USER ADVISORY

These curriculum maps (CMaps) were developed by the Private Education Assistance Committee (PEAC) under the Junior High School In-Service Training (JHS INSET) program of the Government Assistance to Students and Teachers in Private Education (GASTPE), which is co-implemented by the Department of Education (DepEd) and PEAC.

The Grade 7 and Grade 8 CMaps were written by the PEAC JHS Trainers, and some of them were used as exemplars, serving as presentation samples and workshop activities during the 2024 and 2025 In-Service Training for Junior High School Teachers in private schools.

The CMaps are aligned with the Revised K-10 Curriculum of DepEd, which is being implemented in phases nationwide starting SY 2024-2025. Teachers from both private and public schools may use these CMaps to support the implementation of the Revised K-10 Curriculum.

Unit Curriculum Map

Q1 **Mathematics 7**

Polygons, Conversion of Units, Volume of Pyramids and Squares, Scientific Notation

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 Polygons	The learners should have knowledge and understanding of 1. regular and irregular polygons and their features/properties. 2. determination of measures of angles and number of sides of polygons.	By the end of the quarter, the learners are able to draw, and describe the features/properties of, regular and irregular polygons.	**A.1** draw and describe regular and irregular polygons with 5, 6, 8, or 10 sides, based on measurements of sides and angles, using a ruler and protractor.	**A.1** Short Response: Drawing	**A1.** Interactive Simulation and Hands-on Graphing Exercises	**A.1.1** Regular and irregular polygons interactive worksheet A.1.2 Interactive Polygon | Math | Interior Angles	**A.1-C2** Critical Thinking / Problem-Solving Practicality / Resourcefulness
			A.2 draw triangles, quadrilaterals, and regular polygons (5, 6, 8, or 10 sides) with given angle measures.	**A.2** Short Response: Drawing	**A.2** Interactive Simulation and Hands-on Graphing Exercises	**A.2** Interactive Polygon | Math | Interior Angles	
			A.3 describe and explain the relationships between angle pairs based on their measures.	**A.3** Short Response: Identification and Labeling Task	**A.3** Structured Angle Pair Identification and Labeling Practice	**A.3.1** Angle Pairs Flashcards | Quizlet A.3.2 Protractor » Toy Theater	
			A.4	**A.4**	**A.4**	**A.4**	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			classify polygons according to the number of sides, whether they are regular or irregular, and whether they are convex or non-convex.	Selected Response: Multiple Choice	Polygon Scavenger Hunt: Classroom Edition! (Hands-On Activity)	Quizizz Gamified Worksheet	
			A.5 deduce the relationship between the exterior angle and adjacent interior angle of a polygon.	**A.5** Prove It!/ Conceptual Explanation	**A.5** Interior and Exterior Angles in Polygons Exploration	**A.5** https://www.geogebra.org/m/wphyjyd5	
			A.6 determine the measures of angles and the number of sides of polygons.	**A.6** Selected Response: Multiple Choice	**A.6** Gamified Interactive Quizizz Game	**A.6** Quizziz Gamified Worksheet	
2 Conversion of Units of Measure Volumes of Square and Rectangular Pyramids and Cylinders	The learners should have knowledge and understanding of: 1. conversion of units of measure. 2. volume of square and rectangular	By the end of the quarter, the learners are able to: 1. convert units of measure from different systems of measure. 2. find the volume of square and rectangular pyramids, and the	**B.1** convert units of measure within the International System of Units (SI) and across different systems of measure.	**B.1** Conversion drill (worksheet-based and online game)	**B.1** Conversion Challenge: Decode the Recipe!"	**B.1.1** Kahoot Online game **B.1.2** Video **B.1.3** Worksheets on unit conversion	
			B.2 explain inductively the volume of a cylinder	**B.2**	**B.2**	**B.2** Worksheet	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	pyramids, and cylinders.	volume of cylinders.	using the area of a circle, leading to the identification of the formula	Hands-on measuring and guided discovery	"Cube Filling: Cylinder Volume Exploration"		
			B.3 find the volume of a cylinder	**B.3** Solving guided problems using real-life objects (measuring, calculating, explaining)	**B.3** Can You Measure It?" – Real-Life Volume Investigation	**B.3.1** Worksheet B.3.2 Kahoot Online Game	
			B.4 solve problems involving the volumes of cylinders	**B.4** Contextualized Word Problems	**B.4** Worksheets/Task Cards	**B.4** Interactive Simulation: https://www.geogebra.org/m/pntdevt7	
			B.5 explore inductively the volume of square and rectangular pyramids using rectangular prisms, leading to the identification of the formula	**B.5** Concept Map / Diagram with Explanation	**B.5** Pyramid-Prism Fill-and-Compare	**B.5** Interactive Simulation: https://www.geogebra.org/m/jwf5y73q	
			B.6	**B.6** Comparative Estimation / Real-	**B.6**	**B.6** Worksheet	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			estimate volumes of square and rectangular pyramids.	World Estimation Challenge	Hands-on Estimation & Verification		
			B.7 solve problems involving volumes of square or rectangular pyramids.	**B.7** Constructed Response: Problem Solving	**B.7** Volume Party! Team-Based Activity	**B.7** Eduaide.com Team-Based Activity: Solving Problems Involving Volumes of Square or Rectangular Pyramids	
			B.8 *Solve real-world problems involving volumes of cylinders and square or rectangular pyramids*	**B.8** C-E-R	**B.8** C-E-R Activity	**B.8** C-E-R Worksheet	
3 Operations on Scientific Notation	The learners should have knowledge and understanding of operations using scientific notation.	By the end of the quarter, the learners are able to write numbers in scientific notation and perform operations on numbers written in scientific notation.	**C.1** write numbers in scientific notation to represent very large or very small numbers, and vice versa.	**C.1** Constructed Response: Short answer	**C.1** Learning Stations: Scientific Notation	**C.1** Eduaide.com Learning Stations Activity: Scientific Notation	
			C.2 perform operations on numbers expressed in scientific notation.	**C.2** Selected Response: Multiple Choice Fill-in the blanks	**C.2** Scientific Notation Worksheet	**C.2** Eduaide.com Scientific Notation Worksheet	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.1-C.2 solve real-world problems involving geometric figures, their properties, measurements, and volumes for practical applications such as designing structures and managing resources, within their community.	**A.1-C.2** Performance Task	**A.1-C.2** Scaffold Activities Scaffold 1: Teacher Modeling/Think-out-loud) Rainwater Catchment System Design Scaffold 2: (Guided Practice) Cement Mixing for Barangay Path Repair Scaffold 3: (Inde-pendent Practice) Local Store Product Packaging Design	**A.1-C.2** Performance Task Templates	

Unit Curriculum Map

Q2 Mathematics 7 Real Numbers & Operations

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 A. Sets and Operations on Sets	The learners should have knowledge and understanding of : 1. sets and subsets, and the union and intersection of sets using Venn diagrams 2. subset of real numbers.	By the end of the quarter, the learners are able to: 1. describe sets and their subsets, and the union and intersection of sets. 2. illustrate sets and subsets, and union and intersection of sets, using Venn diagrams.	**A.1** describe sets and their subsets, the union of sets, and the intersection of sets.	**A.1** Constructed Response: Definitions and Examples	**A.1.1** Group brainstorming of real-life examples; A.1.2 Concept mapping of set relationships	**A.1.1** LMS Module / Slides; Textbook; Sample contexts (e.g., fruits, hobbies); A.1.2 Whiteboard/chart paper for mapping	**A.1-C.7** Financial Responsibility
			A.2 illustrate sets and their subsets, the union of sets, and the intersection of sets, through the use of Venn diagrams.	**A.2** Constructed Response: Venn diagram creation	**A.2** Sorting elements into sets	**A.2** Printable Venn diagram templates; Interactive Venn diagram tool (https://www.meta-chart.com/venn)	
			A.3 illustrate the different subsets of real numbers (e.g. natural numbers, whole numbers, integers, rational numbers, and irrational numbers)	**A.3** Selected Response: Multiple Choice or Matching Type	**A.3** Classification activity using number cards; Number sorting into subsets (natural, whole, integers, rational, irrational)	**A.3** Video: Real Number System (e.g., YouTube); Number line visuals; LMS slide deck	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
2 B. Real Numbers and Operations	The learners should have knowledge and understanding of : 1. the set of integers, and comparing and ordering integers. 2. the four operations with integers. 3. simplification of numerical expressions involving integers. 4. absolute value of an integer.	By the end of the quarter, the learners are able to: 1. compare and order integers, including through the use of the number line. 2. perform the four operations with integers. 3. simplify numerical expressions involving integers. 4. identify the absolute value of an integer.	**B.1** describe the set of integers (e.g positive, negative, and zero)	**B.1** Constructed Response: Short Explanation	**B.1** Number line exploration; Real-life examples like temperature and sea level	**B.1** Anchor chart showing integer set; YouTube math channel explanation; Interactive quiz	
			B.2 use positive and negative numbers to describe directions or opposites in real-life situations *(e.g. temperature changes, elevator positions, sea level, profit and loss, and directions)*	**B.2** Constructed Response: Fill in the Blanks	**B.2** CK12 Integers that Represent Different Situations	**B.2** https://flexbooks.ck12.org/cbook/ck-12-middle-school-math-concepts-grade-7/section/4.1/primary/lesson/integers-that-represent-different-situations-msm7/	
			B.3 locate integers on the number line.	**B.3** Selected Response: Multiple Choice	**B.3** Phet Simulation Number Line: Integers	**B.3** https://phet.colorado.edu/sims/html/number-line-integers/latest/number-line-integers_all.html	
			B.4 compare and order integers.	**B.4** Constructed Response:	**B.4** IXL Skills Practice	**B.4** https://www.ixl.com/math/grade-	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
				Fill in the Blanks	Compare and Order Integers	7/compare-and-order-integers	
			B.5 add and subtract integers; using concrete models (e.g., counters, integer chips), pictorial models (e.g., bar models, number lines), and with integers written as numerals.	**B.5** Constructed Response: Solving	**B.5.1** Skills Practice **B.5.2** Gamification	**B.5.1** https://www.ixl.com/math/lessons/adding-and-subtracting-integers **B.5.2** https://www.mathmammoth.com/practice/mystery-picture-integers	
			B.6 multiply and divide integers.	**B.6** Constructed Response: Solving	**B.6.1** Interactive Simulation **B.6.2** Skills Practice	**B.6.1** https://flexbooks.ck12.org/cbook/ck-12-cbse-maths-class-7/section/1.3/primary/lesson/multiplying-and-dividing-integers/ **B.6.2** https://www.liveworksheets.com/worksheet/en/math/496753#google_vignette	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			B.7 simplify numerical expression involving integers using number properties (i.e. Commutative, Associative, Distributive, Identity and Inverse) and the order of operations (GEMDAS: Grouping, Exponent, Multiplication, Division, Addition, Subtraction).	**B.7** Constructed Response: Solving	**B.7.1** Gamification B.7.2 Skills Practice	**B.7.1.1** https://www.mathgames.com/skill/7.87-simplify-expressions-involving-integers **B.7.1.2** https://www.mathmammoth.com/practice/order-operations **B.7.2.1** https://www.ixl.com/math/algebra-1/evaluate-numerical-expressions-involving-integers **B.7.2.2** https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-exponents-and-order-of-operations/x0267d7	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						82:more-on-order-of-operations/a/order-of-operations-review	
			B.8 identify the absolute value of an integer, and its meaning on the number line.	**B.8** Selected Response: Multiple Choice	**B.8.1** Interactive Simulation **B.8.2** Skills Practice	**B.8.1** https://www.geogebra.org/m/v52gmczg **B.8.2** https://flexbooks.ck12.org/cbook/ck-12-algebra-i-concepts/section/6.7/primary/lesson/absolute-value-alg-i/	
3 C. Rational Numbers and Operations	The learners should have knowledge and understanding of : 1. application of percentages. 2. use of rates. 3. rational numbers.	By the end of the quarter, the learners are able to: 1. use percentages in different contexts. 2. identify and use rates. 3. create a financial plan. 4. describe, order, and perform	**C.1** solve problems involving: a. percentage increase, and b. percentage decrease.	**C.1** Extended Response: Problem Solving with CER	**C.1** Direct Instruction with CER	**C.1.1** CER Think-Aloud Script with Text for Analysis **C.1.2** Guided Practice CER Template with Step - by - Step Guide **C.1.3**	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
		operations on, rational numbers.				Independent Practice with Modified CER Template	
			C.2 solve money problems involving percentages (e. g., discount, commission, sales tax, simple interest).	**C.2** Extended Response: CER with Sentence Choice	**C.2** Problem Analysis with CER	**C.2** CER Worksheet with Sentence Choice	
			C.3 identify and explain the uses of rates in real-life.	**C.3** Constructed Response: Short Explanation	**C.3** Think-Pair-Share: real-life examples like speed, price per unit, etc.	**C.13** Video on Rates (e.g. YouTube) and process questions https://youtu.be/jC1K7fM91sE?si=cnes8CgpSVEmO8ET	
			C.4 solve real-life problems involving rates (e.g., speed, unit price).	**C.4** Constructed Response: Solving	**C.4.1** Skills Practice **C.4.2** Gamification	**C.4.1** Practice worksheet **C.4.2** Quizziz on solving problems related to rates https://wayground.com/signup/qdp?quizId=5af06f5e694a3f0	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					C.4.3 CER	01ae1b509&fromPage=/admin/quiz/5af06f5e694a3f001ae1b509/unit-rates&action=use_activity&ctaSource=use_activity_cta **C.4.3** CER Template	
			C.5 describe given rational numbers as fractions, decimals, or percentages.	**C.5** Constructed Response: Definitions and Examples	**C.5** Comparison Matrix	**C.5** Comparison Matrix template, textbook, learning module	
			C.6 order rational numbers on a number line.	**C.6** Constructed Response: Illustration and fill in the blanks	**C.6** Skill practice on ordering rational numbers on a number line	**C.6** Video on ordering rational numbers (e.g. YouTube) https://youtu.be/GJVKUXHiVQc?si=9EBPalYPvlXN_dsZ Worksheet on Ordering Rational Numbers by learning team	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			C.7 perform operations on rational numbers.	**C.7** Constructed Response: Solving	**C.7.1** Interactive simulation **C.7.2** Gamification: Individual Whiteboard activity	**C.7.1** Desmos, worksheets **C.7.2** Whiteboard	
			A.1-C.7 create a financial plan.	**A.1-C.7** Performance Task	**A.1-C.7.1** Scaffold Activity 1: Modeling with Think Aloud Script **A.1-C.7.2** Scaffold Activity 2: Guided Practice with Template **A.1-C.7.3** Scaffold Activity 3: Independent Practice with Modified Template	**A.1-C.7.1** Think-Aloud Script **A.1-C.7.2** Guided Practice Template with Step by Step Guide **A.1-C.7.3** Independent Practice Worksheet with Modified Template	

Unit Curriculum Map

Q3 Mathematics 7 Number and Algebra

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1. Rational and Irrational Numbers	The learner demonstrates knowledge and understanding of : 1. square roots of perfect squares, cube roots of perfect cubes, and irrational numbers.	By the end of the quarter, the learners are able to: 1. determine square roots of perfect squares and cube roots of perfect cubes, and identify irrational numbers	**A.1** determine the square roots of perfect squares and the cube roots of perfect cubes.	**A.1** Selected Response: Multiple Choice	**A.1** Understanding Perfect Squares and Perfect Cubes (Interactive Activity with Frayer Model)	**A.1** Interactive Activity: Understanding Perfect Squares and Perfect Cubes	**A.1 - C.7** Logical and Critical Thinking
			A.2 identify irrational numbers involving square roots and cube roots, and their locations on the number line	**A.2** Selected Response: Multiple Choice	**A.2.1** Approximating Square Root & Locating Them on the Number Line (Video Watching - Think Pair Share)	**A.2.1** Youtube Video: Estimating Square Roots to the Nearest Tenths **A.2.2** Teacher-made worksheet	
2. Algebraic Expressions	The learner demonstrates knowledge and understanding of :	By the end of the quarter, the learners are able to:	**B.1** differentiate between constants and variables in a given algebraic expression	**B.1** Constricted Response: Short Answer	**B.1** Note-taking with graphic organizer	**B.1** Graphic Organizer Worksheet	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	1. the evaluation of algebraic expressions following substitution.	1. substitute into an algebraic expression to evaluate the					
			B.2 evaluate algebraic expressions given the value/s of the variable/s.	**B.2** Constructed Response: Short Answer	**B.2** Hands-on drills	**B.2.1** Video: Evaluating Algebraic Expressions **B.2.2** Live Worksheet: Evaluating Algebraic Expressions	
			B.3 translate verbal phrases into algebraic expressions.	**B.3** Selected Response: Matching Type	**B.3.1** Matching Verbal Phrases to Expressions **B.3.2** Collaborative Phrase-to-Expression Card Game	**B.3.1** Video: Translating phrases into Algebraic Expressions **B.3.2** Teacher Made Worksheet	
			B.4 solve problems involving algebraic expressions	**B.4** Constructed Response: Short answer	**B.4** Algebraic Models	**B.4** Algebraic Models Worksheet	
			B.5	**B.5**	**B.5**	**B.5**	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			illustrate the properties of equality.	Selected Response: Multiple Choice	Interactive Simulation	Interactive Simulation	
3 Equations	The learner demonstrates knowledge and understanding of : 1. the solution of simple equations. 2. the rearrangemen t of a formula to make a different variable the subject of the formula	By the end of the quarter, the learners are able to: 1. solve simple equations. 2. rearrange a formula to make a different variable the subject of the formula.	**C.1** find solutions to equations involving square roots, cube roots, and irrational numbers.	**C.1** Short Response: Multiple Choice	**C.1** Skills Practice	**C.1** Teacher-Made Worksheet	
			C.2 solve simple equations represented by bar models to find unknowns.	**C.2** Hands-on Operation	**C.2** Lecture (Modeling)	**C.2** Bar Models Video	
			C.3 solve one variable in terms of the other variables in a formula.	**C.3** Constructed Response: Short Answer	**C.3** Hands-on Activity	**C. 3.1** Video Rewriting Equations for a specified Variable **C.3.2** Teacher-Made Worksheet	
			C.4 write equations in algebraic form.	**C.4** Constructed Response: Short Answer	**C 4.1** Hands-on Activity	**C.4.1** Write Equations in Algebraic Forms	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					C.4..2 Interactive Activity	**C.4.2** Writing Equations	
			C.5 find the value of an unknown in an equation where the unknown is non-negative.	**C. 5** Constructed Response: Short Answer	**C. 5** Hands-on Activity	**C.5** Linear Equation Worksheets	
			C. 6 solve non-routine problems involving algebraic expressions and formulas	**C.6** Extended Response: Problem Solving with CER	**C.6** Direct Instruction with CER	**C. 6. 1** CER Think Aloud Script with Text Analysis **C. 6. 2** Guided Practice CER Template with Step-by-Step Guide **C.6. 3** Independent practice with the Modified CER Template	
			A.1 - C.7 model real-life situations by creating and manipulating algebraic expressions, equations, and	**A.1 - C.7** Performance Task	**A.1- C.7.1** Scaffold Activity 1 Modeling with Think Aloud Script	**A.1- C.7.1** Think Aloud Script	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			formulas to represent relationships, make predictions, and justify solutions		**A.1 - C.7. 2** Scaffold Activity 2 Guided Practice with Template **A.1 -C.7.3** Scaffold Activity 3 Independent Practice with Modified Template	**A.1 - C.7. 2** Guided Practice with Template Step-by-Step Guide **A.1 -C.7.3** Independent Practice with Modified Template	

Unit Curriculum Map

Q4 Mathematics 7 Data and Probability

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Data and Probability	The learner demonstrates knowledge and understanding of 1. Data collection and sampling technique, and the presentation of data in appropriate tables and graphs 2. Interpretation of statistical graphs outcomes from experiments	By the end of the quarter, the learners are able to … 1. collect data, and organize data in a frequency distribution table. 2. represent and interpret data in different types of graphs 3. gather data from experiments and represent the data in different forms.	**A.1.** investigate different data collection and sampling techniques.	**A.1.** Selected Response: Multiple Choice	**A.1.1.** Note Taking: Cornell Notes **A.1.2.** Collection and Sampling Simulation Activity	**A.1.1.1.** Video (Collection of Data) https://www.youtube.com/watch?v=88alKej2kR0 **A.1.1.2.** Video (Sampling Techniques) https://www.youtube.com/watch?v=9PaR1TsvnJs **A.1.1.3** Cornell Notes Template **A.1.2.** Simulation Worksheet	**A.1. – A.8.** Accuracy Honesty Diligence Accountability
			A.2. collect data from experiments (e.g., number of heads obtained when tossing a coin, a number of times, number of prime numbers	**A.2.** Constructed Response: Short Answer	**A.2.** Mini-Experiment	**A.2.** Mini-Experiment Worksheet	**A.1. – A.8.** Accuracy Honesty Diligence Accountability

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			obtained when rolling a die a number of times)				
			A.3. organize statistical data in a frequency distribution table.	**A.3.** Constructed Response: Making a frequency distribution for a given set of data	**A.3.** Frequency Distribution Table Construction	**A.3.1.** Video: Frequency Distribution Table https://www.youtube.com/watch?v=4ShDvEW3aIM **A.3.2.** Practice Worksheet	
			A.4. use appropriate graphs to represent organized data: pie graph, bar graph, line graph, and stem-and-leaf plot.	**A.4.** Constructed Response: construction of appropriate graph for a given set of data	**A.4.** Compare and contrast of different the kinds of graphs	**A.4.1.** Video: Choosing the Right Graph https://www.youtube.com/watch?v=ogqAXc0iW_c **A.4.2.** Comparison Table Template **A.4.3.** Practice Worksheet	
			A.5. interpret statistical graphs.	**A.5.** Claim-Evidence-Reasoning	**A.5.** Guided Claim-Evidence-Reasoning	**A.5.1.** CER Template **A.5.2.**	

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						Step-by-Step Guide **A.5.3.** CER Checklist	
			A.6. express outcomes in words and/or symbols, and represents outcomes in tables and/or graphs.	**A.6** Constructed Response: Representing Outcomes in Various Ways	**A.6** Skills Practices	**A.6** Teacher Made Worksheet	**A.1. – A.8.** Accuracy Honesty Diligence Accountability
			A.7. solve real-life problems using the outcomes of experiments	**A.7 - A.8** Performance Task	**A.7-A.8.** Scaffolds for Transfer **Level 1**: Sort and Show **Level 2**: Graph It Your Way **Level 3:** Probability in Practice	**A.7.1.-A.8.1** Scaffold Level 1 Worksheet **A.7.2.-A.8.2** Scaffold Level 2 Worksheet **A.7.3.-A.8.3** Scaffold Level 3 Worksheet **A.7.4.-A.8.4** Performance Task Playlist	**A.7.** solve real-life problems using the outcomes of experiments
			A.8. *Formulate conclusions and make decisions or recommendations based on collected*	**A.7 - A.8** Performance Task	**A.7-A.8.** Scaffolds for Transfer **Level 1**: Sort and Show		

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			data and probability outcomes.		**Level 2**: Graph It Your Way **Level 3:** Probability in Practice		