USER ADVISORY

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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.

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Unit Curriculum Map

Q1 **Mathematics 8**

Measures of Central Tendency and Variability and Basic Concepts of Probability

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 Measures of Central Tendency and Variability of Ungrouped Data	*The learner should have knowledge and understanding of:* 1. measures of central tendency of ungrouped data. 2. measures of variability for ungrouped data. 3. interpretation and analysis of graphs from primary and secondary data.	*By the end of the quarter, the learners are able to:* 1. determine measures of central tendency of ungrouped data and use the measures to draw conclusions 2. calculate measures of variability for ungrouped data 3. interpret and analyze graphs from primary and secondary data.	**A1**. determine measures of central tendency of ungrouped data (mean, median, and mode).	**A1**. Selected Response: Multiple Choice	**A1.1** Interactive Simulation **A1.2** Skills Practice	**A1.1.** Center and Variability by Phet Interactive Simulations Mean: https://phet.colorado.edu/sims/html/center-and-variability/latest/center-and-variability_all.html Median and Mode https://phet.colorado.edu/sims/html/center-and-variability/latest/center-and-variability_all.html **A1.2**. Worksheet on Solving for the	**A1-B13** Accuracy and Precision Objectivity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						Measures of Central Tendency https://www.utas.edu.au/__data/assets/pdf_file/0007/524518/Calculating-the-Mean-Median-Mode-Worksheet.pdf	
			A2. calculate the measures of variability (range, mean deviation, and standard deviation) for ungrouped data.	**A2**.Constructed Response: Solving	**A2.1** Interactive Simulation **A2.2** Skills Practice	**A2.1** Center and Variability by Phet Interactive Simulations https://phet.colorado.edu/sims/html/center-and-variability/latest/center-and-variability_all.html **A2.2.** Worksheet on Solving for the Measures of Variability	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						https://www.nios.ac.in/media/documents/SrSec311NEW/311_Maths_Eng/311_Maths_Eng_Lesson17.pdf	
			A3. use the appropriate measure of central tendency and variability given a specific set of data for analysis.	**A3**. Constructed Response: Short Paragraph	**A3.** Four Corners	**A3.** Real-world Data Sets Four Corners Group Worksheet	
			A4. investigate, interpret, and analyze graphs from primary and secondary data (e".g., examination score's and from secondary data e.g. articles, journals).	**A4.** Constructed Response: Problem Solving with C-E-R	**A4**. C-E-R	**A4.** C-E-R worksheet Padlet Link	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A5. draw conclusions from statistical data using the measures of central tendency and variability.	**A5.** Constructed Response: Solving with Short Explanation	**A5.** C-E-R	**A5.** Real-world Data Sets C-E-R Worksheet Padlet Link	
2 Basic Concepts of Probability	1. experimental and theoretical probability 2. the Fundamental Counting Principle.	1. determine the number of possible outcomes of an experiment using the Fundamental Counting Principle 2. calculate the probability of a single event and the probability of simple combined events.	**B6.** describe the sample space of an experiment.	**B6.** Constructed Response: Fill in the Blanks	**B6.** Gamification (Quizizz)	**B6.** Quizizz Link https://quizizz.com/admin/quiz/5c86a4fdbc73a800208e7aae/sample-space	
			B7. describe probability as a measure of the chance of an event occurring.	**B7**. Selected Response: Multiple Choice	**B7**. Retrieval of Mnemonics (Analogies)	**B7**. Teacher Made Worksheet	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			B8. use the Fundamental Counting Principle to determine the number of possible outcomes of an experiment.	**B8**. Selected Response: Multiple Choice	**B8.** Skills Practice through Gamification (Kahoot)	**B8**. Kahoot Link https://quizizz.com/admin/quiz/5ed4265bd8c2c0001b8c0c69/fundamental-counting-principle	
			B9. differentiate theoretical from experimental probability by conducting an experiment or an investigation	**B9.** Constructed Response: Completing a Venn Diagram	**B9.** Hands-on Activity	**B9.** Teacher Made Worksheet on Conducting an Experiment or an Investigation to differentiate Theoretical from Experimental Probability	
			B10. calculate the theoretical probability of a single event by listing all possible outcomes.	**B10.** Constructed Response: Solving	**B10.** Skills Practice	**B10.** Teacher Made Worksheet on Calculating Theoretical Probability for a Simple Event	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			B11. calculate the probability of simple combined events by listing, or by possibility diagrams or tree diagrams.	**B11.** Constructed Response: Solving	**B11.** Skills Practice Noting Details with Graphic Organizer (Tree Diagram Method)	**B11.** Graphic Organizer Template YouTube Video Link: https://chatgpt.com/c/67d36ac4-aa54-800c-aa04-c3443b1470f0	
			B12. solve problems involving experimental probability and/or theoretical probability using the Fundamental Counting Principle.	**B12.** Constructed Response: Solving	**B12.** Skills Practice	**B12.** Teacher Made Worksheet	
			B13. solve real-world problems involving experimental probability and/or theoretical probability using the Fundamental Counting Principle.	**B13.** Constructed Response: Problem Solving with C-E-R	**B13.** Placemat Organizer	**B13.** Placemat Organizer Group Worksheet Lucidspark	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A1-B13. analyze and interpret real-world survey data to make informed decisions and predictions that can influence business strategies, such as product offerings.	**A1-B13.** Performance Task	**A1-B13.** Scaffold Activities Scaffold 1: Teacher Modeling/Think-out-loud) Cracking the Snack Code: Insights for Better Canteen Choices Scaffold 2: (Guided Practice) Snack Preferences and Service Satisfaction: A Data Analysis for School Event Planning Scaffold 3: (Inde-pendent Practice)	**A1-B13**. Scaffold Activities Worksheets	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					Analyzing Pizza Preferences and Service Satisfaction for the New Pizza House		

Unit Curriculum Map

Q2 Mathematics 8

Algebraic Expressions, Linear Equations and Inequalities in One Variable and Sequences

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 A. Algebraic Expressions	*The learner should have knowledge and understanding of:* 1. algebraic expressions and operations with monomials, binomials, and multinomial 2. special products for binomials, and factorization of polynomials 3. rational algebraic	*By the end of the quarter, the learners are able to:* 1. add and subtract monomials, and multiply combinations of monomials, binomials, and multinomials 2. obtain special binomial products 3. factorize different types of polynomials 4. simplify, and operate with, rational algebraic expressions and	**A.1.** add and subtract simple monomials	**A.1.** Selected Response: Multiple Choice	**A.1.** Video Watching with Worksheet	**A.1.1** YouTube Videos: Identifying Like Terms | How to Identify Like Terms in Algebraic Expressions Adding & Subtracting Monomials | Eat Pi **A1.2** Teacher-Made Worksheet	**A1 – B6**. Logical Thinking Critical Thinking

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	expressions and equations	solve simple rational algebraic equations	**A.2**. multiply and divide simple monomials, leading to the derivation of the laws of exponents (i.e. product, power, quotient, zero)	**A.2.** Short Response: Solving	**A.2.1.** Collaborative Exploratory Activity with Worksheet **A.2.2**. Skills Practice: Interactive Activity - Gamification	**A.2.1.** Teacher-Made Worksheet **A.2.2** Kahoot https://kahoot.it/challenge/04972821?challenge-id=2fab025b-a010-4413-9c9d-f549807491ae_1737871773643	
			A.3. multiply simple monomials and binomials with simple binomials and multinomials, using the distributive property with various techniques and models	**A.3.** Short Response: Solving using Varied Techniques and Models	**A.3.1** Simulation: Exploration with PhET **A.3.2**. Skills Practice	**A.3.1** Area Model Algebra https://phet.colorado.edu/en/simulation/area-model-algebra **A.3.2**. Online Adaptive Practice (Khan Academy) Monomial by Polynomials Multiplying Polynomials	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.4. use special product patterns to multiply binomials (i.e. square of a binomial, product of the sum and difference of two terms, and cube of a binomial)	**A.4.** Selected Response: Multiple Choice	**A.4.1** Chunking **A.4.2.** Skills Practice: Interactive Activity - Gamification	**A.4.1** Reading Material: Polynomials: Special Products—Explanation and Practice https://irsc-asc.weebly.com/uploads/3/1/8/1/31813909/_483_-2011-polynomials--special_products--explanation__practice.pdf **A.4.2**. Quizizz https://quizizz.com/admin/quiz/677dea110ee2584d077d624e/edit?at=677deab22f1ea1f31a17bfb8	
			A.5. factor completely different types of polynomials (polynomials with greatest common factor, the difference of two squares, sum,	**A.5**. Short Response: Solving	**A.5.1** Rotational Learning Station with Worksheet **A.5.2** Skills and Readiness Check	**A.5.1** Worksheets for different factorization techniques; calculators; flashcards	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			and difference of two cubes, perfect square trinomials, and general trinomials)			**A.5.2** Checklist for readiness; problem sets; rubrics for evaluation	
			A6. simplify rational algebraic expressions	**A6.** Short Response: Solving	**A6.** Pair Work with Guided Practice	**A6**. Handouts with guided examples; answer keys for peer review	
			A.7. perform operations on rational algebraic expressions (i.e. addition, subtraction, multiplication, and division)	**A.7**. Short Response: Solving	**A.7**. Category Chunking - Small Group Discussion	**A.7**. Group activity cards; large poster papers or online collaboration tools	
			A.8. solve non-routine problems involving special products, factors of polynomials and simple rational algebraic equations (using cross multiplication)	**A.8.** Extended Response: Problem Solving	**A.8.** CER: Sentence Choice	**A.8**. Sentence Choice Worksheet	
			A.9. model solutions to real-world problems using algebraic expressions	**A.9.** Modeling Activity	**A.9.** Hands-on Activity: Determining	**A.9.** Task Sheet and Algebra Tiles	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					dimensions using algebra tiles		
2 B. Linear Equations and Inequalities in One Variable	*The learner shoul have knowledge and understanding of:* 1. rules for obtaining terms in sequences 2. linear equations in one variable 3. linear inequalities in one variable and their graphs.	*By the end of the quarter, the learners are able to:* 1. obtain the rule for finding the next term in a sequence 2. solve linear equations and linear inequalities in one variable 3. graph linear inequalities in one variable.	**B1.** solve linear eq.uations and linear inequalities in one variable	**B.1.** Short Response: Solving	**B.1.** Jigsaw Within Groups	**B.1.** Worksheets for linear equations and inequalities; group task instructions	
			B.2. graph on a number line the solution of linear inequalities in one variable	**B.2.** Short Response: Graphing	**B.2.** Graphing with the aid of Technology	**B.2**. Graphing software (e.g., Desmos); digital number line templates or graphing paper	
			B.3. formulate the rule for finding the next term in a sequence by looking for patterns (i.e. explicit formula)	**B.3**. Short Response: Solving with Short Explanation	**B.3**. Pattern Recognition Game	**B.3.** Game cards with Patterns	
			B.4. solve real-life problems (e.g., number problems, geometry problems, age, work, and money problems) involving linear equations and inequalities in one variable	**B.4**. Extended Response: Problem Solving with CER	**B.4**. CER	**B.4**. CER Worksheet	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			B.5. model solutions to real-world problems using linear equations or inequality in one variable	**B.5**. Extended Response: Problem Solving	**B.5**. Modeling Activity	**B.5.** Budget Planning Task Sheets	
			B.6. make recommend-dations based on solutions to real-world problems involving linear equations or inequality in one variable	**A.1-B.6.** Performance Task	**A.1-B.6.1** Scaffold 1: Teacher Modeling/Think-aloud) Using Linear equations or Inequalities in one variable to solve real-world problems **A.1-B.6.2** Scaffold 2: Guided Practice Problem Solving **A.1-B.6.3** Scaffold 3: Inde-pendent Practice Making a School-Based Proposal	**A.1-B.6.1** Think-Aloud Script **A.1-B.6.2** Guided Practice Template with Step-by-Step Guide **A.1-B.6.3** Independent Practice Worksheet with Modified Template	

Unit Curriculum Map

Q3 Mathematics 8

Linear Equations and Inequalities in Two Variables, Systems of Linear Equations in Two Variables

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 A. Linear Equations in Two Variables	*The learner demonstrates knowledge and understanding of* 1. linear equations in two variables and their graphs	*By the end of the quarter, the learners are able to* 1. graph linear equations in two variables. (NA)	**A1.** illustrate and describe the Cartesian coordinate plane.	**A1.** Selected Response: Multiple Choice	**A1.** Notetaking with Graphic Organizer	**A1**. Exploring the Cartesian Coordinate Plane	A**1 - C3** Logical and Critical Thinking
			A2. plot points on the Cartesian coordinate plane and determine the coordinates of a point on the plane.	**A2.** Short Response: Plotting Points	**A2.1** Gamification **A2.2** Skill Practice	**A2.1** Coordinates Alien Attack **A2.1a** Hit the Coordinate **A2.2** Worksheet: Points in a Coordinate Plane	
			A3. solve problems involving the distance between two points and the midpoint of a line segment on the Cartesian coordinate plane.	**A3.** Problem Solving	**A3.** Hands-on Activity using GeoGebra	**A3.** Length of a Line Segment **A3.1**Distance_between_two_points	
			A4. describe a linear equation in two variables and express its solution using ordered pairs.	**A4**. Short Response	**A4.** Group Activity with Graphic Organizer	**A4**. Exploring Linear Equations	
			A5. define and determine the slope	**A5.** Short Response: Calculating Slopes	**A5.** Hands-on Activity	**A5.** Slopes and Intercepts in Action	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			and intercepts of a line.				
			A6. find the equation of a line given: a. two points, b. the slope and a point, c. the slope and y-intercept, and d. the x– and y–intercepts	**A6**. Short Response	**A6.** Hands-on Activity	**A6.** Worksheet on Finding the Equation of a Line	
			A7. sketch the graph (straight line) of a linear equation given: a. any two points on the line, b. the x– and y– intercepts, and c. the slope and a point on the line.	**A7.** Short Response: Graphing	**A7.** Interactive Simulation and Hands-on Graphing Exercises	**A7.** Slope-Intercept Form Graphing a Line using a slope and a point	
2 B. Systems of Linear Equations in Two Variables	1. systems of linear equations in two variables	1. solve a system of linear equations graphically and algebraically.	**B1.** illustrate a system of linear equations in two variables.	**B1.** Illustration	**B1.** Hands-on Modeling	**B1.** Introduction to Equations in Two Variables	
			B2. solve a system of linear equations (with integer solutions) by graphing.	**B2.** Concept Mapping	**B2.** Graphing Exercise (manual and digital using Geogebra) Predict-Observe-Explain	**B2.** Solve System of Equations in Two Variables	
			B3. classify the types of systems of linear	**B3.** Hands-on Operation	**B3.** Graphing and Labelling Exercise	**B3.**Solve System of Equations in Two	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			equations based on the number of solutions (i.e. exactly one (independent), infinitely many (dependent), and no solution).	Multiple Choice		Variables by Graphing	
			B4. solve algebraically (i.e. substitution, elimination) a system of linear equations in two variables.	**B4.** Claim-Evidence-Reasoning	**B4.** Claim-Evidence-Reasoning	**B4.** Exercise Sheets on Substitution and Elimination	
3 C. Linear Inequalities in Two Variables	1. linear inequalities in two variables	1. use linear inequalities in two variables in the solution of problems. (NA)	**C1.** illustrate linear inequalities in two variables.	**C1.** Hands-on Operation	**C1.** Hands-on Modeling	**C1**. Linear Inequalities in Two Variables	
			C2. recognize and solve problems involving linear inequalities in two variables.	**C2.** Claim-Evidence-Reasoning	**C2.** Claim-Evidence-Reasoning	**C2.** Problem Exercises on Linear Inequalities in Two Variables	
			A.1- C3. solve financial problems involving systems of linear equations and inequalities in two variables such as: a. earning money b. profit and loss c. buying amounts of products that represent the best	**A.1 - C3.** Performance Task	**A1- C3.1** Scaffold Activity 1: Teacher Modeling/ Think-aloud) **A1- C3.2** Scaffold Activity 2: Guided Practice Template	**A1- C3.1** Think -Aloud Script **A1- C3.2** Guided Practice Template with Step-by-Step Guide	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			value (best buys), and d. buying on terms (installment plan)		**A1- C3.3** Scaffold Activity 3: Independent Practice with Modified Template	**A1- C3.3** Independent Practice Worksheet with Modified Template	

Unit Curriculum Map

Q4 Mathematics 8

Linear Inequalities, Volume of Pyramids, Cones, Spheres, Triangle Inequality, and Pythagorean Theorem

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 Linear Inequalities in Two Variables	The learners demonstrate knowledge and understanding of linear inequalities in two variables	By the end of the quarter, learners are able to use linear inequalities in two variables in the solution of problems.	**A. 1.** recognize linear inequalities in two variables	**A.1** Selected Response: Identification	**A.1** Noting Details with Graphic Organizer: Frayer Model	**A.1** Frayer Model Template	**A.1 - D3.** Logical Reasoning Critical Thinking Analytical Thinking Precision and Accuracy
			A.2. solve linear inequalities in two variables.	**A.2.1** Constructed Response: Graphing solution **A.2.2** Hands-on Operation	**A.2.1** Retrieval with Mnemonics for steps in solving and graphing linear inequalities **A.2.2** Hands-on Modeling	**A.2** Video Tutorials	
			A.3. *solve non-routine problems involving linear inequalities in two variables*	**A.3.** Extended Response: Non-Routine Problem Solving	**A.3.** Stick-it Together Problem Solving Activity	**A.3.** Stick-it Together Worksheet	

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
2 Volume of Pyramids, Cones, and Spheres	The learners demonstrate knowledge and understanding of volume of pyramids (other than square and rectangular pyramids), cones, and spheres.	By the end of the quarter, learners are able to find the volume of pyramids other than square and rectangular pyramids, and the volumes of cones and spheres.	**B.1.** explore inductively the volume of pyramids other than square and rectangular pyramids, cones, and sphere, leading to their formula	**B.1.1** Constructed Response: Illustration **B.1.2** Comparison chart on base types and respective volume	**B.1** Category Chunking – base areas of different shapes	**B.1.** 3D models	
			B.2. find the volume of pyramids other than square and rectangular pyramids, cones, and spheres.	**B.2.1** Extended Response Routine Problem Solving **B.2.2** Hands-on Operation	**B.2.** Hands-on Modeling	**B.2.** Worksheets	
			B.3. solve non routine word problems involving pyramids other than square and rectangular pyramids, cones, and spheres.	**B.3.** Problem Solving and Extended Response	**B.3.** Compass Points: Situation Analysis	**B.3.** Compass Points Worksheet	
3 Pythagorean Theorem	The learners demonstrate knowledge	By the end of the quarter, learners are able to use the	**C.1.** *recognize the Pythagorean Theorem*	**C.1.** Selected Response: Identification	**C.1.** Hands-On Measurement	**C.1.** Worksheet	

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	and understanding of the Pythagorean Theorem.	Pythagorean theorem to find sides in right triangles and its converse to classify triangles.	**C.2.** *Find the missing side of a right triangle using Pythagorean Theorem.*	**C.2.** Selected Response: Matching Type	**C.2.** Gamification: Desmos/Geogebra	**C.2.** Geogebra/ Desmos Visual Presentation Apps	
			C.3. apply the Pythagorean Theorem in classifying triangle	**C.3.** Problem Solving and Extended Response	**C.3.** Placemat Organizer	**C.3.** Placemat Organizer Worksheet	
4 Triangle Inequality Theorems	The learners demonstrate knowledge and understanding of triangle inequality theorems.	By the end of the quarter, learners are able to use the triangle inequality theorems to establish results for angles and sides in triangles.	**D.1.** *Illustrate theorems on triangle inequality (Exterior Angle Theorem, Triangle Inequality Theorem, Hinge Theorem)*	**D.1.** Selected Response: Matching	**D.1.** Hands-on Modeling	**D.1.** Geogebra/ Desmos Visual Presentation Apps	
			D.2. apply the triangle inequality theorems to establish results for angles and sides in triangles	**D.2.** Problem Solving and Extended Response	**D.2.** Four Corners	**D.2.** Four Corners Worksheet	
			D.3. *solve non-routine word problems using triangle inequality theorems*	**D.3.** Problem Solving Activity using CER Table	**D.3.** CER	**D.3.** CER Worksheet	

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.1.-D.3. *use linear inequalities in two variables in the solution of real-world problems*	**A.1.-D.3.** Performance Task: Recreational Area Design	**A.1.-D.3.** Scaffolds for Transfer Level 1 Designing with Boundaries	**A.1.-D.3.** Performance Task Worksheet Geogebra Visual Presentation Apps Scaffold Level 1-3 Worksheets	
			A.1.-D.3. use volumes of pyramids other than square and rectangular pyramids, cones, and spheres in the solution of real-world problems.		**A.1.-D.3.** Scaffolds for Transfer Level 2 Building with Volume		
			A.1.-D.3. use Pythagorean Theorem in solving real-world problems		**A.1. - D.3.** Scaffolds for Transfer Level 3 Strength in Triangles		
			A.1.-D.3. *use triangle inequality theorems in solving real-world problems*				