang Gloria "To the Man I Married" and "May" by determining the figure of speech used in the underlined lines.

To the Man I Married

I cannot love you with a love
That outcompares the boundless sea,
For that were false, as no such love
And no such ocean can ever be.

But I can love you with a love
As finite as the wave that dies
And dying holds from crest to crest.
The blue of everlasting skies.

May

April came and April Went
Through a magical crystal weather.
Now with mischievous intent
Pan and I walk together.
Lean and hold your breath and say
Softly from a jasmine bower,
"We have caught the fairy May:
Can't you see her in this flower?"

OFFLINE

LM Grade 8, Quarter 3 Pages 29-33

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 (5 days)	EN8LT-IIIg2.2.5: Determine key ideas, tone, and purposes of the author	EN8LT-IIIa-11: Identify the *4* notable literary genres contributed by Southeast Asian writers *(i.e., haiku, Chinese opera, Noh, Kabuki).*	Multiple Choice	PEAC LM pp. 12-13 ACTIVITY TITLE: Tank Check! MATERIAL: Worksheet	PEAC LM p. ACTIVITY TITLE: WEB LINK:	Respect and Appreciation for other Cultures
		EN8LT-IIIa11.1: Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers.		PEAC LM pp. 29-33 ACTIVITY TITLE: Figure it Out! MATERIAL: Worksheet	PEAC LM pp. 29-33 ACTIVITY TITLE: Figure it Out! WEB LINK: www.glogster.com *http://grammar.about.com/od/rhetoricstyle/a/20figures.htm*	
		EN8LT-IIIc2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection.	Short Essay	PEAC LM pp. 14-17 ACTIVITY TITLE: I Do MATERIAL: Worksheet	PEAC LM pp. 14-17 ACTIVITY TITLE: I Do WEB LINK: http://mudcu.be/sketchpad/ *http://angmanokbow.blogspot.com/*	
		EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds.	Journal Reflection	PEAC LM pp. 46-48 ACTIVITY TITLE: Act of Kindness is Act of Love MATERIAL: Worksheet, graphic organizer	PEAC LM pp. 46-48 ACTIVITY TITLE: Act of Kindness is Act of Love WEB LINK: *http://www.britannica.com/EBchecked/topic/556535/Southeast- Asian-arts#toc29456* *http://goseasia.about.com/od/southeast_asia_food/tp/southeast- asia-food.htm* *http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf*	

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Q3	PERSUASIVE SPEECH DELIVERY	…understanding of: Southeast Asian literature as mirror to a shared heritage ; … structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis	…composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.	D.1Use appropriate persuasive devices D.2 Use emphasis markers for persuasive purposes D.3 Use appropriate verbal and nonverbal cues when delivering a persuasive speech D.4 Deliver a self-composed persuasive speech	D.1 Speech Writing D.2 –D.3 Speech Drills D.4 Performance Task	D.1 Text Analysis D.2 –D.3 Speech Exercises D.4 Speech Rehearsal	D.1 Textbook D.2 –D.3 Speech Recordings D.4.1 Mirror 4.2 Mobile Phone Video Recorder	D.1 – D.4: Effective Communication

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

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PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance					
1. A curriculum map in each subject area that:					
- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	4	3	2	1	0
- articulates vertical learning progressions across the different grade levels*	4	3	2	1	0
2. The implementation and continuous improvement of the curriculum maps by:					
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

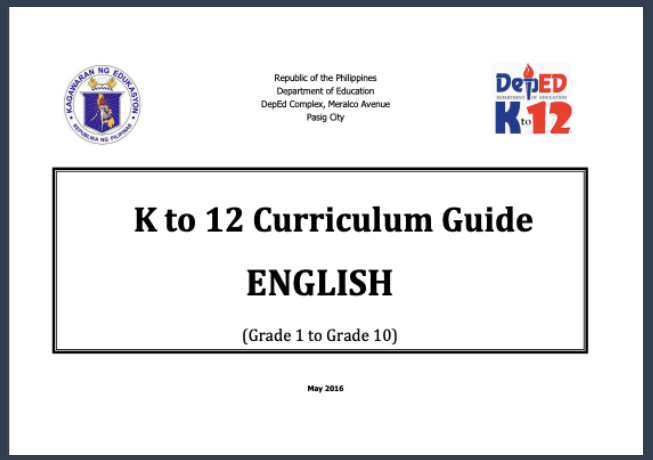
SAMPLE QUARTERLY CALENDAR OF COMPETENCY CLUSTERS

SUBJECT: **GRADE:** **SECTION:** **TEACHER:** **UNIT TOPIC:**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ACQUISITION CLUSTER 1	3 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	4 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	5 ACQUISITION CLUSTER 1 OFFLINE – TEXTBOOK	6 ACQUISITION CLUSTER 1 ONLINE – YOUTUBE VIDEO	7 ACQUISITION REVIEW
8	9 ACQUISITION TEST	10 MAKING MEANING CLUSTER 2	11 MAKING MEANING CLUSTER 2	12 MAKING MEANING CLUSTER 2	13 MAKING MEANING CLUSTER 2	14 MAKING MEANING REVIEW
15	16 MAKING MEANING CLUSTER 2	17 MAKING MEANING TEST	18 SCAFFOLD FOR PT CLUSTER 3	19 SCAFFOLD FOR PT CLUSTER 3	20 SCAFFOLD FOR PT CLUSTER 3	21 PT ASSIGNMENT
22	23 SCAFFOLD FOR PT CLUSTER 3	24 SCAFFOLD FOR PT CLUSTER 3	25 SCAFFOLD FOR PT CLUSTER 3	26 SCAFFOLD FOR PT CLUSTER 3	27 SCAFFOLD FOR PT CLUSTER 3	28 PT ASSIGNMENT
29	30 SCAFFOLD FOR PT CLUSTER 3	31 SCAFFOLD FOR PT CLUSTER 3	1 SCAFFOLD FOR PT CLUSTER 3	2 SCAFFOLD FOR PT CLUSTER 4	3 SCAFFOLD FOR PT CLUSTER 4	4 PT ASSIGNMENT

SUMMARY

DEPED SUBJECT CG



Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue
Pasig City

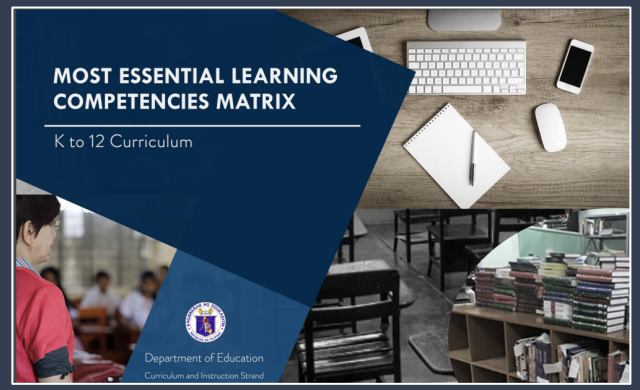
K to 12 Curriculum Guide

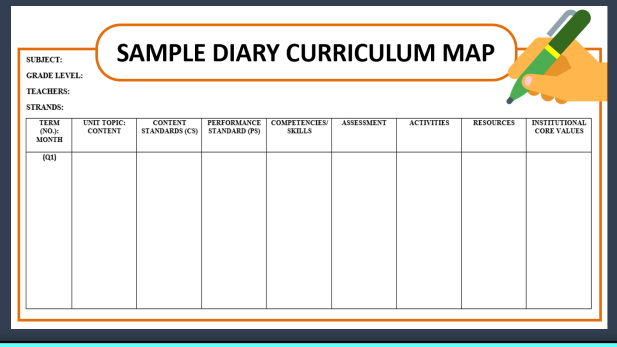
ENGLISH

(Grade 1 to Grade 10)

May 2016

DEPED MELCS MATRIX





SAMPLE DIARY CURRICULUM MAP

SUBJECT:
GRADE LEVEL:
TEACHERS:
STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

SCHOOL CURRICULUM SY 2020-2021

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

GOAL: TEACH ENDURING SKILLS FOR WORK AND LIFE IN THE 21st CENTURY

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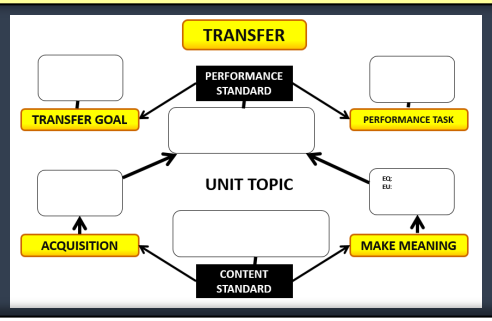
ENSURE ENDURANCE OR TRANSFER OF LEARNING BY DOING ANY OF THE FF. WITH MELCS:

1. **Unpack into sub-competencies/tasks**
2. **Repeat in another unit or grade level**
3. **Follow-up in higher grade levels**
4. **Cluster with other competencies**
5. **Merge with other competencies and rephrase**
6. **Focus on skill rather than on content**
7. **Align with unit performance standard**

STREAMLINING FOR ENDURANCE / TRANSFER BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



STEPS:

1. Copy the Content and Performance Standards and write Unit Topic.
2. Unpack the Transfer Goal and Performance Task from Performance Standard. Then write in diagram.
3. Review DepEd CG/School Curriculum Map and take out competencies that are not directly aligned with Performance Standard. These competencies may already have been taught or may be taught in another grade or unit.
4. Classify the remaining unit competencies in terms of AMT Learning Goals. A & M with Content and T with Performance Standard. Unpack when needed.
5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.
6. Cluster the A competencies and establish link with Content Standard and Performance Task.
7. Determine assessments for A (QA type) and M (WW type).

TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

How can identification and clustering of power and supporting competencies be done for streamlining the curriculum?

Do the following steps:

1. Identify power and supporting competencies using REAL from core set of competencies.
2. Make clusters of power and supporting competencies.
3. Sequence clusters with the last related to the Performance Task.
4. Set the budget of time for teaching the clusters.

Never give up. Today is hard.
Tomorrow will be worse but
the day after tomorrow will be sunshine.
- Jack Ma

Thank you