

Welcome



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

**PEAC WEBINAR
MATH
JUNE 9, 2020**



Objectives:

- *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*

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



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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?

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K to 12

Most Essential Learning Competencies

With Corresponding CG Codes



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

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 DIARY CURRICULUM MAP



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

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:
 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

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STRANDS:

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(Q1)	FROM DEPED CURRICULUM GUIDE (CG)			FROM DEPED CG AND/OR DEPED MELCs	FROM SUBJECT TEACHER			FROM SCHOOL'S VISION AND MISSION



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



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
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	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
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			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.
formulates simple statistical instruments.				
gathers statistical data.	Week 2			
organizes data in a frequency distribution.				
uses appropriate graphs to represent data: bar graph, histogram, and ogive.				
illustrates the measures of central tendency of statistical data.				
calculates the measures of central tendency of statistical data.				
illustrates the measures of variability (range, deviation) of a statistical data.				
calculates the measures of variability of statistical data.				
uses appropriate statistical measures in drawing conclusions from graphic and tabular data.				
			and variability.	

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

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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	



Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration
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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. formulates simple statistical instruments. gathers statistical data. organizes data in a frequency distribution table. uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive. illustrates the measures of central tendency (mean, median, and mode) of a statistical data. 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. calculates the measures of variability of grouped and ungrouped data. uses appropriate statistical measures in analyzing and interpreting data and draws conclusions from graphic and tabular data and measures of central tendency and variability.	Week 1 Week 2 Week 3 Week 4 to 5 Week 6 Week 7

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

MOST ESSENTIAL LEARNING COMPETENCIES MATRIX

K to 12 Curriculum



Department of Education
Curriculum and Instruction Strand

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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Filipino

Briefer
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Araling Panlipunan

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Mathematics

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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).

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

owning 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.

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.

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.

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. ■

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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 BASED ON R.E.A.L.	FROM SUBJECT TEACHER			FROM SCHOOL'S VISION AND MISSION

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TRANSFER OF LEARNING TO REAL LIFE

Araling Panlipunan

Briefer 23 - 24



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Certification Assessment Instrument

IN THE LEARNING PLAN, WE WILL SEE...

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

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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Araling Panlipunan

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Mathematics

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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 (ENGLISH)



G7 Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	<ul style="list-style-type: none">Determine the tone and mood of the speaker or characters in the narrative listened toUse different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative textsDetermine the intentions of speakers by focusing on their unique verbal and non-verbal cuesPredict the outcomes of a verbal exchange listened to and their possible effects on the speakersListen 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.

2. REPEAT MELCs IN ANOTHER LEVEL FOR REINFORCEMENT (MATH)

Grade Level/Quarter	MELCs
Grade 1 (Quarter 3)	determines the missing term/s using one attribute in a given continuous pattern (letters/numbers/events) and in a given repeating pattern (letters, numbers, colors, figures, sizes, etc.).
Grade 2 (Quarter 3)	determines the missing term/s in a given continuous pattern using two attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) e.g. 1, A, 2,B,3,C,__,__
Grade 3 (Quarter 3)	determines the missing term/s in a given combination of continuous and repeating pattern. e.g. 4A,5B, 6A,7B,__

3. FOLLOW-UP MELCS IN HIGHER GRADE LEVELS (MATH)

KEY STAGE	Retained LC	Deleted LC	Justification
1	M4NS-Ile-80 changes improper fraction to mixed numbers and vice versa	M4NS-lie-79.2 identifies proper fractions, improper fractions, and mixed numbers.	The deleted competency was already taken up in the previous grade levels and can be covered by the retained competency.
2	M5NS-Ih-92.1 solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem solving strategies and tools	M5NS-Ih-93.1 creates problems (with reasonable answers) involving multiplication of fractions	The deleted competency can be incorporated with the retained competency as enrichment.
3	M7NS-If-1 performs operations on rational numbers	M7NS-Ie-2 arranges rational numbers on a number line	The deleted competency is subsumed in the retained competency.

4. CLUSTER WITH OTHER COMPETENCIES (MATH)

Grade 6, Quarter 2

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

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE (MATH)

Grade 8, Quarter 2

Learning Competencies	Comments/ Recommendations	Identified MELCs
Illustrates linear equations in two variables	Clustered and Rephrased	Illustrates and graphs linear equations in two variables
Graphs linear equations in two variables		
Illustrates a linear function	Clustered and Rephrased	Graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope
Graphs a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope		

6. FOCUS ON SKILL RATHER THAN CONTENT (MATH)

Grade 5, Quarter 1

MATH CG

REPHRASED

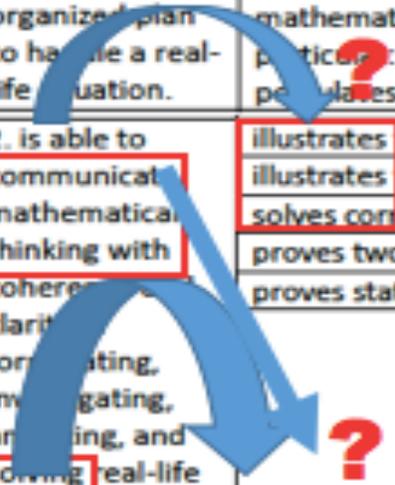
states, explains, and interprets Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule.

performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) correctly

simplifies a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule

7. ALIGN WITH UNIT PERFORMANCE STANDARD

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	Week 1 to 2	M8GE-IIIa-1 M8GE-IIIa-c-1
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence, clarity, formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence. illustrates the SAS, ASA and SSS congruence postulates. solves corresponding parts of congruent triangles proves two triangles are congruent. proves statements on triangle congruence.	Week 3 to 4 Week 5 Week 6 Week 7	M8GE-III d-1 M8GE-III d-e-1 M8GE-III f-1 M8GE-III g-1 M8GE-III h-1
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9	M8GE-III i-j-1



ALIGNMENT OF STANDARDS AND COMPETENCIES?

7. ALIGN WITH UNIT PERFORMANCE STANDARD

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	Week 1 to 2	M8GE-IIIa-1 M8GE-IIIa-c-1
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence, clarity, formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence. illustrates the SAS, ASA and SSS congruence postulates. solves corresponding parts of congruent triangles proves two triangles are congruent. proves statements on triangle congruence. applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 3 to 4 Week 5 Week 6 Week 7 Week 8 to 9	M8GE-III d-1 M8GE-III d-e-1 M8GE-III f-1 M8GE-III g-1 M8GE-III h-1 M8GE-III j-1

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

ALIGNMENT OF STANDARDS AND COMPETENCIES

Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	Week 1 to 2	MBGE-IIIa-1 MBGE-IIIa-c-1
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence, clarity, formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence. illustrates the SAS, ASA and SSS congruence postulates. solves corresponding parts of congruent triangles proves two triangles are congruent. proves statements on triangle congruence. applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 3 to 4 Week 5 Week 6 Week 7 Week 8 to 9	MBGE-III d-1 MBGE-III d-e-1 MBGE-III f-1 MBGE-III g-1 MBGE-III h-1 MBGE-III j-1

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?



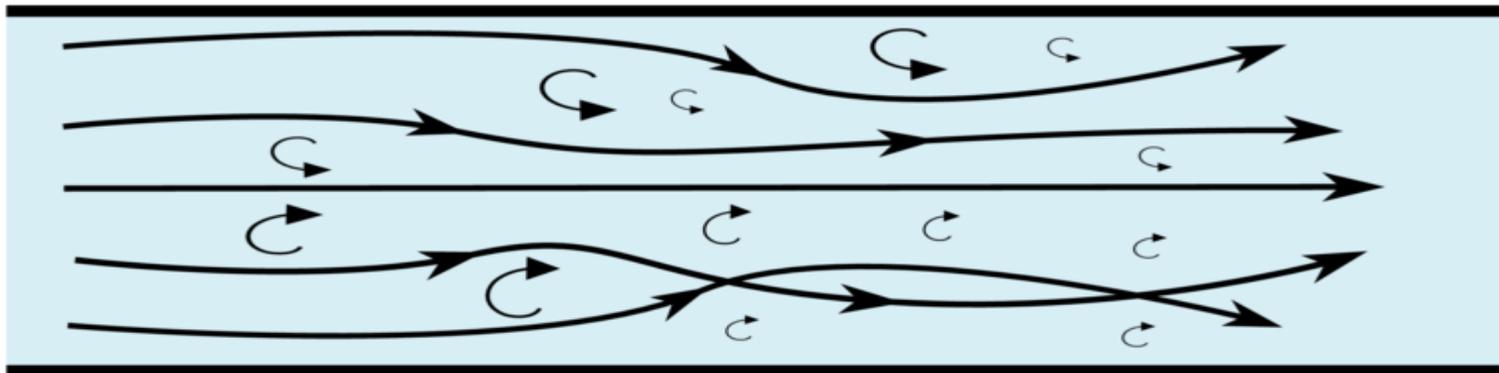
***STREAMLINING THE TEACHING
AND LEARNING
OF THE K12 CURRICULUM***

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

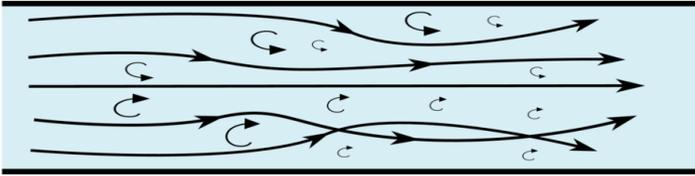
turbulent flow



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

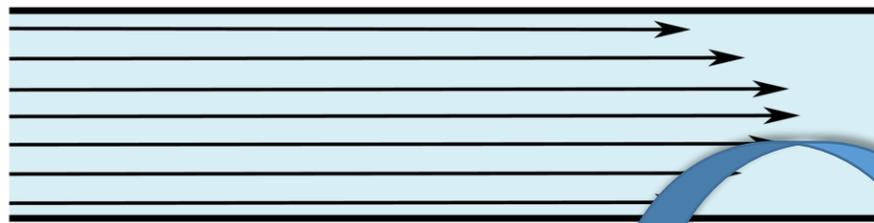
<https://www.britannica.com/science/streamlining#ref54495>

turbulent flow



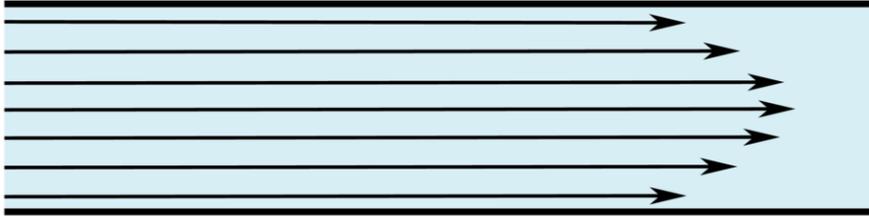
	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	Week 1 to 2	M8GE-IIIa-1 M8GE-IIIa-c-1
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence and clarity for stating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence. illustrates the SAS, ASA and SSS congruence postulates. solves corresponding parts of congruent triangles proves two triangles are congruent. proves statements on triangle congruence.	Week 3 to 4 Week 5 Week 6 Week 7	M8GE-III d-1 M8GE-III d-e-1 M8GE-III f-1 M8GE-III g-1 M8GE-III h-1
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9	M8GE-III i-j-1

laminar flow



UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES
CONGRUENT TRIANGLES	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence	The learner 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	A.8 Solves corresponding parts of congruent triangles A.13 <i>generalizes the importance of triangle congruence in real-life structures</i> A.15 <i>investigates real-life structures using triangle congruence</i> A.16 <i>communicate mathematical thinking with coherence and clarity</i>	A.8. Problem Solving A.13 Guided Generalization A.15. Performance Task A.16 Performance Task	A.8. Worksheet A.13. CER (Pinwheel Discussion) A.15. Scaffold for Transfer A.16. Scaffold for Transfer	A. 8. Textbook Online Resource A.13 Textbook Online Resource A.15 Online Resource A.16 Online Resource

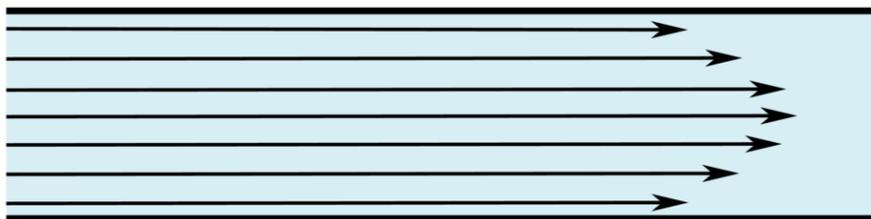
laminar flow



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

UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES
CONGRUENT TRIANGLES	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence	The learner 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	A.8 Solves corresponding parts of congruent triangles A.13 <i>generalizes the importance of triangle congruence in real-life structures</i> A.15 <i>investigates real-life structures using triangle congruence</i> A.16 <i>communicate mathematical thinking with coherence and clarity</i>	A.8. Problem Solving A.13 Guided Generalization A.15. Performance Task A.16 Performance Task	A.8. Worksheet A.13. CER (Pinwheel Discussion) A.15. Scaffold for Transfer A.16. Scaffold for Transfer	A. 8. Textbook Online Resource A.13 Textbook Online Resource A.15 Online Resource A.16 Online Resource

laminar flow



BENEFITS OF STREAMLINING:

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

UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES
CONGRUENT TRIANGLES	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence	The learner 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	A.8 Solves corresponding parts of congruent triangles A.13 <i>generalizes the importance of triangle congruence in real-life structures</i> A.15 <i>investigates real-life structures using triangle congruence</i> A.16 <i>communicate mathematical thinking with coherence and clarity</i>	A.8. Problem Solving A.13 Guided Generalization A.15. Performance Task A.16 Performance Task	A.8. Worksheet A.13. CER (Pinwheel Discussion) A.15. Scaffold for Transfer A.16. Scaffold for Transfer	A. 8. Textbook Online Resource A.13 Textbook Online Resource A.15 Online Resource A.16 Online Resource

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

Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	Week 1 to 2	M8GE-IIIa-1 M8GE-IIIa-c-1
		2. is able to communicate mathematical thinking with coherence, clarity, formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representation.	illustrates triangle congruence. illustrates the SAS, ASA and SSS congruence postulates. solves corresponding parts of congruent triangles proves two triangles are congruent. proves statements on triangle congruence. applies triangle congruence to construct perpendicular lines and angle bisectors.		Week 3 to 4 Week 5 Week 6 Week 7 Week 8 to 9

LAMINAR OR TURBULENT FLOW?

ALIGNMENT OF STANDARDS AND COMPETENCIES



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

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ALIGNMENT WITH PERFORMANCE STANDARD

Araling Panlipunan

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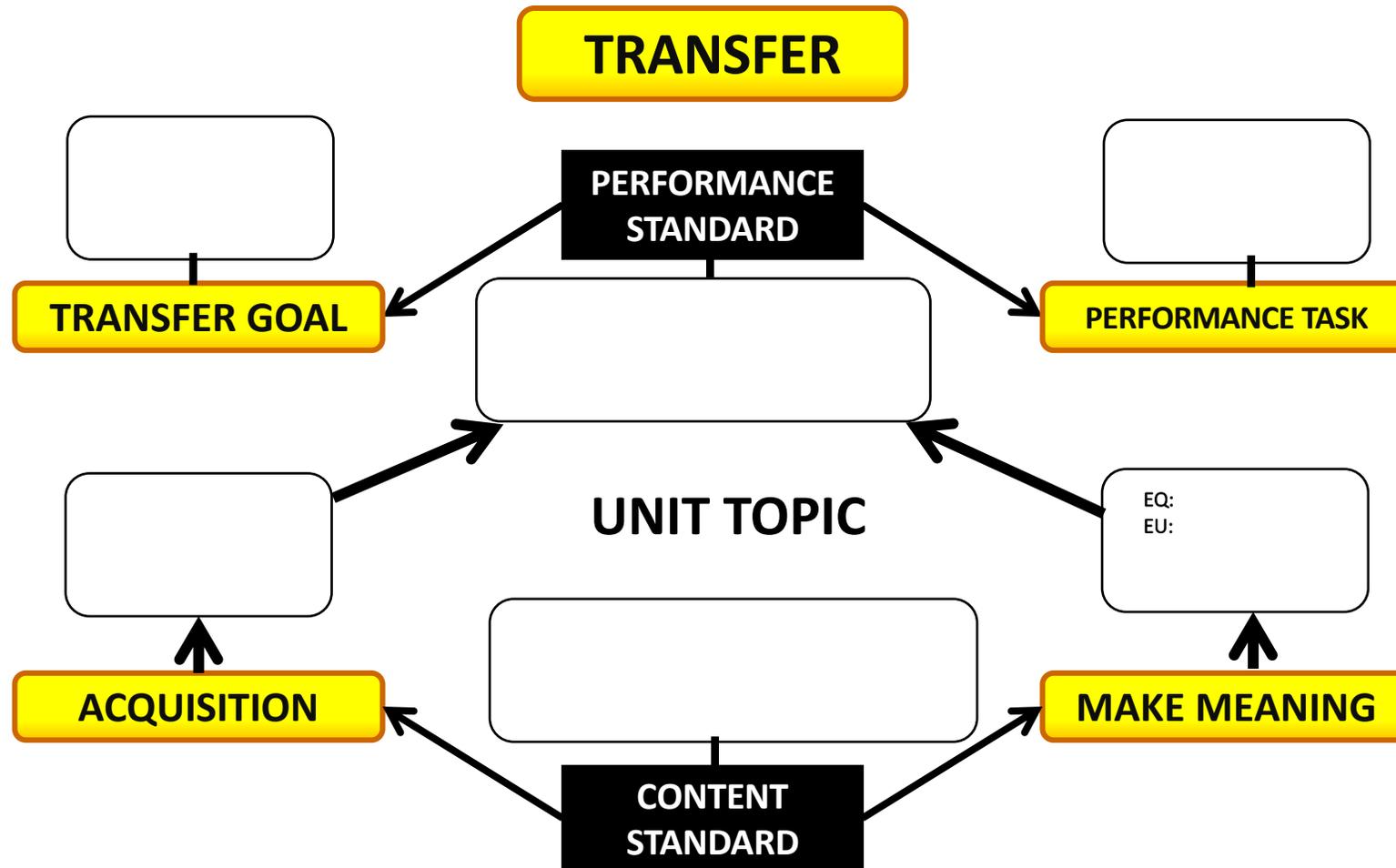
Mathematics

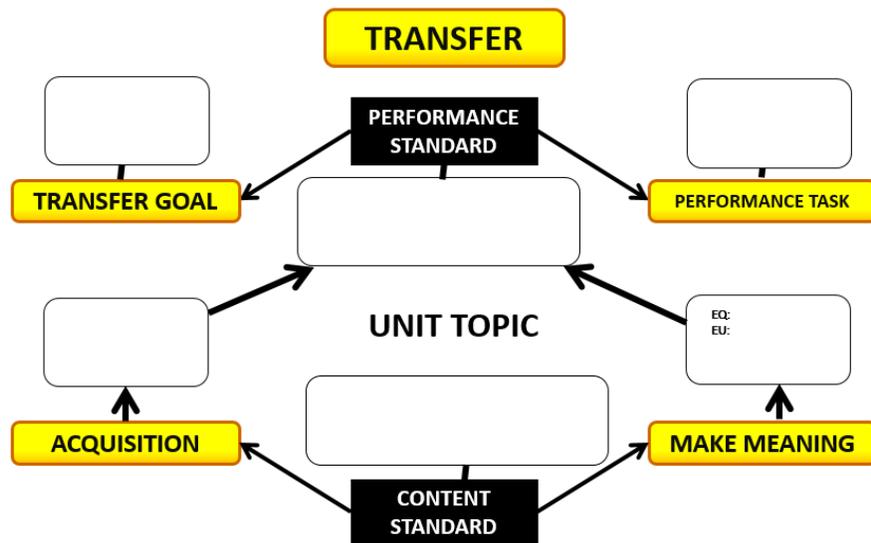
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In determining the most essential learning competencies, the Department collaborated with stakeholders from the Assessment Curriculum and Technology Research Centre (ACTRC), during which the descriptor - **ENDURANCE** – was considered the primary determining 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).

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD





TECHNIQUE A: ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

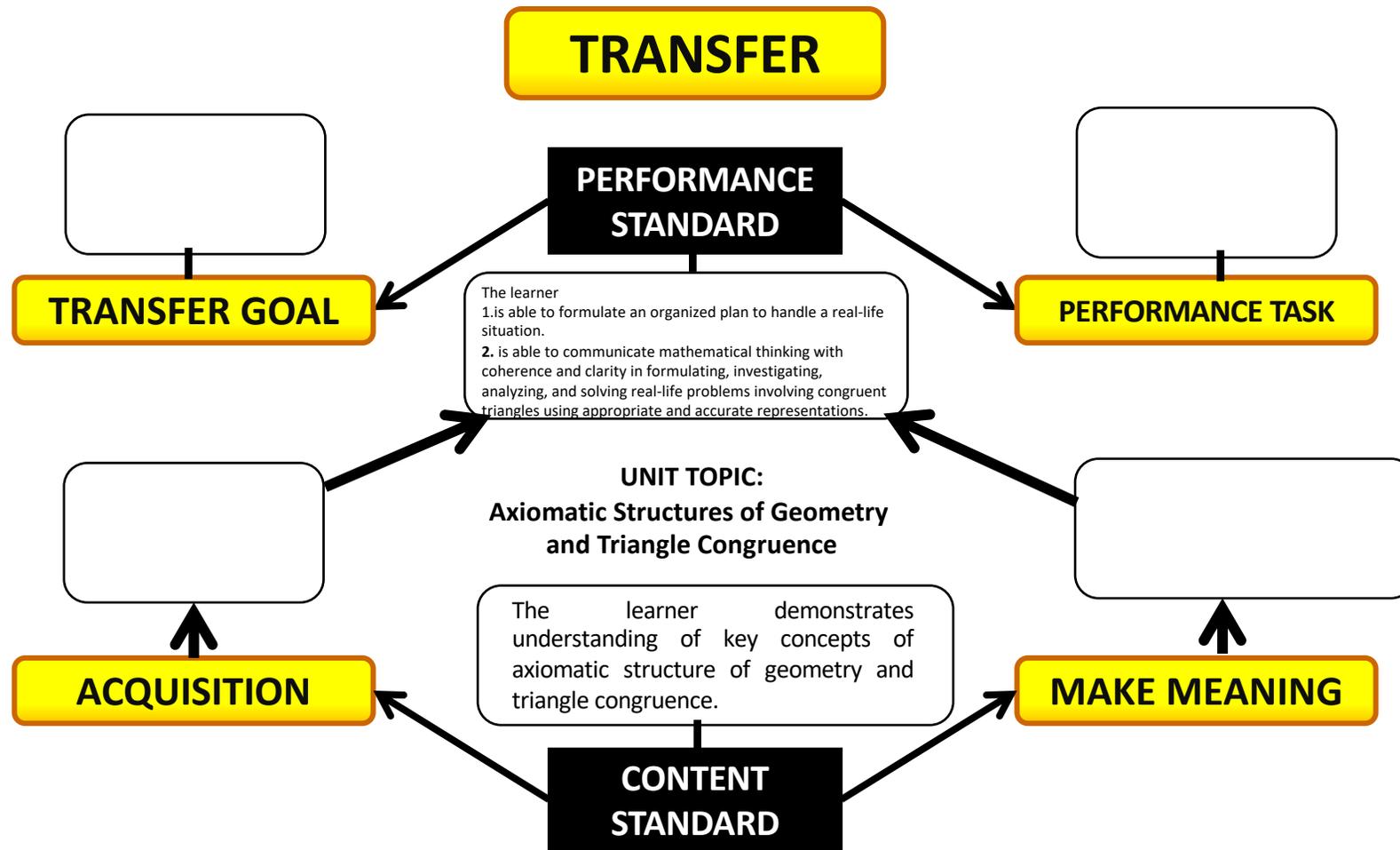
STEPS:

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).

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

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q3	demonstrates understanding of key concepts of axiomatic structure	1. is able to formulate an organized plan to handle a real-life situation.	describes a mathematical system.	Week 1 to 2	M8GE-IIIa-1
			illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.		M8GE-IIIa-c-1
	of geometry and triangle congruence.	2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates triangle congruence.	Week 3 to 4	M8GE-III d-1
			illustrates the SAS, ASA and SSS congruence postulates.		M8GE-III d-e-1
			solves corresponding parts of congruent triangles	Week 5	M8GE-III f-1
			proves two triangles are congruent.	Week 6	M8GE-III g-1
			proves statements on triangle congruence.	Week 7	M8GE-III h-1
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9	M8GE-III i-j-1

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



1

PERFORMANCE STANDARD

The learner

1. is able to formulate an organized plan to handle a real-life situation.
2. is able to **communicate** mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.

2

TRANSFER GOAL

Students on their own and in the long run will **communicate** mathematical thinking in an investigative report to justify a plan that will ensure stability of structures.

3

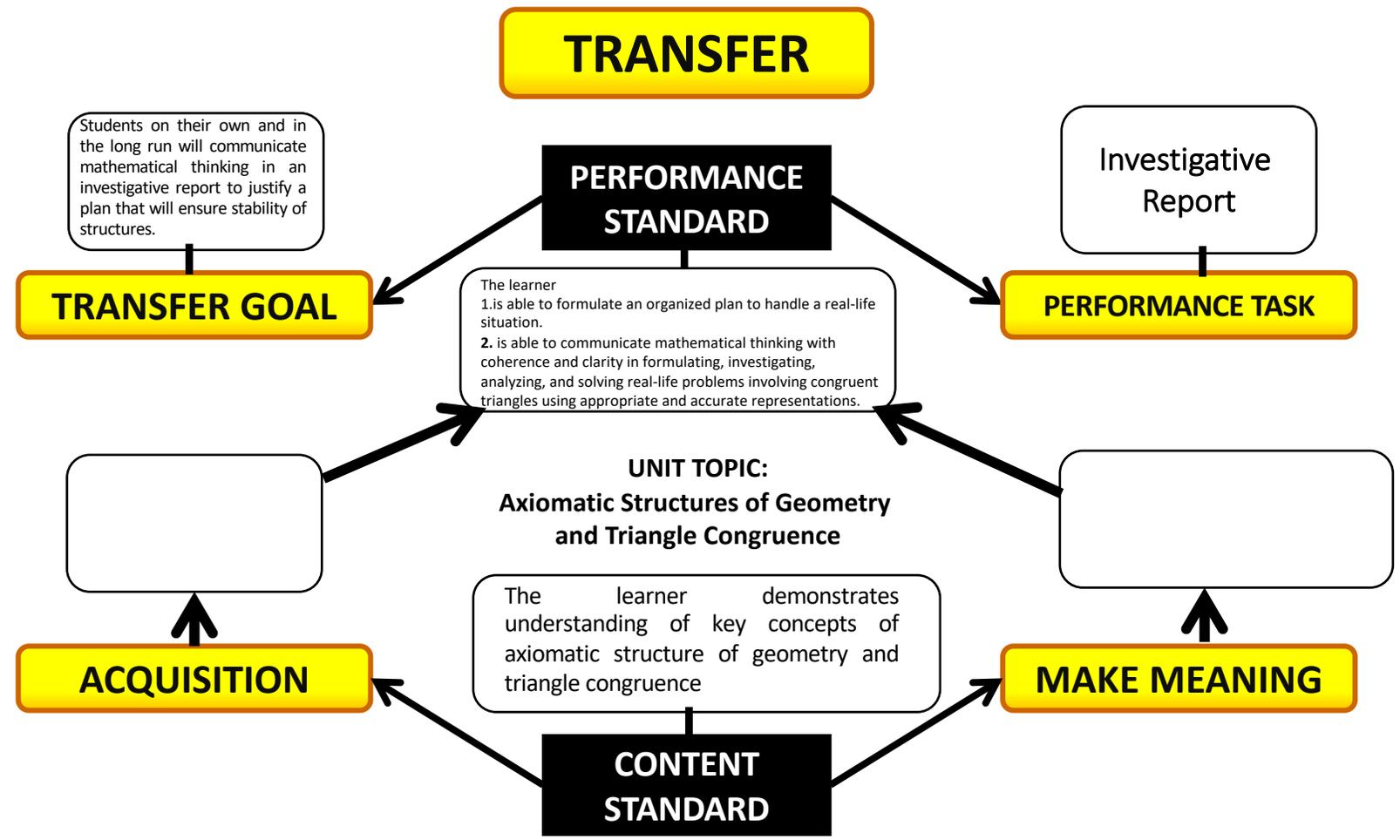
PERFORMANCE TASK

With the recent calamities that had visited the country and anticipating the BIG ONE, the government has a lot of preparations and interventions to do. There is a concern if the structures around the city are strong enough if a major calamity besets the city. As a Quality and Safety Officer, you and your team is tasked to investigate the stability of existing and forthcoming structures found in the city to ensure safety.

Your outputs will be presented to the people in the community and will be evaluated in terms of the organization of the report, authenticity of the data, **communication of mathematical concepts**, and presentation.

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

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



Grade 8- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	1. is able to formulate an organized plan to handle a real-life situation.	40. describes a mathematical system.	M8GE-IIIa-1	
			41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	M8GE-IIIa-c-1	Geometry III. 2009. pp. 3-4*
		2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	42. illustrates triangle congruence.***	M8GE-IIIId-1	1. Moving Ahead With Mathematics II. 1999. pp. 112-114* 2. Geometry III. 2009. pp. 88-91*
			43. illustrates the SAS, ASA and SSS congruence postulates.***	M8GE-IIIId-e-1	1. Moving Ahead With Mathematics II. 1999. pp. 115-120* 2. Geometry III. 2009. pp. 91-97* 3. BEAM III – Module 10: Triangle Congruence – Triangles: Different and yet the same 4. DLM 3 – Module 1: Triangle Congruence
			44. solves corresponding parts of congruent triangles	M8GE-IIIIf-1	1. Moving Ahead With Mathematics II. 1999. pp. 114-115*
			45. proves two triangles are congruent.	M8GE-IIIIg-1	1. Moving Ahead With Mathematics II. 1999. pp. 121-123* 2. Geometry III. pp. 98-100*
			46. proves statements on triangle congruence.	M8GE-IIIh-1	
			47. applies triangle congruence to construct perpendicular lines and angle bisectors.	M8GE-IIIj-1	

STEP 3: Review DepEd CG/School Curriculum Map and unpack the competencies.

Grade 8- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	1. is able to formulate an organized plan to handle a real-life situation.	40. describes a mathematical system.	M8GE-IIIa-1	
			41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	M8GE-IIIa-c-1	Geometry III. 2009. pp. 3-4*
		2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life	42. illustrates triangle congruence.***	M8GE-IIIId-1	1. Moving Ahead With Mathematics II. 1999. pp. 112-114* 2. Geometry III. 2009. pp. 88-91*
					1. Moving Ahead With Mathematics II. 1999. pp. 115-120* 2. Geometry III. 2009. pp. 91-97*

Grade 8 Q3 has 8 CORE COMPETENCIES*

			45. proves two triangles are congruent.	M8GE-IIIg-1	1. Moving Ahead With Mathematics II. 1999. pp. 121-123* 2. Geometry III. pp. 98-100*
			46. proves statements on triangle congruence.	M8GE-IIIh-1	
			47. applies triangle congruence to construct perpendicular lines and angle bisectors.	M8GE-IIIj-1	

STEP 4: Classify the 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	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	
Geometry	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	The learner 1. is able to formulate an organized plan to handle a real-life situation.	40. describes a mathematical system.	A
			41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	A
		2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	42. illustrates triangle congruence.***	A
			43. illustrates the SAS, ASA and SSS congruence postulates.***	A
			44. solves corresponding parts of congruent triangles	A
			45. proves two triangles are congruent.	M
46. proves statements on triangle congruence.	M			
47. applies triangle congruence to construct perpendicular lines and angle bisectors.	A			

Learning Goal	Number of competencies
Acquisition	6
Meaning Making	2
Transfer	0

LEARNING GOALS

A

M

T



Facts
Vocabulary
Definitions



Principles and Generalizations
Big ideas of the discipline



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 |

Grade 8- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	1. is able to formulate an organized plan to solve a problem in a given situation.	40. describes mathematical system.	M8GE-IIIa-1	
			41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	M8GE-IIIa-c-1	Geometry III. 2009. pp. 3-4*
		2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	42. illustrates triangle congruence.***	M8GE-III d-1	1. Moving Ahead With Mathematics II. 1999. pp. 112-114* 2. Geometry III. 2009. pp. 88-91*
			43. illustrates the SAS, ASA and SSS congruence postulates.***	M8GE-III d-e-1	1. Moving Ahead With Mathematics II. 1999. pp. 115-120* 2. Geometry III. 2009. pp. 91-97* 3. BEAM III – Module 10: Triangle Congruence – Triangles: Different and yet the same 4. DLM 3 – Module 1: Triangle Congruence
			44. solves corresponding parts of congruent triangles	M8GE-III f-1	1. Moving Ahead With Mathematics II. 1999. pp. 114-115*
			45. proves two triangles are congruent.	M8GE-III g-1	1. Moving Ahead With Mathematics II. 1999. pp. 121-123* 2. Geometry III. pp. 98-100*
			46. proves statements on triangle congruence.	M8GE-III h-1	
			47. applies triangle congruence to construct perpendicular lines and angle bisectors.	M8GE-III i-j-1	

Will the attainment of these competencies eventually lead to students' TRANSFER OF LEARNING?

A

- 40. describes a mathematical system.
- 41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.
- 42. illustrates triangle congruence.***
- 43. illustrates the SAS, ASA and SSS congruence postulates.***
- 44. solves corresponding parts of congruent triangles
- 47. applies triangle congruence to construct perpendicular lines and angle bisectors.

Additional competencies

1. draws congruent figures
2. defines and give examples of triangle congruence
3. identifies corresponding parts of congruent triangles

M

- 45. proves two triangles are congruent.
- 46. proves statements on triangle congruence.

Additional competencies

1. generalizes the importance of triangle congruence in real-life structures.

T

Additional competencies

1. solves real-life problems involving triangle congruence
2. formulates questions to elicit mathematical thinking.
3. investigates real-life structures using triangle congruence.
4. communicates mathematical thinking with coherence and clarity.

Learning Goals	Before Unpacking	After Unpacking
	# of competencies	# of competencies
Acquisition	6	9
Meaning Making	2	3
Transfer	0	4

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: The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.

M8GE-IIIa-1: describes a mathematical system (A)

M8GE-IIIa-c-1: illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems (A)

draws congruent figures (A)

defines and gives examples of triangle congruence (A)

identifies corresponding parts of congruent triangles (A)

M8GE-III d-1: illustrates triangle congruence (A)

M8GE-III d-e-1: illustrates the SAS, ASA and SSS congruence postulates (A)

M8GE-III f-1: solves corresponding parts of congruent triangles (A)

M8GE-III g-1: proves two triangles are congruent (M)

M8GE-III h-1: proves statements on triangle congruence (M)

generalizes the importance of triangle congruence in real-life structures (M)

M8GE-III i-j-1: applies triangle congruence to construct perpendicular lines and angle bisectors (A)

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:

The learner

1. is able to formulate an organized plan to handle a real-life situation.
2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations

solves real-life problems involving triangle congruence (T)

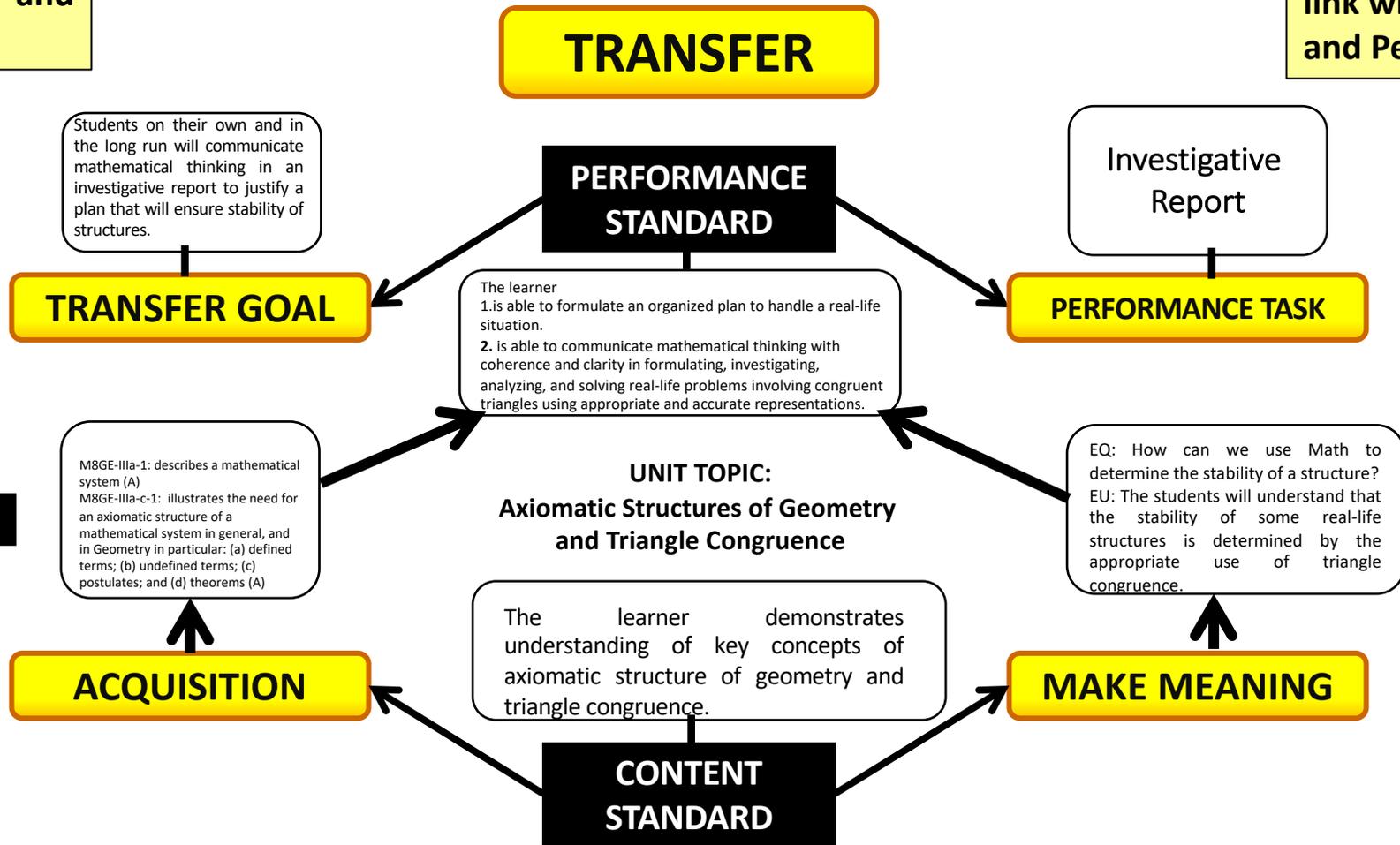
formulates questions to elicit mathematical thinking (T)

investigates real-life structures using triangle congruence (T)

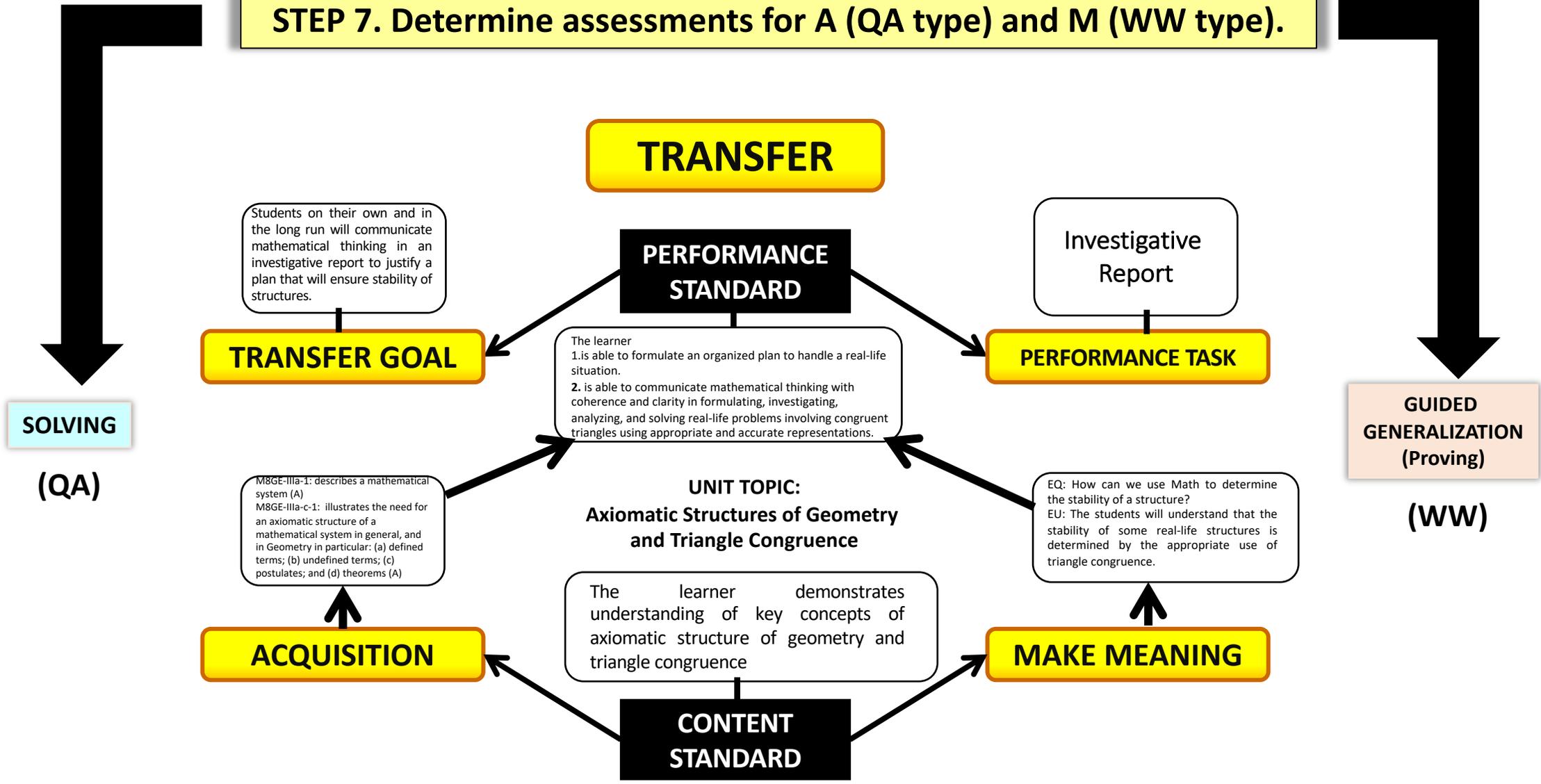
communicates mathematical thinking with coherence and clarity (T)

STEP 6. Cluster the A competencies and establish link with Content Standard and Performance Task.

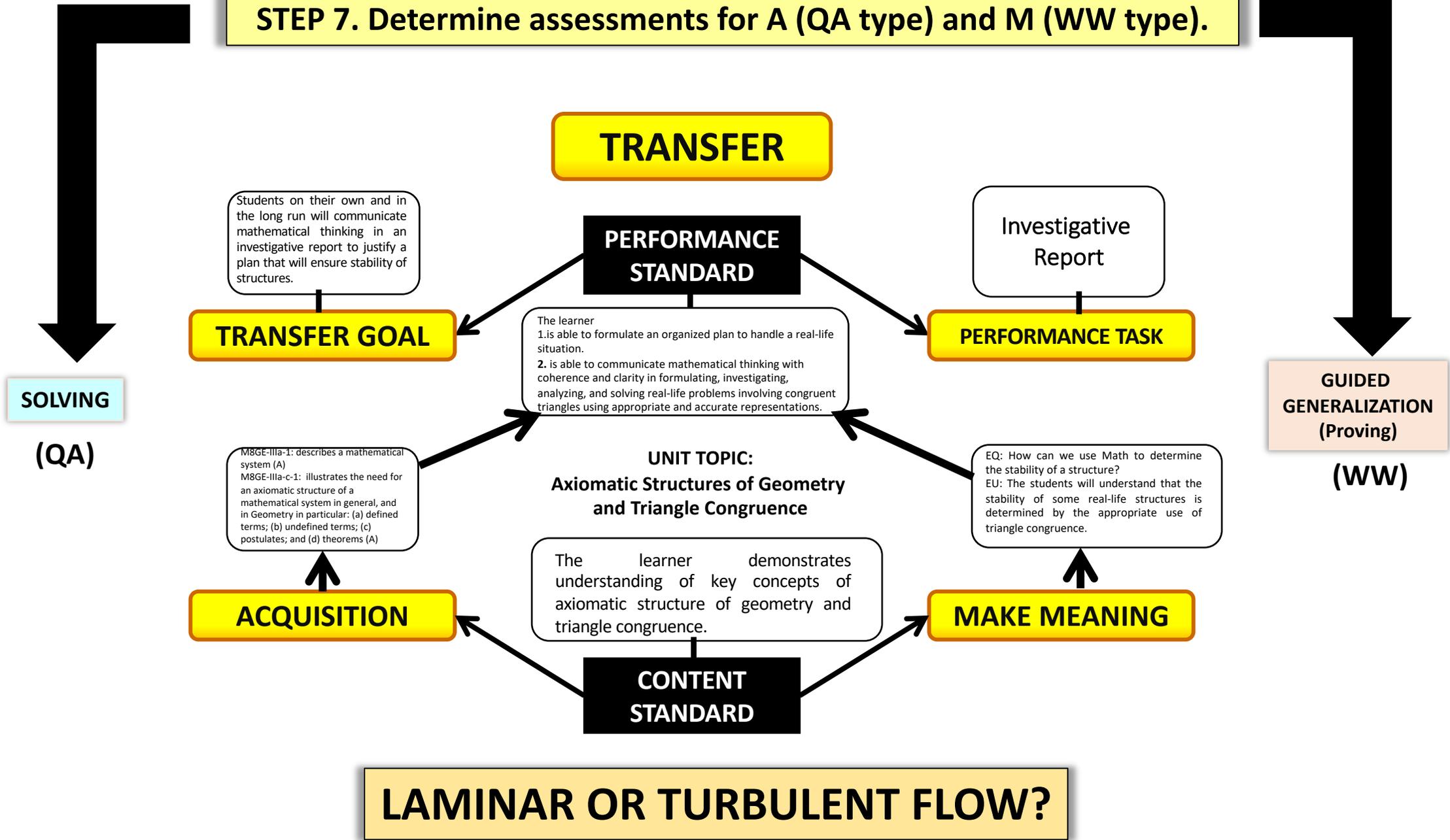
STEP 5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.



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



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



Grade Level: 8

Subject: Mathematics

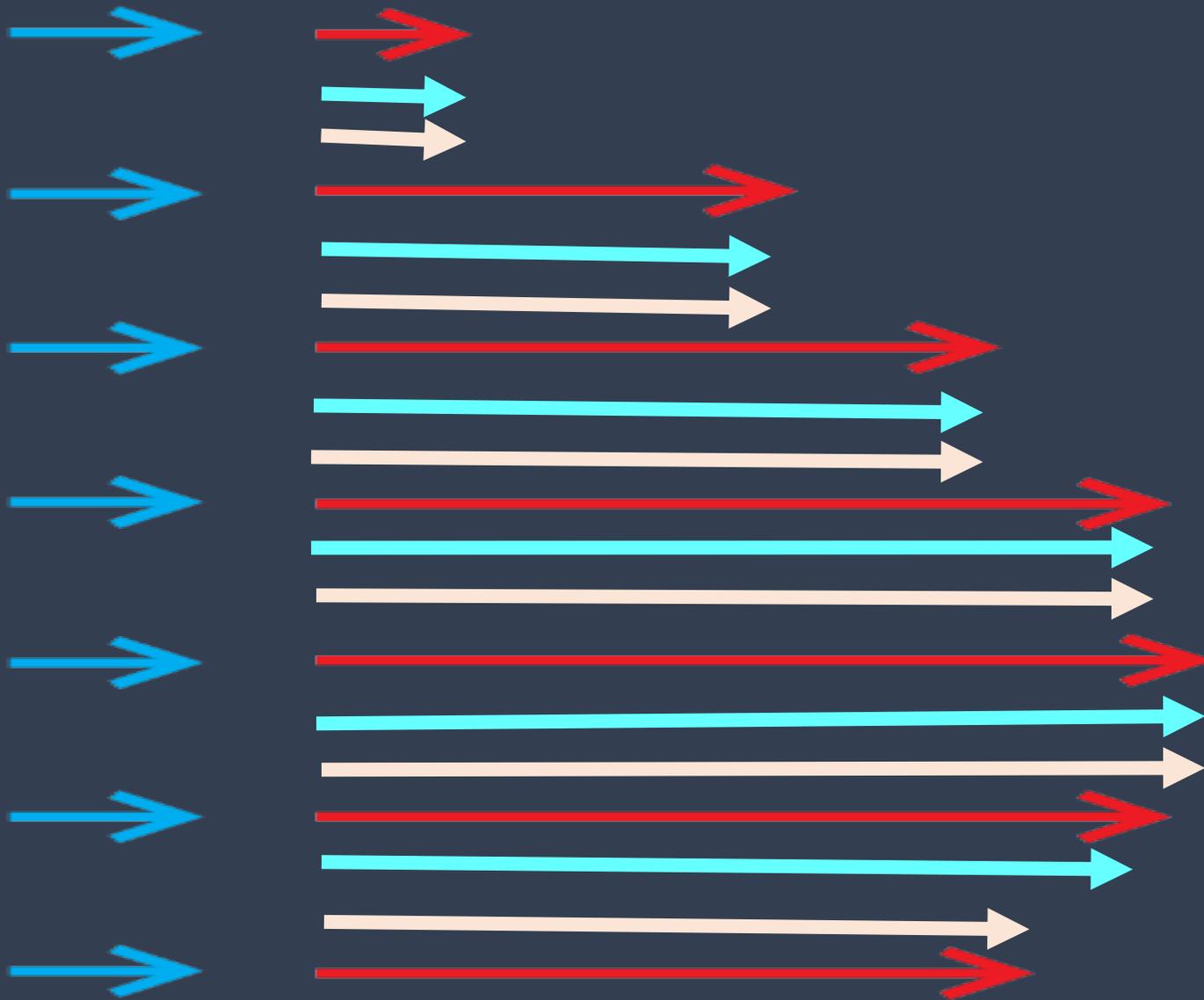
Performance Standard: The learner

1. is able to formulate an organized plan to handle a real-life situation.

2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations

Quarter 3	
Competencies	Code
describes a mathematical system (A)	M8GE-IIIa-1
Draws congruent figures (A)	
Defines and gives examples of triangle congruence (A)	
Identifies corresponding parts of congruent triangles (A)	
illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems (A)	M8GE-IIIa-c-1
illustrates triangle congruence (A)	M8GE-III d-1
illustrates the SAS, ASA and SSS congruence postulates (A)	M8GE-III d-e-1
solves corresponding parts of congruent triangles (A)	M8GE-III f-1
proves two triangles are congruent (M)	M8GE-III g-1
proves statements on triangle congruence (M)	M8GE-III h-1
Generalizes the importance of triangle congruence in real-life structures (M)	
applies triangle congruence to construct perpendicular lines and angle bisectors (A)	M8GE-III i-j-1
Solves real-life problems involving triangle congruence (T)	
Formulate questions to elicit mathematical thinking (T)	
Investigates real-life structures using triangle congruence (T)	
Communicate mathematical thinking with coherence and clarity (T)	

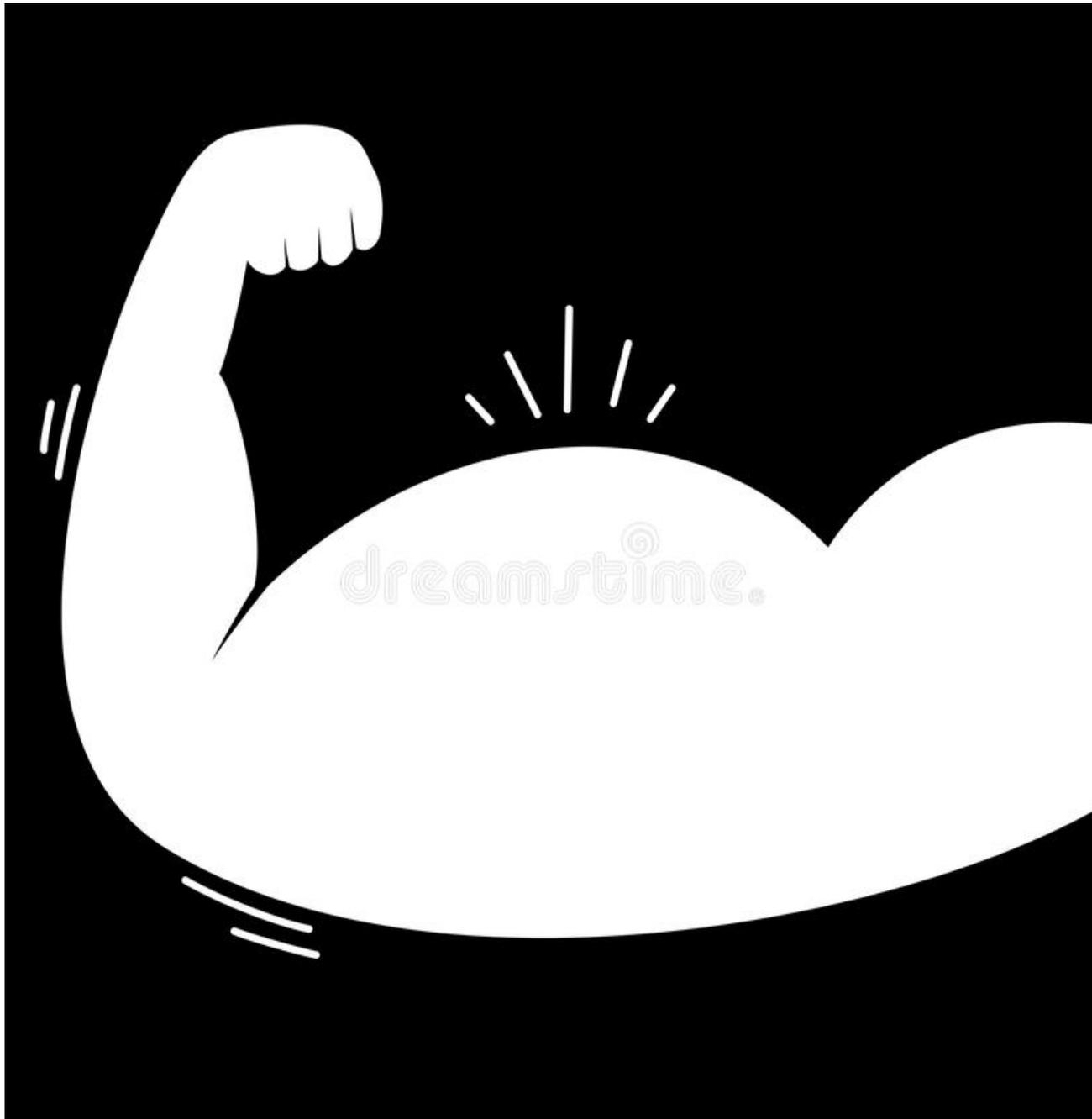
LAMINAR OR TURBULENT FLOW?



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.



POWER COMEPTENCIES

SUPPORTING COMPETENCIES

SUPPORTING COMPETENCIES

SUPPORTING COMPETENCIES

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SUPPORTING COMPETENCIES

SUPPORTING COMPETENCIES

POWER COMEPTENCIES

**WHICH IS A
POWER
COMPETENCY
AND SUPPORTING
COMPETENCY?**

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

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
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SCIENCE	Detect Bias in a Scientific Conclusion	Analyze and Evaluate Scientific Explanation

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 competency represents learning that is essential for success in a new unit, course of study or succeeding 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

The learner illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates, (d) theorems.



ENDURANCE

When the competency 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

The learner illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates, (d) theorems.

ASSESSMENT



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

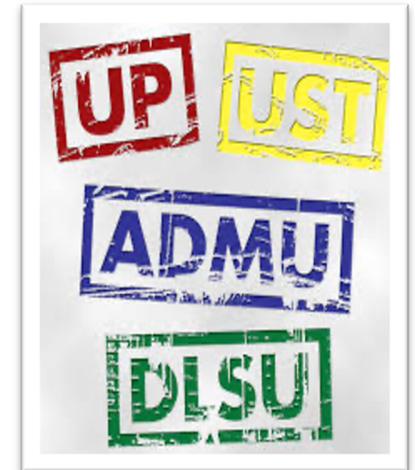
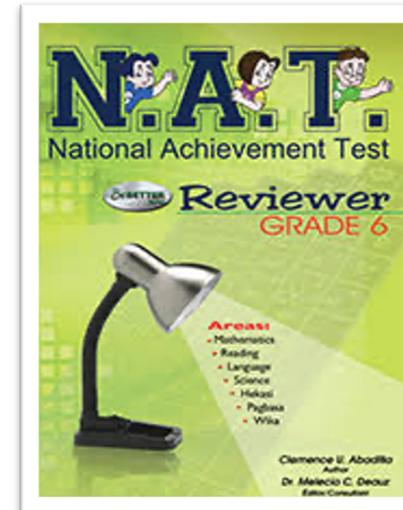
ASSESSMENT

GUIDE QUESTION

Does this competency prepare the learners for national or international assessments?

EXAMPLE

The learner illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates, (d) theorems.





LEVERAGE

When the competency 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

The learner illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular:
(a) defined terms; (b) undefined terms; (c) postulates, (d) theorems.
(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?

DETERMINE IF IT IS A POWER COMPETENCY

STEP 1

<h2>COMPETENCIES</h2> <p>The Learner ...</p>	Readiness (needed for next level)	Endurance (needed for life/ practice of profession)	Assessment (needed for Nat'l or Int'l Achievement Test)	Leverage (needed for other subjects)
A.1 Describes the 4 parts of a mathematical system.				
A.2 Explains the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.				
A.3 <i>draws congruent figures</i>				
A.4 <i>Defines and gives examples of triangle congruence</i>				

DETERMINE IF IT IS A POWER COMPETENCY

STEP 1

COMPETENCIES The Learner ...	Readiness (needed for next level)	Endurance (needed for life/ practice of profession)	Assessment (needed for Nat'l or Int'l Achievement Test)	Leverage (needed for other subjects)
A.5 <i>Identifies corresponding parts of congruent triangle.</i>				
A.6 States the Triangle Congruence Postulates (SSS, SAS and ASA)				
A.7 Explains the SAS, ASA and SSS congruence postulates				
A.8 solves corresponding parts of congruent triangles				
A.9 proves two triangles are congruent				

DETERMINE IF IT IS A POWER COMPETENCY

STEP 1

COMPETENCIES The Learner ...	Readiness (needed for next level)	Endurance (needed for life/ practice of profession)	Assessment (needed for Nat'l or Int'l Achievement Test)	Leverage (needed for other subjects)
A.10 proves statements on triangle congruence				
A.11 applies triangle congruence to construct perpendicular lines and angle bisectors				
A.12 <i>solves real-life problems involving congruent triangles</i>				
A.13 <i>generalizes the importance of triangle congruence in real-life structures</i>				

DETERMINE IF IT IS A POWER COMPETENCY

STEP 1

COMPETENCIES The Learner ...	Readiness (needed for next level)	Endurance (needed for life/ practice of profession)	Assessment (needed for Nat'l or Int'l Achievement Test)	Leverage (needed for other subjects)
A.14 <i>formulates questions to elicit mathematical thinking</i>				
A.15 <i>investigates real-life structures using triangle congruence</i>				
A.16 <i>communicates mathematical thinking with coherence and clarity</i>				

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

STEP 1

Competencies	R	E	A	L	Power/Supporting Competency
A.1 describes the 4 parts of a mathematical system.					Supporting
A.2 explains the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.					Power
A.3 <i>draws congruent figures</i>					Supporting
A.4 <i>defines and gives examples of triangle congruence</i>					Supporting
A.5 <i>identifies corresponding parts of congruent triangle.</i>					Supporting
A.6 states the Triangle Congruence Postulates (SSS, SAS and ASA)					Supporting
A.7 explains the SAS, ASA and SSS congruence postulates					Supporting
A.8 solves corresponding parts of congruent triangles					Supporting
A.9 proves two triangles are congruent					Supporting
A.10 proves statements on triangle congruence					Supporting
A.11 applies triangle congruence to construct perpendicular lines and angle bisectors					Supporting
A.12 <i>solves real-life problems involving congruent triangles</i>					Power
A.13 <i>generalizes the importance of triangle congruence in real-life structures</i>					Power
A.14 <i>formulates questions to elicit mathematical thinking</i>					Supporting
A.15 <i>investigates real-life structures using triangle congruence</i>					Supporting
A.16 <i>communicates mathematical thinking with coherence and clarity</i>					Power

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
<p>1 (16 days)</p>	<p>A.2 Explains the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.</p>	<p>A.1 Describes the 4 parts of a mathematical system. A.3 <i>Draws congruent figures</i> A.4 <i>Defines and gives examples of triangle congruence</i> A.5 <i>Identifies corresponding parts of congruent triangle.</i> A.6 States the Triangle Congruence Postulates (SSS, SAS and ASA) A.7 Explains the SAS, ASA and SSS congruence postulates A.8 Solves corresponding parts of congruent triangles A.11 Applies triangle congruence to construct perpendicular lines and angle bisectors</p>
<p>2 (8 days)</p>	<p>A.13 <i>Generalizes the importance of triangle congruence in real-life structures</i></p>	<p>A.9 Proves two triangles are congruent A.10 Proves statements on triangle congruence</p>
<p>3 (8 days)</p>	<p>A.12 <i>Solves real-life problems involving congruent triangles</i> A.16 <i>Communicates mathematical thinking with coherence and clarity</i></p>	<p>A.14 <i>Formulates questions to elicit mathematical thinking</i> A.15 <i>Investigates real-life structures using triangle congruence</i></p>
<p>TOTAL 40 days</p>		

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.
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

Grade 8 Q3 has 3 CLUSTERS OF 16 CORE COMPETENCIES FOR 8 WEEKS

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

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 <u>stress</u> , <u>pitch</u> , and juncture when delivering a speech	opinion-marking signals EN8G-IIIb-3.6: Use modals appropriately
---	---------------------------------	--	--	---	--	--	--	---

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	
2 (10 days)	A.12 Solves real-life problems involving congruent triangles	A.8. Solves corresponding parts of congruent triangles	A. 8. Problem Solving	A.8 Textbook Activity	A. 8. Supplementary Worksheet Material: https://www.nlpanthers.org/downloads/chap055.pdf	Logical Reasoning
		A. 11 Applies triangle congruence to construct perpendicular lines and angle bisectors	A. 11 Figure Construction	A.11 Textbook Activity	A.11 PEAC LM p. 112 Activity 12 Title: Paper Planes Materials: http://www.youtube.com/watch?v=y3_VMPkzI8A	
3 (10 days)	A.13 Generalizes the importance of triangle congruence in real-life structures	A.9 Proves two triangles are congruent	A. 9 Proving	A. 9 PEAC LM p. 102 Activity 3 Title: Concept Building about Congruent Triangles Materials: Modeling with Manipulatives	A. 9 PEAC LM p. 103 Activity 3 Title: Concept Building about Congruent Triangles Material: http://www.mathlearning.com/geometry-congruent-triangles.html	
		A.10 Proves statements on triangle congruence	A. 10 Proving	A.10 PEAC LM p. 108 Activity 7 Title: CFocused Instruction on Proving Triangle Congruence Materials: Completed Proofs	A. 10 PEAC LM p. 108 Activity 7 Title: Focused Instruction on Proving Triangle Congruence Materials: http://www.youtube.com/watch?v=TPL12Tk7L6U	

Subject: Mathematics

Grade Level: 8

Quarter: Third

Unit Topic: Axiomatic Structure of Geometry and Triangle Congruence

Content Standard: The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.

Performance Standard: The learner

1. is able to formulate an organized plan to handle a real-life situation.
2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.

Learning Competency: The learner explains the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.

OFFLINE ACTIVITY

Example 1:

Use inductive reasoning to find the sum of the first 20 even numbers.

Solution:

1. Find the first few sums. Notice that each sum is the square of the number of terms plus the number of terms.
2. Look for a pattern.
3. Make a conjecture

n (number of terms)		sum	pattern
1	2	2	$1^2 + 1$
2	2+4	6	$2^2 + 2$
3	2+4+6	12	$3^2 + 3$
4	2+4+6+8	20	$4^2 + 4$
			CONJECTURE: $n^2 + n$



The sum of the first 20 even numbers is $20^2 + 20 = 420$. The expression $n^2 + n$ will help you find easily the sum of the nth terms of even numbers.

ACTIVITY 4. Skills Practice

Use inductive reasoning to answer the given problems.

1. Find the sum of the first 20 odd numbers and make a conjecture out of it. Complete the table below.

n (number of terms)		sum	pattern
1	1		
2	1+3		
3	1+3+5		
4	1+3+5+7		
			CONJECTURE:

Source:

**PEAC LM Math 8 (Quarter 3) –
2019 Edition, pp. 34-37**

Learning Competency: The learner explains the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.

ONLINE ACTIVITY

ACTIVITY 3. Inductive Reasoning from Patterns

Read first the Process Questions before watching the three videos from <http://www.ck12.org/book/CK-12-Basic-Geometry-Concepts/section/2.1/>. Read also the Guidance Article and try to answer Guided Practice.

Take down notes in your Ever Note or in your notebook.

Click on the red-colored Practice button on top of the page or click this link <http://www.ck12.org/book/CK-12-Basic-Geometry-Concepts/section/2.1/> to practice inductive reasoning from patterns. This is a 15-item interactive quiz which provides immediate feedback. Just click start if you are ready to answer. You can get a hint if you have difficulty in answering a problem.

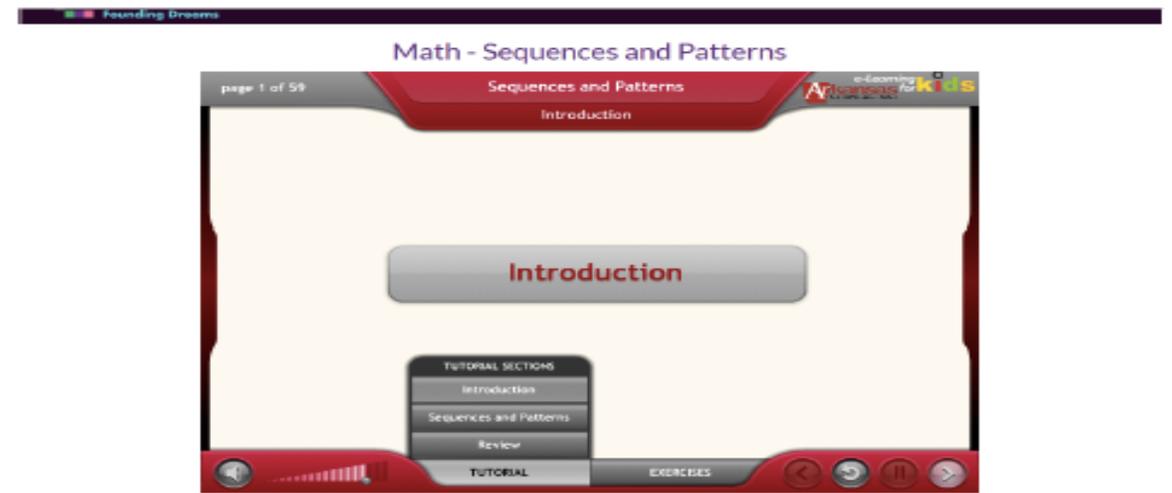
Process Questions:

1. What is inductive reasoning?

2. How do you call a conclusion drawn from inductive reasoning? How is it disproved?

Interactive practice

<http://www.e-learningforkids.org/math/lesson/sequences-and-patterns/>



Source:
PEAC LM Math 8 (Quarter 3) –
2019 Edition, pp. 34-38

Learning Competency: The learner proves statements on triangle congruence.

OFFLINE ACTIVITY

ACTIVITY 8. Proof Flowcharting

Study the examples below. Follow the arrow. It indicates the consequence of the given statement.

Example 1:

STATEMENTS	REASONS
1. $\triangle AME$ is an isosceles \triangle where ME is the base	1. Given
2. $AM \cong AE$ S*	2. Isosceles triangle has two congruent sides.
3. G is the midpoint of ME	3. Given
4. $GM \cong GE$ S*	4. Midpoint divides a line segment into two congruent segments.
5. $AG \cong AG$ S*	5. Reflexive Property of Equality
6. $\triangle AGE \cong \triangle AGM$	6. SSS Congruence Postulate

Example 2:

STATEMENTS	REASONS
1. TP is a diagonal of the parallelogram $TSPR$	1. Given
2. $\angle STP \cong \angle RPT$ A*	2. If lines cut by the transversal are parallel, then alternate interior angles are congruent.
3. $\angle SPT \cong \angle RTP$ A*	3. If lines cut by the transversal are parallel, then alternate interior angles are congruent.
4. $PT \cong TP$ S*	4. A line segment is congruent to itself (Reflexivity)
5. $\triangle TSP \cong \triangle PRT$	5. ASA Congruence Postulate

ACTIVITY 9. Practice On Proving Triangle Congruence

Answer this exercise with a partner.

Write a 2-column proof of the ff. and sketch the figure:

1. Given: $MN \perp MR$ & NP where R & P are on the opposite sides of MN
 O is the midpoint of MN

Prove: $\triangle RMO \cong \triangle PNO$

2. Given: $\triangle XWY$ is isosceles where XY is the base
 Z is the midpoint of XY

Prove: $\triangle WZX \cong \triangle WZY$

Source:
PEAC LM Math 8 (Quarter 3) –
2019 Edition, pp. 110-111

Learning Competency: The learner proves statements on triangle congruence.

ONLINE ACTIVITY

ACTIVITY 10. Interactive Activity on Proving Congruency of Triangles

http://www.mathwarehouse.com/classroom/worksheets/congruent_triangles/Angle-Angle-Side-euclidean-proof-worksheet-activities.pdf

This site provides interactive activities on proving congruency of triangles.

http://www.mathwarehouse.com/geometry/congruent_triangles/side-angle-side-postulate.php

This website provides interactive activities on proving congruency of triangles using the SAS congruence postulate.

Explore these sites and answer as many exercises as you wish until you can master the skill in proving congruency of triangles.

Reflections: Answer these questions in your reflection log.

1. How do you find the exercises?
2. Is learning how to prove congruency of triangles taking place? Explain.
3. What have you realized after doing the exercises?
4. Do they improve your logical thinking?
5. Do you think this can help you in your day to day activity? How?
6. How can the concepts of congruency of triangles affect stability of a structure?

Click on SAVE if you have responded to the questions asked

ACTIVITY 11. Exercises on Proving

On your own, sketch the figure of the given triangles and make a 2-column proof of the ff.

1. Given: AE and CD bisect each other at M
Prove: $\triangle AMC \cong \triangle EMD$

STATEMENTS	REASONS

2. Given: PR is the \perp bisector of ST at R
Prove: $\triangle PRS \cong \triangle PRT$

STATEMENTS	REASONS

Source:
PEAC LM Math 8 (Quarter 3) –
2019 Edition, pp. 111-112

UNIT HORIZONTAL ALIGNMENT AND VERTICAL LEARNING PROGRESSION

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
2 (10 days)	A.12 Solves real-life problems involving congruent triangles	A.8. Solves corresponding parts of congruent triangles	A. 8. Problem Solving	A.8 Textbook Activity	A. 8. Supplementary Worksheet Material: https://www.nlpanthers.org/downloads/chap055.pdf	Logical Reasoning
		A. 11 Applies triangle congruence to construct perpendicular lines and angle bisectors	A. 11 Figure Construction	A.11 Textbook Activity	A.11 PEAC LM p. 112 Activity 12 Title: Paper Planes Materials: http://www.youtube.com/watch?v=y3_VMPkzI8A	
3 (10 days)	A.13 Generalizes the importance triangle congruence in real-life structures	A.9 Proves two triangles are congruent	A. 9 Proving	A. 9 PEAC LM p. 102 Activity 3 Title: Concept Building about Congruent Triangles Materials: Modeling with Manipulatives	A. 9 PEAC LM p. 103 Activity 3 Title: Concept Building about Congruent Triangles Material: http://www.mathlearning.com/geometry-congruent-triangles.html	
		A.10 Proves statements on triangle congruence	A. 10 Proving	A.10 PEAC LM p. 108 Activity 7 Title: CFocused Instruction on Proving Triangle Congruence Materials: Completed Proofs	A. 10 PEAC LM p. 108 Activity 7 Title: Focused Instruction on Proving Triangle Congruence Materials: http://www.youtube.com/watch?v=TPL12Tk7L6U	

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	CONGRUENT TRIANGLES	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence	The learner 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	A.8 Solves corresponding parts of congruent triangles A.13 <i>generalizes the importance of triangle congruence in real-life structures</i> A.15 <i>investigates real-life structures using triangle congruence</i> A.16 <i>communicate mathematical thinking with coherence and clarity</i>	A.8. Problem Solving A.13 Guided Generalization A.15. Performance Task A.16 Performance Task	A.8. Worksheet A.13. CER (Pinwheel Discussion) A.15. Scaffold for Transfer A.16. Scaffold for Transfer	A. 8. Textbook Online Resource A.13 Textbook Online Resource A.15 Online Resource A.16 Online Resource	Logical Reasoning

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	CONGRUENT TRIANGLES	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence	The learner 1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	A.8 Solves corresponding parts of congruent triangles A.13 <i>generalizes the importance of triangle congruence in real-life structures</i> A.15 <i>investigates real-life structures using triangle congruence</i> A.16 <i>communicate mathematical thinking with coherence and clarity</i>	A.8. Problem Solving A.13 Guided Generalization A.15. Performance Task A.16 Performance Task	A.8. Worksheet A.13. CER (Pinwheel Discussion) A.15. Scaffold for Transfer A.16. Scaffold for Transfer	A. 8. Textbook Online Resource A.13 Textbook Online Resource A.15 Online Resource A.16 Online Resource	Logical Reasoning

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:

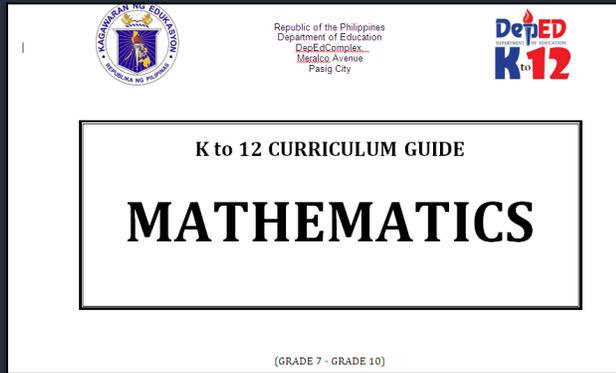
SECTION:

TEACHER:

UNIT TOPIC:

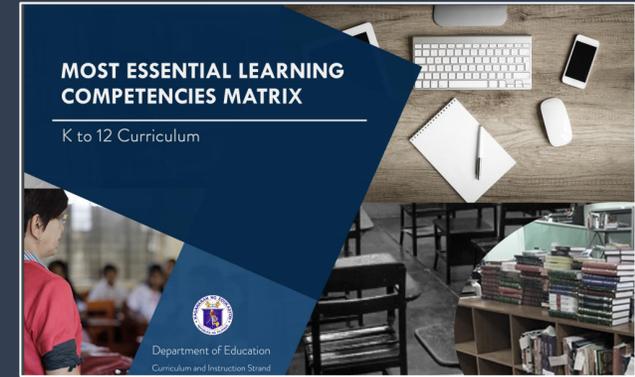
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ACQUISITION CLUSTER 1	3 ACQUISITION CLUSTER 1 OFFLINE -TEXTBOOK	4 ACQUISITION CLUSTER 1 OFFLINE -TEXTBOOK	5 ACQUISITION CLUSTER 1 OFFLINE – TEXTBOOK	6 ACQUISITION CLUSTER 1 ONLINE – YOUTUBE VIDEO	7 ACQUISITION REVIEW
8	9 ACQUISITION TEST	10 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

DEPED SUBJECT CG



SUMMARY

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
1Q1								

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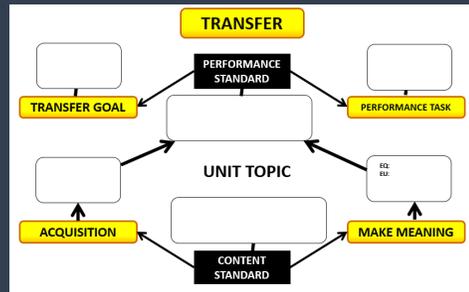
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ENSURE ENDURANCE OR TRANSFER OF LEARNING BY DOING ANY OF THE FF. WITH MELCs:

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



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.

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).



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

*Thank
you*

