

Welcome

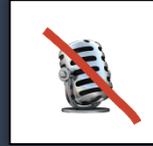


**STREAMLINING THE K12
CURRICULUM:
An Approach to Determining
which K12 Standards and
Competencies to Teach**

Music

**PEAC WEBINAR
JUNE 10, 2020**

AT THE WEBINAR, PLEASE...



MUTE YOUR MIC.



TAKE NOTES.



ASK QUESTIONS AFTER TALK.



DOWNLOAD HANDOUT AFTER.

STREAMLINING THE K-12 CURRICULUM: AN APPROACH TO DETERMINING WHICH STANDARDS AND COMPETENCIES TO TEACH

FREE WEBINAR VIA FACEBOOK LIVE

June 8-11, 2020

The new school calendar from August 24, 2020 to April 30, 2021 has shortened the regular school year from 40 to 33 weeks. How will schools now in the new normal be able to cover the K-12 curriculum? This two-hour webinar suggests different approaches for determining which standards and competencies to teach so that students continue to develop the 21st century lifelong learning skills necessary for success in today's world. Examples will be provided in different subject areas and cover specific unit topics given in the K-12 curriculum. The PEAC shall conduct this webinar by content area and the target audience are Grades 4 - 10 teachers and school principals/directors.

Prior to joining the webinar, please download any of the 2019 learning modules in your subject area at the PEAC Learning Module Repository at peac.org.ph. Participants are also advised to have a copy of the curriculum guide and MELCS (if available) in their subject area during the webinar.

Like, follow and tune in to the Facebook page of PEAC at **Private Education Assistance Committee.**

No registration needed.

JUNE 8 | MONDAY

10:00 AM - 12:00NN
ARALING PANLIPUNAN



MR. ANGELO C. ESPIRITU
Master Teacher II, Tinajeros National High School

1:00 PM - 3:00PM
ENGLISH



MR. JOHN RYANN F. GALLEGO
Assistant Principal, St. Benedict Childhood Education Centre

3:00 PM - 5:00PM
FILIPINO



MR. CARLITO A. ROBIN
Academic Chairperson, Filipino Ateneo de Zamboanga University

JUNE 10 | WEDNESDAY

10:00 AM - 12:00NN
MUSIC



MS. JOSEFINA CONCEPCION M. LECTOR
Music Teacher, Miriam College Nuvati

1:00 PM - 3:00PM
PHYSICAL EDUCATION



MR. JANUS T. JAGMOC
MAPEH Teacher, University of San Jose-Recoletos

JUNE 9 | TUESDAY

10:00 AM - 12:00NN
MATHEMATICS



MR. RAUL FERNANDO L. BALLESTEROS
Principal, St. Benedict Childhood Education Centre

2:00 PM - 4:00PM
SCIENCE



MS. MICHELLE B. BALLESTEROS
Teacher, University of Saint La Salle Integrated School

3:00 PM - 5:00PM
TLE-ME



MS. BENILDA C. CORPUZ
SHS TLE-ICT Coordinator, Canossa School

2:00 PM - 4:00PM
SCIENCE



MR. JEROME Y. LAGUNZAD
Assistant Principal, University of San Jose-Recoletos



MR. KRISTOFFER D. ORDINADO
JHS & SHS Coordinator, The Seed Montessori School

JUNE 11 | THURSDAY

10:00 AM - 12:00NN
TLE-ICT



MS. CONSUELO G. ZAPANTA
JHS TLE Faculty, La Salle College Antipolo

2:00 PM - 4:00PM
VALUES EDUCATION



MS. REINA B. JARA
Christian Living Teacher & Humanities & Social Sciences Strand Coordinator, La Salle College Antipolo



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*

5 June 2020

Private schools opening in June must get IATF OK; no face to face

By Claudeth Mocon-Ciriaco May 7, 2020



File photo: An unidentified teacher gives an online class amid the new coronavirus outbreak at Seoul girls' high school.

<https://businessmirror.com.ph/2020/05/07/private-schools-opening-in-june-must-get-iatf-ok-no-face-to-face/>

What do private schools need to do in order to be ready for SY 2020-2021?

8. Private schools and state/local universities and colleges (SUCs/LUCs) offering basic education will be allowed to open classes within the period authorized by RA 7797, which is on the first Monday of June but not later than the last day of August, *Provided:*

- a. No face-to-face classes will be allowed earlier than August 24, 2020, and from then on, face-to-face classes may be conducted only in areas allowed to open physically.
- b. They submit in advance the following documents to the DepEd Regional Offices (ROs) for review and monitoring purposes:
 - i. Their school's plan for compliance with minimum health standards that will be issued by DepEd, consistent with guidelines of the DOH, the IATF, and the OP;
 - ii. Their school's Learning Continuity Plan showing alternative delivery modes of learning when face-to-face learning is not allowed, which shall constitute compliance with the requirement provided under Item 6 of Annex 3, DepEd Order No. 021, s. 2019; and
 - iii. Their school's SY 2020-2021 School Calendar.

D.O. No. 007 s.2020

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.

What do ESC participating private schools need to do in order to be ready for E-Recertification from Nov. 2020- Mar. 2021?



**PEAC CERTIFICATION ASSESSMENT INSTRUMENT
SELF-RATINGS AND EVIDENCES OF COMPLIANCE**



**PEAC SCHOOL RECOVERY AND READINESS
ASSESSMENT TOOL RESULTS**



**PEAC SCHOOL RECOVERY AND READINESS PLAN
(in line with DepED LEARNING CONTINUITY
PLAN)**



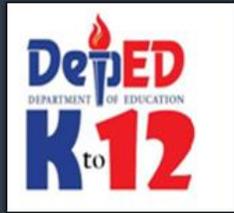


DEPED LEARNING CONTINUITY PLAN

PEAC E-RECERTIFICATION



SCHOOL CURRICULUM SY 2020-2021



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?***

5 June 2020

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

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)								

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

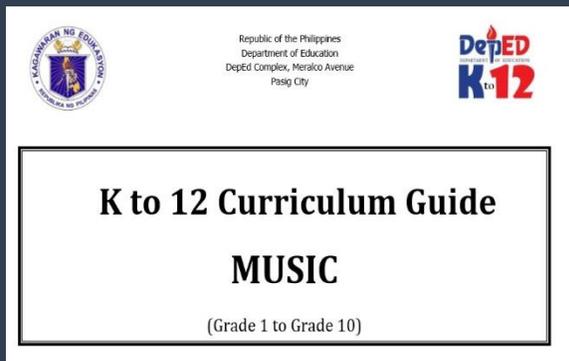
--	--	--	--	--	--	--	--	--

SCHOOL IN THE “NEW NORMAL”

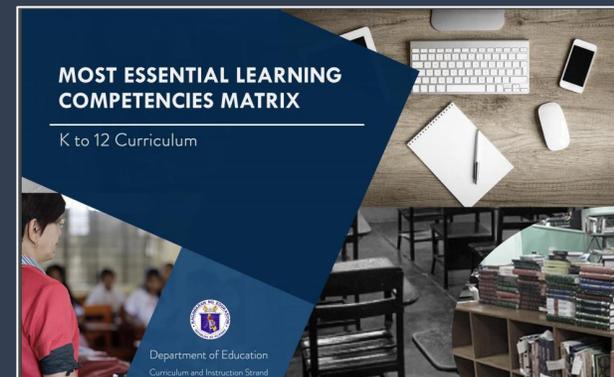


- ***Shortened School Calendar***
- ***Varied Instruction Modalities***
- ***Limited Face-to-Face Contact with Students***
 - ***Reduced Class Time***
 - ***Frequent Disruptions***

DEPED SUBJECT CG



DEPED MELCS MATRIX



SAMPLE DIARY CURRICULUM MAP

SUBJECT: _____
GRADE LEVEL: _____
TEACHERS: _____
STRANDS: _____

TERM (Q1, Q2, Q3, Q4)	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES

SCHOOL CURRICULUM SY 2020-2021



PEAC CERTIFICATION ASSESSMENT INSTRUMENT

K to 12

Most Essential Learning Competencies

With Corresponding CG Codes



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

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



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)								

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

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)	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

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



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

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
	The learner...	The learner...	The learner...	
	geometry of shapes and sizes, and geometric relationships.	accurately authentic problems involving sides and angles of a polygon	<p>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.</p> <p>derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.</p> <p>uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.</p> <p>illustrates polygons: (a) convexity; (b) angles; and (c) sides.</p> <p>derives inductively the relationship of exterior and interior angles of a convex polygon.</p> <p>illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.</p> <p>constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.</p> <p>solves problems involving sides and angles of a polygon.</p>	<p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p> <p>Week 9</p>
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.	<p>poses real-life problems that can be solved by Statistics.</p> <p>formulates simple statistical instruments.</p> <p>gathers statistical data.</p> <p>organizes data in a frequency distribution table.</p> <p>uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.</p> <p>illustrates the measures of central tendency (mean, median, and mode) of a statistical data.</p> <p>calculates the measures of central tendency of ungrouped and grouped data.</p> <p>illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.</p> <p>calculates the measures of variability of a statistical data.</p> <p>uses appropriate statistical measures in a statistical data and draws conclusions from graphic and tabular data.</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4 to 5</p> <p>Week 6</p> <p>Week 7</p>

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
	The learner... geometry of shapes and sizes, and geometric relationships.	The learner... accurately authentic problems involving sides and angles of a polygon	The learner... 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. derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning. uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels. illustrates polygons: (a) convexity; (b) angles; and (c) sides. derives inductively the relationship of exterior and interior angles of a convex polygon. illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle. constructs triangles, squares, rectangles, regular pentagons, and regular hexagons. solves problems involving sides and angles of a polygon.	Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 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. formulates simple statistical instruments. gathers statistical data. 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, standard deviation) of a statistical data. calculates the measures of variability of statistical data. uses appropriate statistical measures in data analysis and draws conclusions from graphic and tabular data.	Week 1 Week 2

“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
	The learner... geometry of shapes and sizes, and geometric relationships.	The learner... accurately authentic problems involving sides and angles of a polygon	The learner... 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. derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning. uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels. illustrates polygons: (a) convexity; (b) angles; and (c) sides. derives inductively the relationship of exterior and interior angles of a convex polygon. illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle. constructs triangles, squares, rectangles, regular pentagons, and regular hexagons. solves problems involving sides and angles of a polygon.	Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 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. 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

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer 50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer 119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

Araling Panlipunan

Briefer 23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer 101 - 105



Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer 162 - 164



Grade 1	165 - 167
Grade 2	167 - 171
Grade 3	171 - 174
Grade 4	175 - 178
Grade 5	178 - 182
Grade 6	182 - 186
Grade 7	186 - 188
Grade 8	189 - 191
Grade 9	191 - 193
Grade 10	194 - 195

14,171 LC



**5,689 LC
(40%)**

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer
50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer
119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

Araling Panlipunan

Briefer
23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer
101 - 105



Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer
162 - 164



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

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

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

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

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

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

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 own professional opinions when faced with the task of nar-



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.

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

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer 50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer 119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

TRANSFER OF LEARNING TO REAL LIFE

Araling Panlipunan

Briefer 23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer 101 - 105



Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer 162 - 164



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).

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?

<h2>TABLE OF CONTENTS</h2>  <p>Kindergarten 8 - 22</p>	<h2>Edukasyon sa Pagpapakatao</h2>  <p>Grade 1 60 - 64 Grade 2 65 - 69 Grade 3 69 - 73 Grade 4 73 - 78 Grade 5 79 - 85 Grade 6 86 - 89 Grade 7 89 - 100 Grade 8 100 - 110 Grade 9 110 - 119 Grade 10 119 - 127</p>	<h2>Filipino</h2>  <p>Grade 1 144 - 146 Grade 2 147 - 150 Grade 3 150 - 154 Grade 4 155 - 161 Grade 5 162 - 165 Grade 6 165 - 168 Grade 7 169 - 172 Grade 8 172 - 177 Grade 9 177 - 185 Grade 10 185 - 195</p>
<h2>Araling Panlipunan</h2>  <p>Grade 1 24 - 28 Grade 2 29 - 32 Grade 3 32 - 36 Grade 4 37 - 39 Grade 5 39 - 42 Grade 6 42 - 46 Grade 7 47 - 50 Grade 8 51 - 54 Grade 9 54 - 56 Grade 10 57 - 58</p>	<h2>English</h2>  <p>Grade 1 129 - 130 Grade 2 130 - 131 Grade 3 132 - 134 Grade 4 134 - 135 Grade 5 135 - 136 Grade 6 136 - 137 Grade 7 137 - 138 Grade 8 138 - 139 Grade 9 140 Grade 10 140 - 142</p>	<h2>Mathematics</h2>  <p>Grade 1 197 - 200 Grade 2 200 - 205 Grade 3 205 - 211 Grade 4 211 - 216 Grade 5 216 - 221 Grade 6 221 - 227 Grade 7 227 - 230 Grade 8 230 - 234 Grade 9 234 - 238 Grade 10 238 - 244</p>

BRIEFERS ON HOW TO USE THE MELCS

162

Guiding our Teachers: A Briefer on Using The Math MELCS

About the Process

Though the country is placed under health emergency brought about by the COVID-19 pandemic, the Department of Education strongly believes that education must continue and not be hampered despite this global crisis. Learners should be given opportunities for learning experiences to continually develop foundational concepts and skills which are crucial in their formative years.

To ensure continuous learning of young Filipino learners in spite of shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, identified the most essential learning competencies (MELCS) per quarter of each grade level for all learning areas. This is to ensure that the grade level standards with its corresponding content and performance standards are covered and are still achieved.

Hence, the Bureau specialists considered ENDURANCE as a criterion in identifying the MELCS in Mathematics (Grades 1-10, SHS subjects). Endurance as a criterion is necessary for lifelong learning. In classroom instruction, this happens when concepts and skills that play an important part in the succeeding lessons, consequently building a solid foundation to acquiring higher skills. This is also in recognition of competencies articulated in the Math curriculum that once mastered, learners are better problem solvers and critical thinkers. As such, the focus of the MELCS is more on the development of numeracy skills and higher-order thinking skills in Math rather than the development of its content-knowledge. Actions taken on identifying the MELCS may be one or a combination of the following:

1. Learning competencies having the same mathematical focus or foundational skills are merged/clustered and rephrased.
2. Learning competencies that may be subsumed to a preceding learning competency are recommended for omission.
3. Learning competencies that may be learned through other readily available software are recommended for omission.
4. Learning competencies that can stand alone or need not be clustered or rephrased are retained.

Examples:

Grade 1: Quarter 1

Learning Competencies	Comments/Recommendation	Identified MELCS
Visualizes and represents numbers from 0 to 100 using a variety of materials	Clustered as counting the number of objects subsumed or is part of visualizing and representing numbers	Visualizes and represents numbers from 0 to 100 using a variety of materials
Counts the number of objects in a given set by ones and tens		
Visualizes and count by 2s, 5s, and 10s through 100		

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer 50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer 119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

Araling Panlipunan

Briefer 23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer 101 - 105



Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer 162 - 164

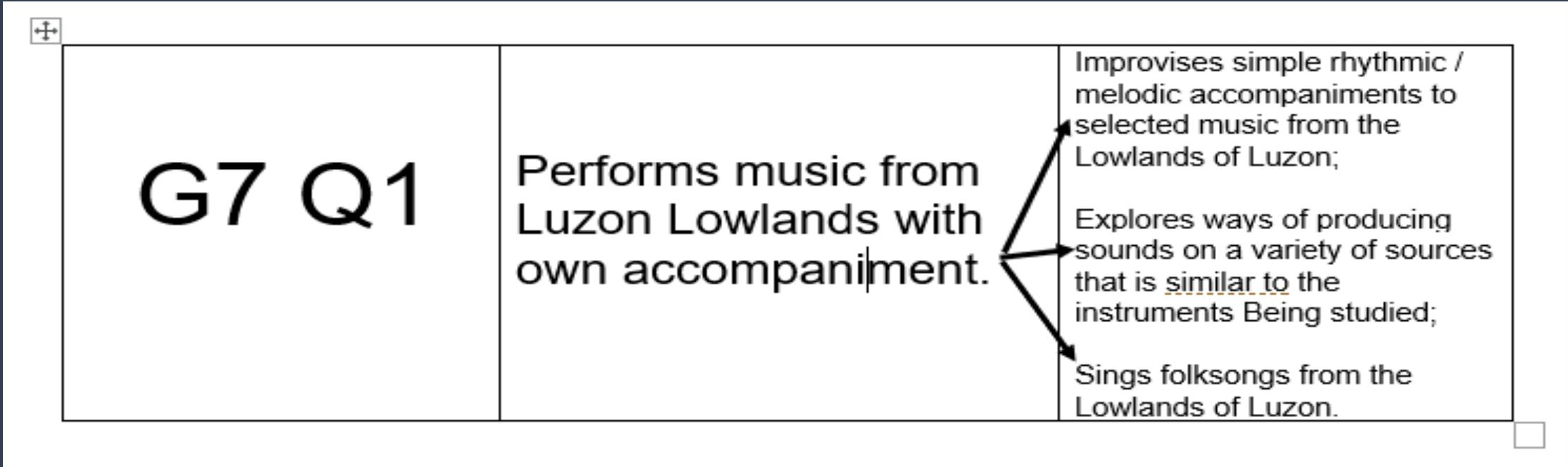


Grade 1	165 - 167
Grade 2	167 - 171
Grade 3	171 - 174
Grade 4	175 - 178
Grade 5	178 - 182
Grade 6	182 - 186
Grade 7	186 - 188
Grade 8	189 - 191
Grade 9	191 - 193
Grade 10	194 - 195

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



2. REPEAT MELCS IN ANOTHER LEVEL FOR REINFORCEMENT

<u>Grade Level</u>	<u>MELCs</u>
Grade 7 Quarter 3	Performs music from Mindanao with own accompaniment.
Grade 8 Quarter 1	Performs music form Southeast Asia with own accompaniment.
Grade 9 Quarter 2	Performs selected music from the Classical period.
Grade 10 Quarter 4	Performs an excerpt from a 20 th or 21 st century Philippine musical and highlight its similarities and differences to other Western musical play.

3. FOLLOW-UP MELCS IN HIGHER GRADE LEVELS

<u>Key Stage</u>	<u>Retained LC</u>	<u>Deleted LC</u>	<u>Justification</u>
Key Stage 1	MU4RH-1a-1 <u>Identifies</u> the different kinds of notes and rests	MU4RH-1b-2 <i>Organizes notes and rests according to simple meters (grouping notes and rests into measures given simple meters.)</i>	When teaching notes and rests, it is presented with simple meters at the onset. Thus, essentially there is no need to organize notes and rests because it is always presented in that manner.
Key Stage 2	MU5RH-1c-e-3 identifies accurately the duration of notes and rests in duple, triple and quadruple time signatures	MU5RH-1a-b-1 <i>Identifies visually and aurally the kinds of notes and rests in a song.</i>	Students by this level have mastered already the different kinds of notes and rests.
Key Stage 3	MU6RH-1g-h-5 <u>Creates</u> rhythmic patterns in <div style="display: flex; justify-content: space-around; width: 100%;"> <u>2</u>, <u>3</u>, 4, and 6 </div> <div style="display: flex; justify-content: space-around; width: 100%;"> 4 4 4 8 </div> time signatures.	MU6RH-1a-1 <i>Identifies the notes / rests used in a <u>particular song</u>.</i>	In order to create rhythmic patterns, it is important to have a good grasp of the basic notes and rests.

4. CLUSTER WITH OTHER COMPETENCIES

<u>Grade Level</u>	<u>Learning Competency</u>	<u>Comments / Recommendations</u>	<u>Identified MELCs</u>
G9 Q1	<p>Listens perceptively to selected vocal <u>and instrumental</u> music of Medieval, Renaissance and Baroque music.</p> <p>Explains the performance practice (setting, composition, role of Composer / performers, and Audience) during the Medieval, Renaissance and Baroque periods.</p>	<i>Clustered and Rephrased</i>	<p>Listens perceptively to selected vocal and instrumental music and explains the performance practice (setting, composition, role of composer / performers, and audience) during the Medieval, Renaissance and Baroque Periods.</p>
	<p>Relates Medieval, Renaissance and Baroque music to its historical and cultural background through dramatization.</p>	<i>Omitted</i>	

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE

Grade 8 Quarter 4

<u>Learning Competency</u>	<u>Comments / Recommendations</u>	<u>Identified MELCs</u>
<p>Identifies musical characteristics of selected Asian musical theater through video films or live performances.</p> <p>Describes the instruments that accompany Kabuki, <u>Wayang Kulit</u> and Peking Opera.</p> <p>Describes how a specific idea or story is communicated through music in a <u>particular Asian</u> musical theater.</p>	<p><i>Clustered and Rephrased</i></p>	<p>Discusses the different components in selected Asian musical theater.</p>

Grade 7 Quarter 3

<u>Learning Competency</u>	<u>Comments / Recommendations</u>	<u>Identified MELCs</u>
<p>Discovers ways of producing sounds on a variety of sources that is <u>similar to</u> the instruments being studied.</p> <p>Improvises simple rhythmic / melodic accompaniments to selected music from Mindanao.</p>	<p><i>Clustered and Rephrased</i></p>	<p>Performs music from Mindanac with own accompaniment.</p>

6. FOCUS ON SKILL RATHER THAN CONTENT (MAPEH)

MELCs with (*) are rephrased and deemed essential learning competencies in the achievement of content and performance standards. For example:

Component	MAPEH CG	Rephrased
Music	G2-Q2 Demonstrates the melodic contour with movement	Demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery
Arts	G10-Q1 - Determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	Explain the role or function of artworks by evaluating their utilization and combination of art elements and principles
Physical Education	G1-Q3 – Describes the difference between slow and fast, heavy and light, free and bound movements	Demonstrates the difference between slow and fast, heavy and light, free and bound movements
Health Education	G2-Q1 – Discusses the important functions of food	Discusses the important function of food and a balanced meal

7. ALIGN WITH UNIT PERFORMANCE STANDARD

Grade Level: 8
Subject: Music

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

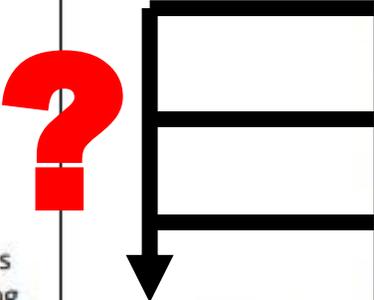
7. ALIGN WITH UNIT PERFORMANCE STANDARD

Grade Level: 8
Subject: Music

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

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

Grade Level: 7
Subject: Music

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

ALIGNMENT OF STANDARDS AND COMPETENCIES?

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

Grade Level: Grade 7
Subject: Music

NO CONTENT AND PERFORMANCE STANDARDS

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Lesson Exemplar/ Learning resources available	Developer	Link (if available online)	Assessment (provide a link if online)
Week 1/Q1	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening				
Week 2/Q1	analyzes the musical elements of some Lowland vocal and instrumental music selections;				
Week 3/Q1	* identifies the musical instruments and other sound sources from the lowlands of Luzon				
Week 4/Q1	explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;				
Week 5/Q1	improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;				
Week 6/Q1	performs music from Luzon lowlands with own accompaniment;				
Week 7-8/Q1	evaluates music and music performances with rubrics on musical elements and styles.				

ALIGNMENT OF STANDARDS AND COMPETENCIES?

Grade Level: Grade 7
Subject: Music

NO CONTENT AND PERFORMANCE STANDARDS

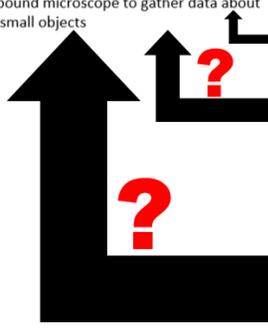


Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Lesson Exemplar/ Learning resources available	Developer	Link (if available online)	Assessment (provide a link if online)
Week 1/Q1	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening				
Week 2/Q1	analyzes the musical elements of some Lowland vocal and instrumental music selections;				
Week 3/Q1	* identifies the musical instruments and other sound sources from the lowlands of Luzon				
Week 4/Q1	explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;				
Week 5/Q1	improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;				
Week 6/Q1	performs music from Luzon lowlands with own accompaniment;				
Week 7-8/Q1	evaluates music and music performances with rubrics on musical elements and styles.				

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

CONTENT STANDARD	PERFORMANCE STANDARD
the parts and functions of the compound microscope	employ appropriate techniques using the compound microscope to gather data about very small objects
the different levels of biological organization	
the difference between animal and plant cells	
reproduction being both asexual or sexual	
organisms interacting with each other and with their environment to survive	

Identify parts of the microscope and their functions	Week 1
Focus specimens using the compound microscope	Week 2
Describe the different levels of biological organization from cell to biosphere	Week 3
Differentiate plant and animal cells according to presence or absence of certain organelles	Week 4
Explain why the cell is considered the basic structural and functional unit of all organisms	Week 4
Differentiate asexual from sexual reproduction in terms of: 1 Number of individuals involved; 2 Similarities of offspring to parents	Week 5
Differentiate biotic from abiotic components	Week 6



7. ALIGNMENT WITH UNIT STANDARDS

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

Grade Level: Grade 7
Subject: Filipino
Grade Level Standards: **?** **?** **?** **?**

Pagkatapos ng Ikapitong Bangang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang rehiyunal upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon. **NO CONTENT AND PERFORMANCE STANDARDS**

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

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***



STREAMLINE:
“Path traced by a massless particle moving with the flow.”
Flow follows a particular direction.

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

laminar flow



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

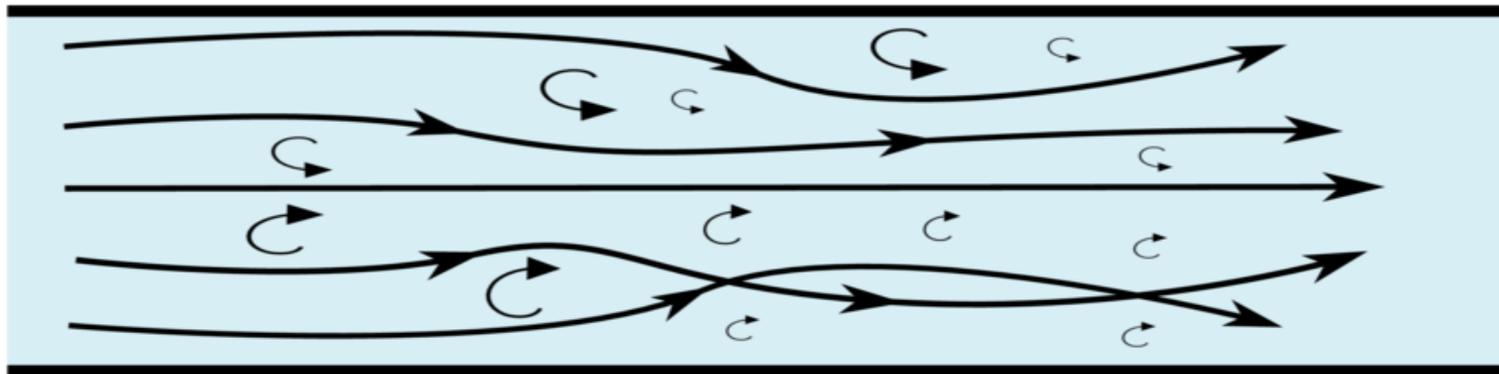
<https://www.britannica.com/science/streamlining#ref54495>

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

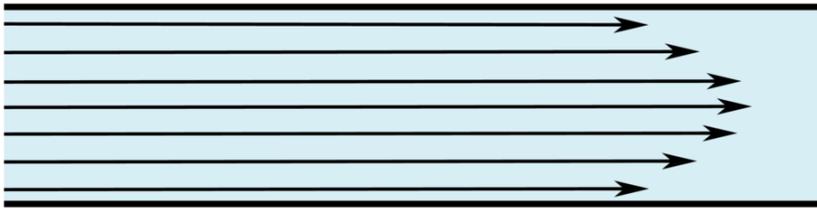
turbulent flow



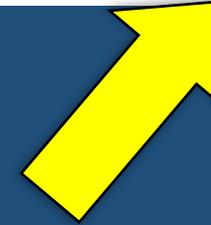
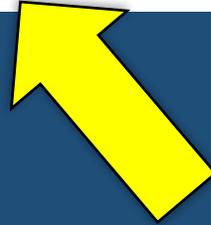
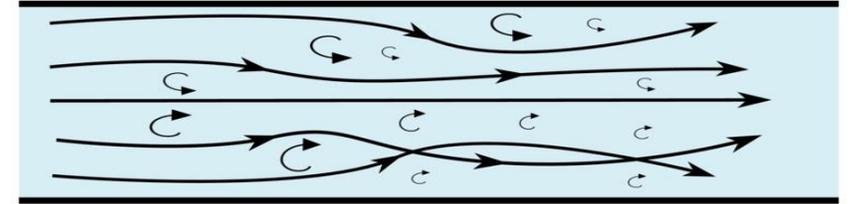
Fluid particles move in a rough path and there are cross-currents and mixing of layers; has swirling zones

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

laminar flow



turbulent flow



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

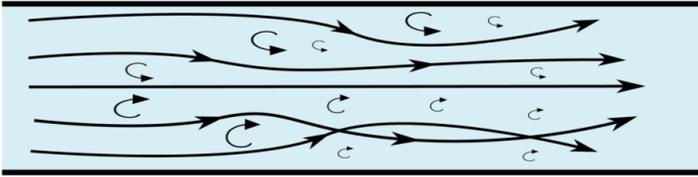


K to 12 Curriculum Guide

MUSIC

(Grade 1 to Grade 10)

turbulent flow



ENGLISH GRADE 7 FIRST QUARTER WEEKLY OBJECTIVES

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

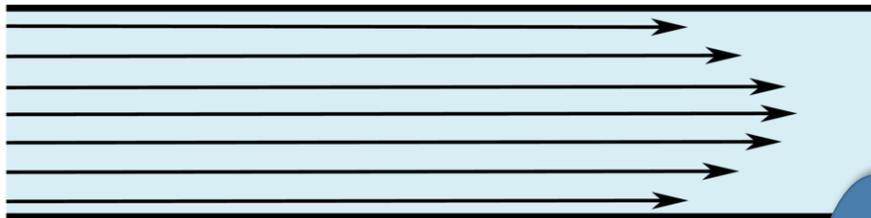
GRADE LEVEL STANDARD: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

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

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

WEEK	READING COMPREHENSION	LISTENING COMPREHENSION	VIEWING COMPREHENSION	VOCABULARY DEVELOPMENT	LITERATURE	WRITING AND COMPOSITION	ORAL LANGUAGE AND FLUENCY	GRAMMAR AWARENESS
1	<p>EN7RC-I-a-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose</p> <p>EN7SS-I-a-1.5.2: Scan for specific information.</p>	<p>EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning.</p> <p>EN7LC-I-a-5.1: Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-a-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning.</p>	<p>EN7VC-I-a-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed.</p>	<p>EN7V-I-a-22: Distinguish between slang and colloquial expressions in conversations.</p> <p>EN7V-I-a-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang.</p>	<p>EN7LT-I-a-1: Discover literature as a means of connecting to a significant past.</p> <p>EN7LT-I-a-2: Describe the different literary genres during the pre-colonial period.</p> <p>EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends.</p>	<p>EN7WC-I-a-4: Distinguish between oral and written language use.</p> <p>EN7WC-I-a-4.1: Recognize the common purposes for writing.</p>	<p>EN7F-I-a-3.1.1: Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc.</p> <p>EN7F-I-a-3.11.1: Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides.</p>	<p>EN7G-I-a-11: Observe correct subject-verb agreement.</p>

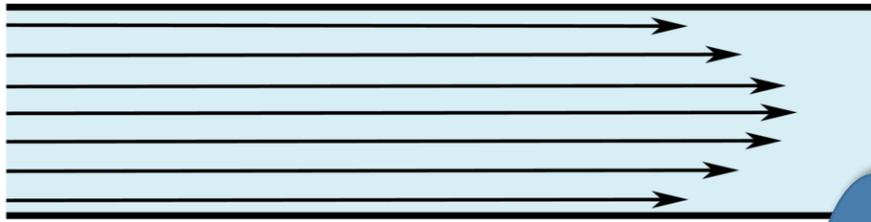
laminar flow



SAMPLE CURRICULUM MAP SCIENCE GRADE 6

UNIT TOPIC	STANDARDS	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES
Earth and Science: Layers of the Earth	<p>CONTENT STANDARD: The learners demonstrate understanding of... the effects of earthquakes and volcanic eruptions:</p> <p>PERFORMANCE STANDARD: The learners should be able to... design an emergency and preparedness plan and kit</p>	<p>A1. Identify and label in writing the four interior layers of the earth.</p> <p>A2. Describe orally the characteristics of the interior layers of the earth (crust, mantle, inner and outer core)</p> <p>A3. Describe orally the harmful effects of earthquake and volcanic eruption on earth's interior.</p> <p>A4. Describe in writing the changes on the Earth's surface as the results of earthquakes and volcanic eruptions; S6ES-IVa-1</p> <p>A5. Enumerate in writing what to do before, during and after earthquake or volcanic eruptions:</p>	<p>A1. Picture Labeling</p> <p>A2. Recitation</p> <p>A3. Recitation</p> <p>A4. 3-2-1 Chart</p> <p>A5. Concept Mapping</p>	<p>A1. Picture Analysis</p> <p>A2.1 Picture Analysis A2.2 Video Viewing and Analysis</p> <p>A3. Video Viewing and Analysis A4. Concept Mapping</p> <p>A4. Experiment</p> <p>A5.1 Situation Analysis A5.2 Role Playing</p>	<p>A1. Worksheet for Picture Labeling</p> <p>A2.1 Powerpoint Slides A2.2-A3 Youtube Video: PBS Digital Studios: "Why Does the Earth Have Layers" https://www.youtube.com/watch?v=WwiiOivfAU</p> <p>A4. Venn Diagram</p> <p>A4.1 Experiment Worksheet A4.2 Experiment Materials A4.3 3-2-1 Chart</p> <p>A5.1 Graphic Organizer A5.2 Powerpoint Slides</p>

laminar flow

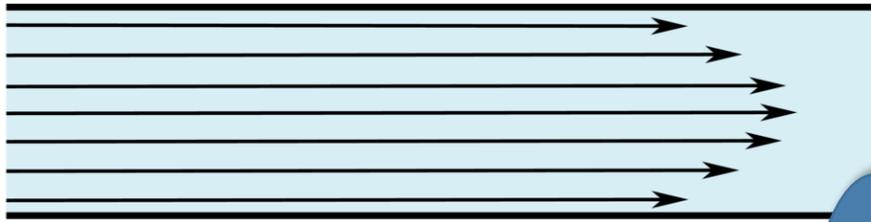


SAMPLE CURRICULUM MAP
SCIENCE GRADE 6

UNIT TOPIC	STANDARDS	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES
Earth and Science: Layers of the Earth	<p>CONTENT STANDARD: The learners demonstrate understanding of... the effects of earthquakes and volcanic eruptions:</p> <p>PERFORMANCE STANDARD: The learners should be able to... design an emergency and preparedness plan and kit</p>	<p>A1. Identify and label in writing the four interior layers of the earth.</p> <p>A2. Describe orally the characteristics of the interior layers of the earth (crust, mantle, inner and outer core)</p> <p>A3. Describe orally the harmful effects of earthquake and volcanic eruption on earth's interior.</p> <p>A4. Describe in writing the changes on the Earth's surface as the results of earthquakes and volcanic eruptions; S6ES-IVa-1</p> <p>A5. Enumerate in writing what to do before, during and after earthquake or volcanic eruptions:</p>	<p>A1. Picture Labeling</p> <p>A2. Recitation</p> <p>A3. Recitation</p> <p>A4. 3-2-1 Chart</p> <p>A5. Concept Mapping</p>	<p>A1. Picture Analysis</p> <p>A2.1 Picture Analysis A2.2 Video Viewing and Analysis</p> <p>A3. Video Viewing and Analysis A4. Concept Mapping</p> <p>A4. Experiment</p> <p>A5.1 Situation Analysis A5.2 Role Playing</p>	<p>A1. Worksheet for Picture Labeling</p> <p>A2.1 Powerpoint Slides A2.2-A3 Youtube Video: PBS Digital Studios: "Why Does the Earth Have Layers" https://www.youtube.com/watch?v=WwiiOivfvAU</p> <p>A4. Venn Diagram</p> <p>A4.1 Experiment Worksheet A4.2 Experiment Materials A4.3 3-2-1 Chart</p> <p>A5.1 Graphic Organizer A5.2 Powerpoint Slides</p>

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

laminar flow



BENEFITS OF STREAMLINING:

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

SAMPLE DIARY CURRICULUM MAP SCIENCE GRADE 6

UNIT TOPIC	STANDARDS	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES
Earth and Science: Layers of the Earth	<p>CONTENT STANDARD: The learners demonstrate understanding of... the effects of earthquakes and volcanic eruptions:</p> <p>PERFORMANCE STANDARD: The learners should be able to... design an emergency and preparedness plan and kit</p>	<p>A1. Identify and label in writing the four interior layers of the earth.</p> <p>A2. Describe orally the characteristics of the interior layers of the earth (crust, mantle, inner and outer core)</p> <p>A3. Describe orally the harmful effects of earthquake and volcanic eruption on earth's interior.</p> <p>A4. Describe in writing the changes on the Earth's surface as the results of earthquakes and volcanic eruptions; S6ES-IVa-1</p> <p>A5. Enumerate in writing what to do before, during and after earthquake or volcanic eruptions:</p>	<p>A1. Picture Labeling</p> <p>A2. Recitation</p> <p>A3. Recitation</p> <p>A4. 3-2-1 Chart</p> <p>A5. Concept Mapping</p>	<p>A1. Picture Analysis</p> <p>A2.1 Picture Analysis A2.2 Video Viewing and Analysis</p> <p>A3. Video Viewing and Analysis A4. Concept Mapping</p> <p>A4. Experiment</p> <p>A5.1 Situation Analysis A5.2 Role Playing</p>	<p>A1. Worksheet for Picture Labeling</p> <p>A2.1 Powerpoint Slides A2.2-A3 Youtube Video: PBS Digital Studios: "Why Does the Earth Have Layers" https://www.youtube.com/watch?v=WwiiOivfVAU</p> <p>A4. Venn Diagram</p> <p>A4.1 Experiment Worksheet A4.2 Experiment Materials A4.3 3-2-1 Chart</p> <p>A5.1 Graphic Organizer A5.2 Powerpoint Slides</p>

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance

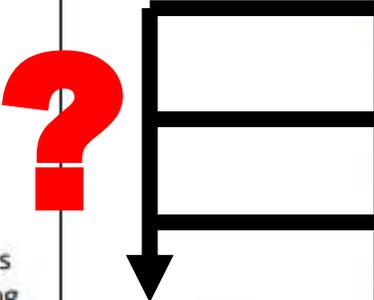
1. A curriculum map in each subject area that:

- 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

Grade Level: 7
Subject: Music

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

LAMINAR OR TURBULENT FLOW?

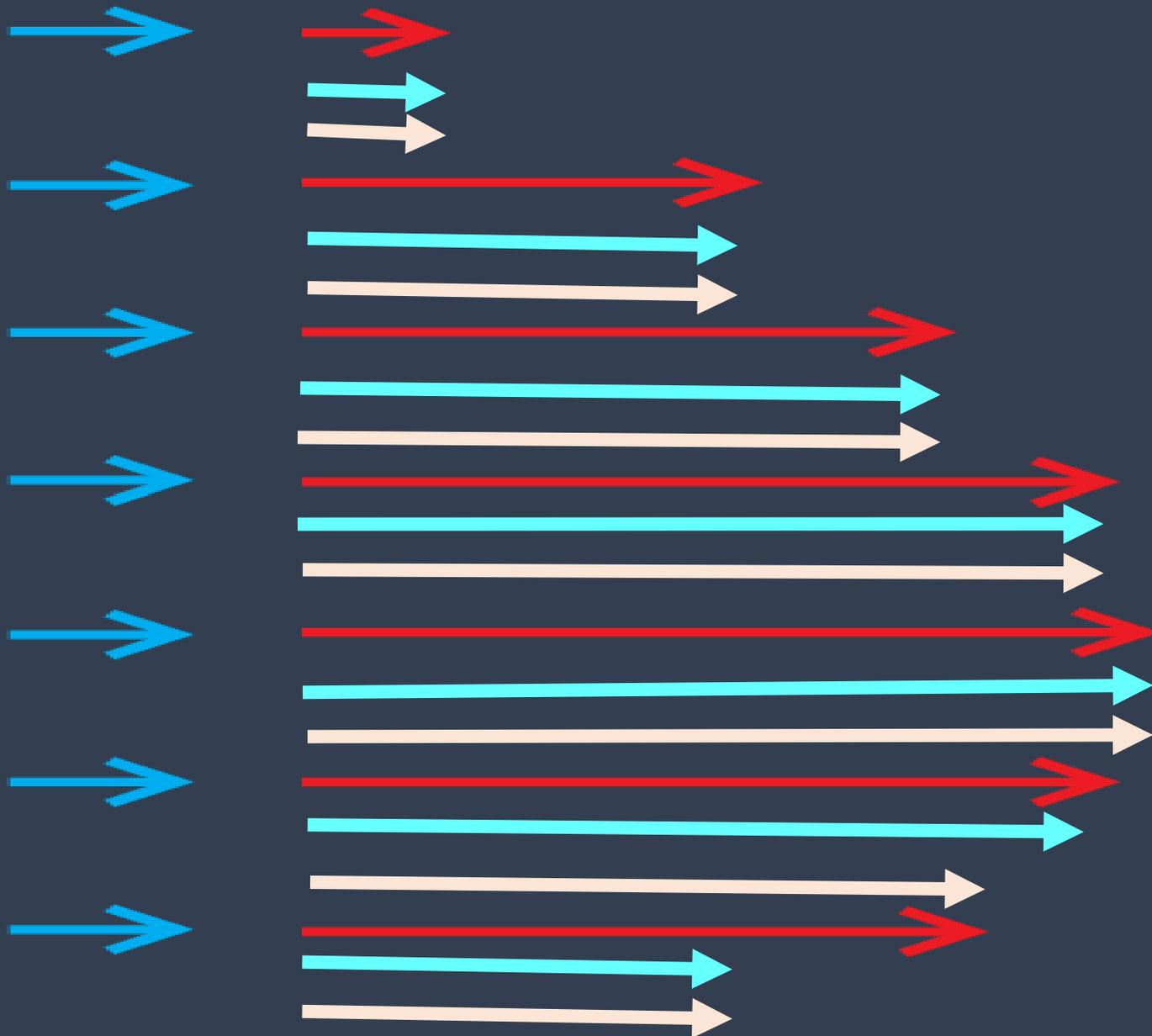
Grade Level: Grade 7
Subject: Music

NO CONTENT AND PERFORMANCE STANDARDS



Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Lesson Exemplar/ Learning resources available	Developer	Link (if available online)	Assessment (provide a link if online)
Week 1/Q1	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening				
Week 2/Q1	analyzes the musical elements of some Lowland vocal and instrumental music selections;				
Week 3/Q1	* identifies the musical instruments and other sound sources from the lowlands of Luzon				
Week 4/Q1	explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;				
Week 5/Q1	improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;				
Week 6/Q1	performs music from Luzon lowlands with own accompaniment;				
Week 7-8/Q1	evaluates music and music performances with rubrics on musical elements and styles.				

LAMINAR OR TURBULENT FLOW?

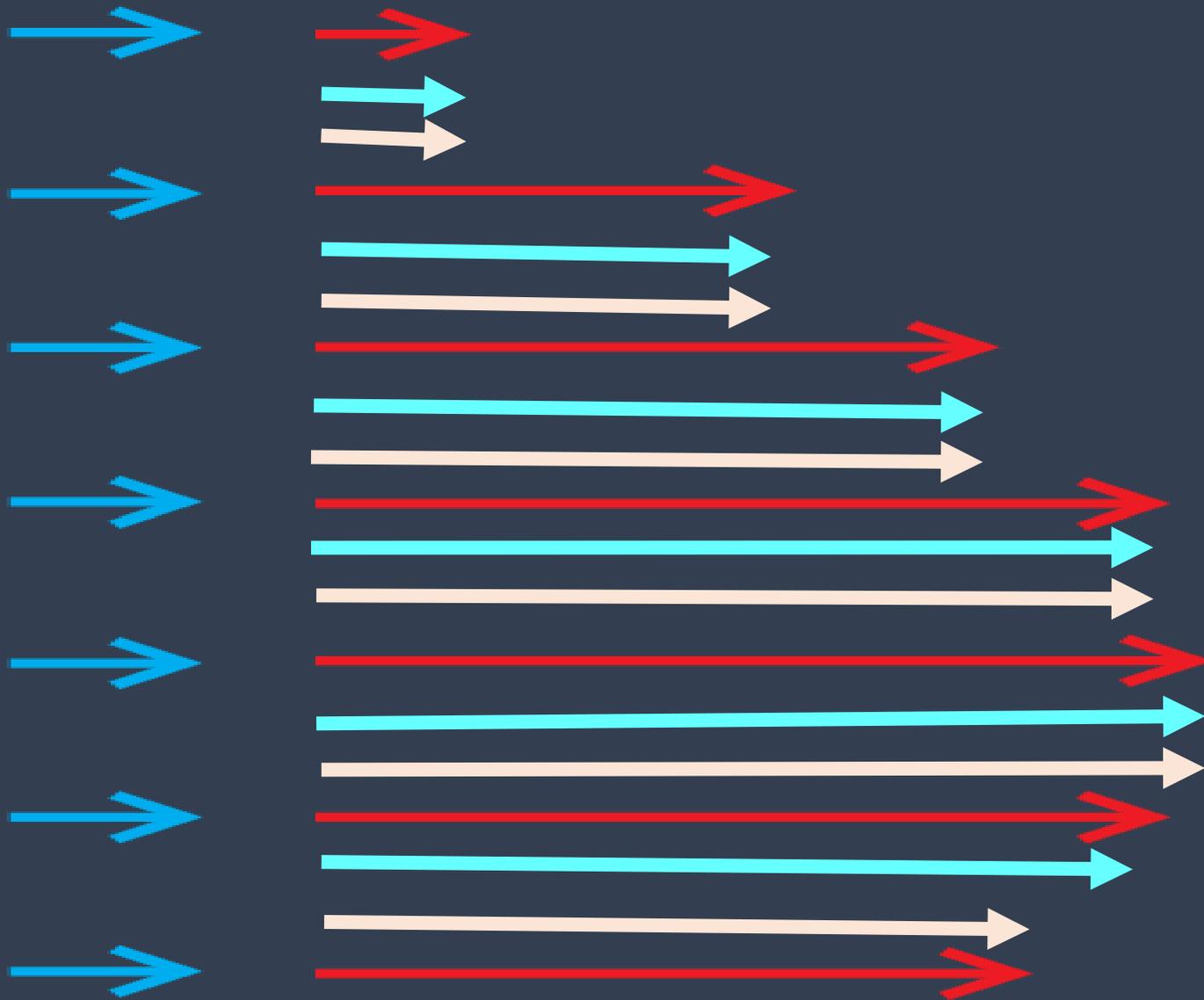


STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer 50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer 119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

ALIGNMENT WITH PERFORMANCE STANDARD

Araling Panlipunan

Briefer 23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer 101 - 105



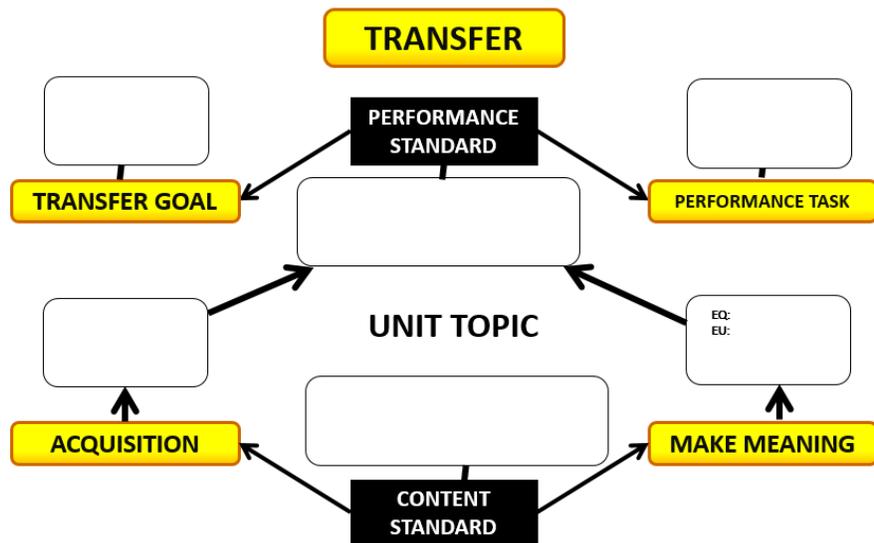
Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer 162 - 164



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

STEPS:

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

Grade Level: Grade 7
 Subject: Music
 Grade Level Standard:



<u>Quarter</u>	<u>Competency</u>	<u>Duration</u>	<u>Codes</u>
Q1	describes the musical characteristics of representative music selections from Mindanao after listening;	Week	MU7MN-IIIa-g-1
Q1	identifies the musical instruments and other sound sources of representative music selections from Mindanao;	Week	MU7MN-IIIa-g-3
Q1	analyzes the musical elements of some Mindanao vocal and instrumental music;	Week	MU7MN-IIIa-g-2
Q1	discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week	MU7MN-IIIb-h-4
Q1	improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	Week 5	MU7MN-IIIc-h-5
Q1	perform music from Mindanao with own accompaniment;	Week 6	MU7MN-IIIc-h-6
Q1	evaluates music selections and music performances using rubrics on musical elements and style	Week 7-8	MU7MN-IIIb-h-10

?



LAMINAR OR TURBULENT FLOW?

FIRST QUARTER

PROGRAM STANDARD:	The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.
GRADE LEVEL STANDARD:	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
CONTENT STANDARD:	The learner demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon.
PERFORMANCE STANDARD:	The learner performs <u>music</u> of the lowlands with appropriate pitch, rhythm, expression and style

Content	Content Standard	Performance Standard	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Music of Luzon (Lowlands) <i>Geographical and Cultural Background</i> 1. Vocal Music a) Performance pieces b) Folk songs c) Sacred (Liturgical/Devotional) music: <i>Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzan</i> d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> e) Art music: <i>Kundiman</i> . ~~~~~ ~~~~~	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i>		EASE-module2 HSP Music module Q1 Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia et al, 1999. pp. 248-250
			listening; 2. analyzes the musical elements of some Lowland vocal and instrumental	MU7LU-Ia-2	EASE-module2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp. 248-250

Grade 7 Q1 has 10 COMPETENCIES

LAMINAR OR TURBULENT FLOW?

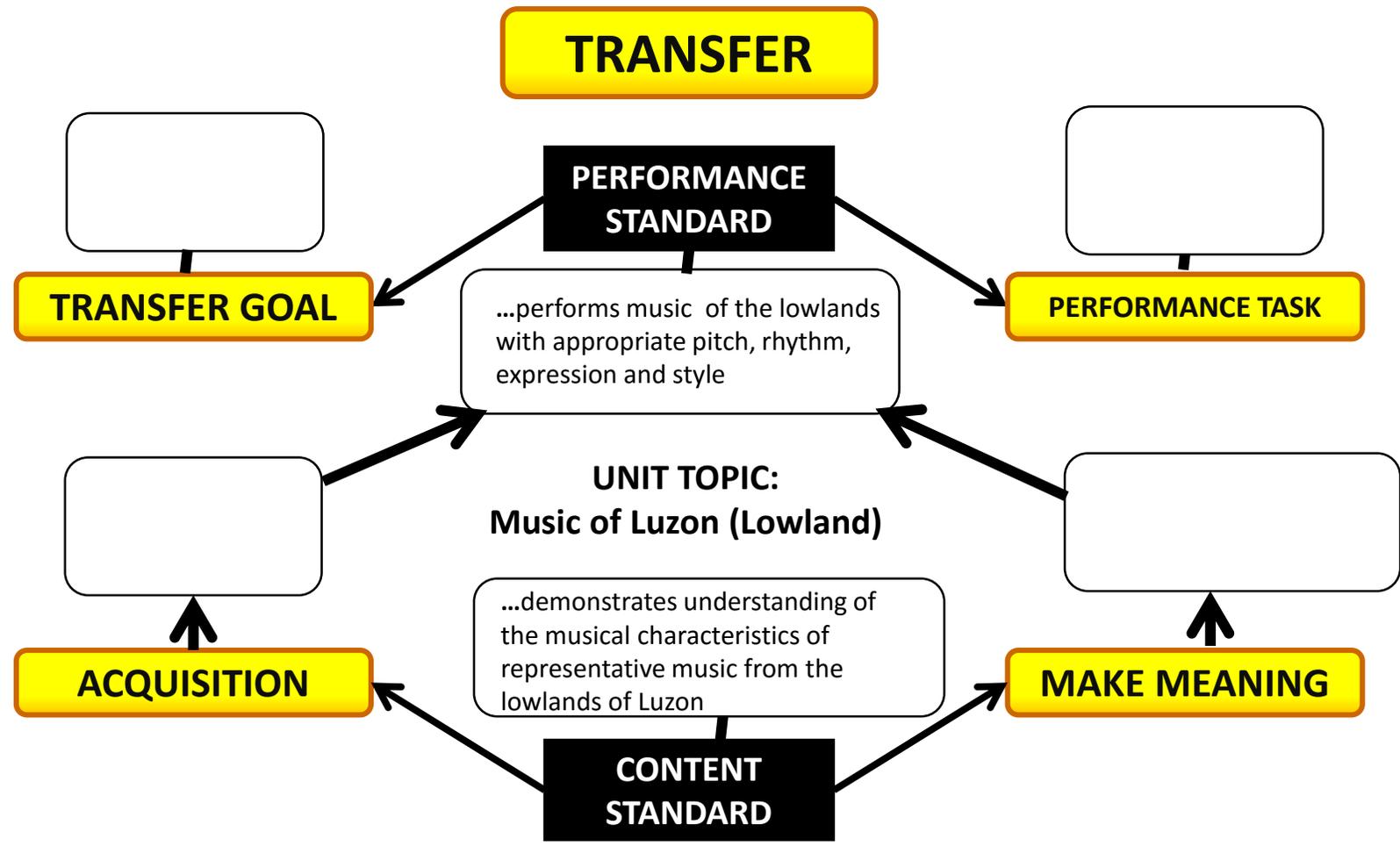
STEP 1: Copy the Content and Performance Standards and write Unit Topic.

FIRST QUARTER

PROGRAM STANDARD:	The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.
GRADE LEVEL STANDARD:	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
CONTENT STANDARD:	The learner demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon.
PERFORMANCE STANDARD:	The learner performs <u>music of</u> the lowlands with appropriate pitch, rhythm, expression and style

Content	Content Standard	Performance Standard	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Music of Luzon (Lowlands) Geographical and Cultural Background 1. Vocal Music a) Performance practice b) Folk songs c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzang</i> d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> e) Art music: <i>Kundiman</i> . ~~~~~ ~~~~~	<i>The learner...</i> demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon	<i>The learner...</i> performs <u>music of</u> the lowlands with appropriate pitch, rhythm, expression and style	<i>The learner...</i> 1. identifies the musical characteristics of representative music selections from the lowlands of Luzon after listening;	MU7LU-Ia-1	EASE-module2 OHSP Music Module Q1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-250
			2. analyzes the musical elements of some Lowland vocal and instrumental music selections;	MU7LU-Ia-2	EASE-module2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-250

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



1**PERFORMANCE STANDARD**

The learners should be able to

perform music of the lowlands with appropriate pitch, rhythm, expression and style

2**TRANSFER GOAL**

Students on their own and in the long run will be able to

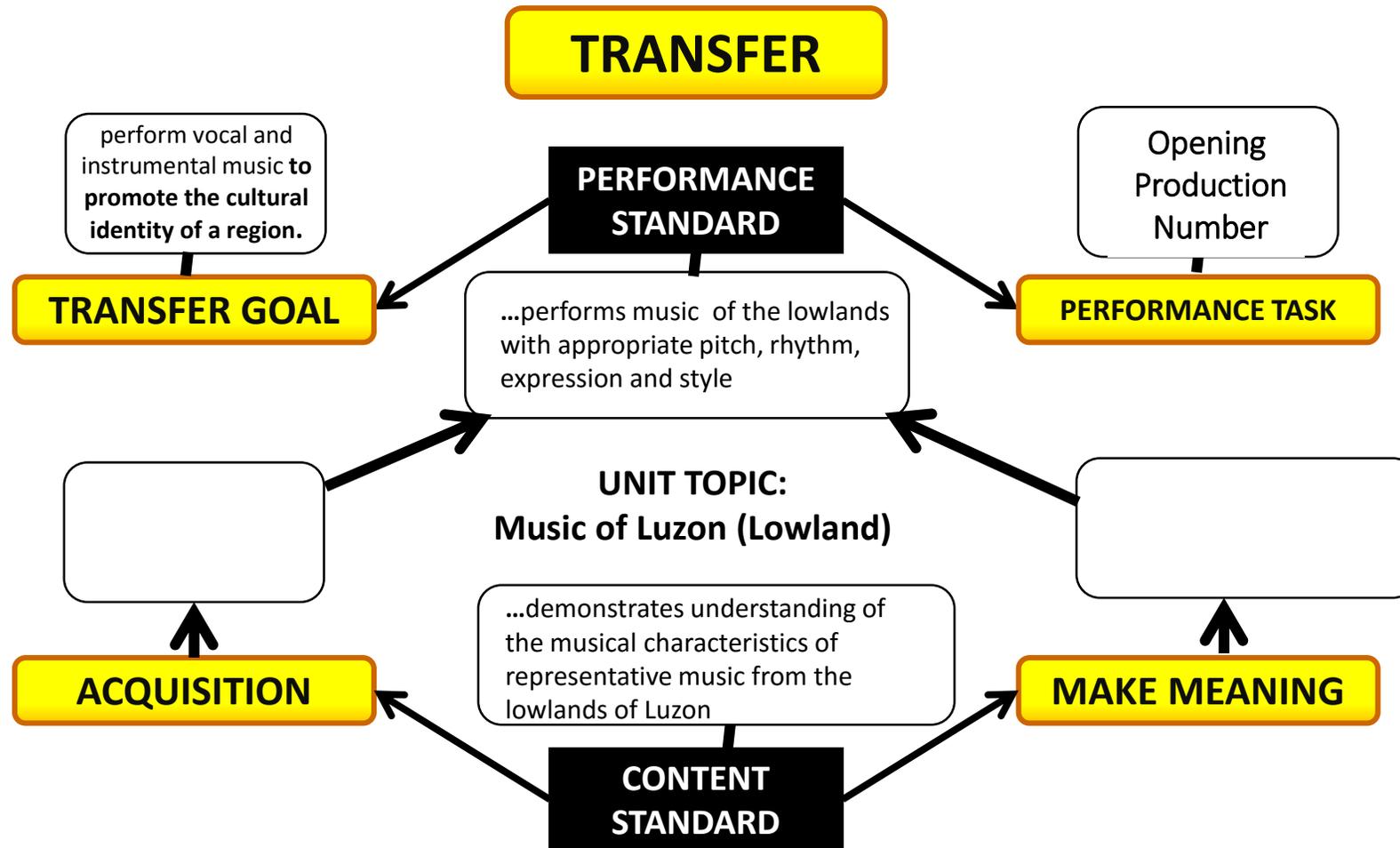
perform vocal and instrumental music to promote the cultural identity of a region.

3**PERFORMANCE TASK**

There is a proliferation of Western music in the lowland Luzon. With this, the National Commission on Culture and the Arts (NCCA) is organizing a youth jamboree in celebration of the Buwan ng Wika. With expertise on tone quality, pitch, rhythm, expression and style, you were invited **to perform** in solo, duet, choir, and/or chamber six songs of different genre from the lowland Luzon to promote the cultural identity of the region. Students from different schools in the Philippines will watch the performance. Likewise, other students can watch the performance through a livestream, where they can make comments about the performance. As a preparation for the youth jamboree, make a program of your repertoire. There should be a 60-second teaser before each segment. And at the end of the program, a two-minute vlog of your insights on how music can help promote the cultural identity of the region will be produced.

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

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



CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
FIRST QUARTER								
Music of Luzon (Lowlands) Geographical and Cultural Background 1. Vocal Music a) Performance practice; b) Folk songs; c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzang</i> ; d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> ; e) Art music: <i>Kundiman</i> . 2. Instrumental Music a) <i>Rondalla</i> ; b) Brass Band; c) <i>Musikong Bumbong</i> d) Bamboo organ; e) <i>Angklung</i> ensemble; f) <i>Himig Pangkat Kawayan</i> .	<i>The Learner...</i> demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon	<i>The Learner...</i> performs music of the lowlands with appropriate pitch, rhythm, expression and style	<i>The learner . . .</i> 1. identifies the musical characteristics of representative music selections from the lowlands of Luzon after listening;	MU7LU-Ia-1	EASE-module2 OHSP Music Module Q1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-250			
			2. analyzes the musical elements of some Lowland vocal and instrumental music selections;		MU7LU-Ia-2	EASE-module2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-250		
			3. explains the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography;		MU7LU-Ib-3	EASE-module1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.236-248		
						4. explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	MU7LU-Ib-f-4	EASE-module1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.251
						5. improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	MU7LU-Ic-f-5	
						6. performs instruments/improvised instruments from Luzon lowlands;	MU7LU-Ig-h-6	

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

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

<p>Music of Luzon (Lowlands)</p> <p>Geographical and Cultural Background</p> <p>1. Vocal Music</p> <p>a) Performance practice;</p> <p>b) Folk songs;</p> <p>c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzang;</i></p> <p>d) Secular music: <i>Harana, Balitaw, Kumintang, Polka;</i></p> <p>e) Art music: <i>Kundiman.</i></p> <p>2. Instrumental Music</p> <p>a) <i>Rondalla;</i></p> <p>b) Brass Band;</p> <p>c) <i>Musikong Bumbongl</i></p> <p>d) Bamboo organ;</p> <p>e) <i>Angklung</i> ensemble;</p> <p><i>Himig Pangkat Kawayan.</i></p>	<p>demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon</p>	<p>performs music of the lowlands with appropriate pitch, rhythm, expression and style</p>	4. explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	MU7LU-Ib-f-4	EASE-module1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.251		
			5. improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	MU7LU-Ic-f-5			
			6. performs instruments/improvised instruments from Luzon lowlands;	MU7LU-Ig-h-6			
			7. sings folksongs from the lowlands of Luzon;	MU7LU-Ia-h-7	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.236-248		
			8. creates appropriate movements or gestures to accompany the music selection of the Lowlands of Luzon;	MU7LU-Ia-h-8			
			9. provides harmonic accompaniments to selected music of the Lowlands of Luzon;	MU7LU-Id-9			
			10. evaluates music and music performances applying knowledge of musical elements and styles.	MU7LU-Ic-h-10			

FIRST QUARTER

PROGRAM STANDARD:	The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.
GRADE LEVEL STANDARD:	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
CONTENT STANDARD:	The learner demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon.
PERFORMANCE STANDARD:	The learner performs <u>music of</u> the lowlands with appropriate pitch, rhythm, expression and style

**Grade 7 Q1 has 7 COMPETENCIES
plus 1
(other LCs moved to other units or levels)**

c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzang</i> d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> e) Art music: <i>Kundiman</i> . ~~~~~ ~~~~~			from the lowlands of Luzon after listening;		T. et al, 1999. pp.248-250
			2. analyzes the musical elements of some Lowland vocal and instrumental music selections;	MU7LU-Ia-2	EASE-module2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp. 248-250

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 the musical characteristics of representative music from the lowlands of Luzon.
PERFORMANCE STANDARD:	The learner performs <u>music</u> of the lowlands with appropriate pitch, rhythm, expression and style
MU7LU-Ia-1	Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening. A
MU7LU-Ia-2	Analyzes the musical elements of some Lowland vocal and instrumental music <u>selections</u> ; M
MU7LU-Ib-3	Identifies the musical instruments and other sound sources from the lowlands of Luzon A
MU7LU-Ib-f-4	Explores ways of producing sounds on a variety of sources that is <u>similar</u> to the instruments being studied;
MU7LU-Ic-f	Improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;
MU7LU-Ia-h-7	Sings folksongs from the lowlands of Luzon.
MU7LU-Ia-h-6	Performs music from Luzon lowlands with own accompaniment;
MU7LU-Ic-h-10	Evaluates music and music performances with rubrics on musical elements and styles. M

LEARNING GOALS

A → **M** → **T**

Facts
Vocabulary
Definitions

Principles and Generalizations
Big ideas of the discipline

Performance Product

← **STANDARDS** →

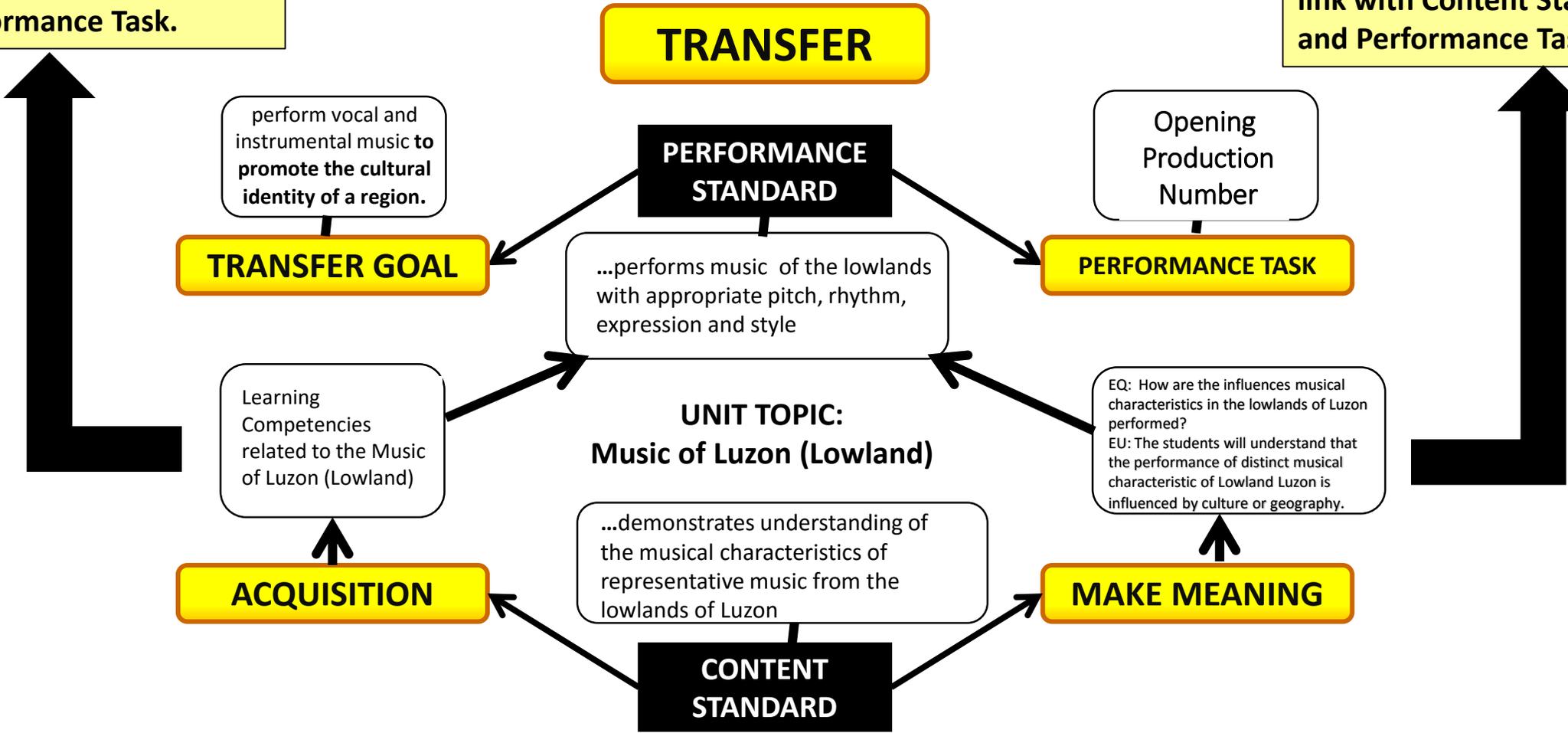
- | | | | | | | | |
|-----------|----------|---------------|-----------|------------|-------------|-----------|-----------|
| List | Compare | Differentiate | Analyze | Defend | Show | Plan | Campaign |
| Name | Classify | Locate | Explain | Predict | Demonstrate | Revise | Prepare |
| Enumerate | Select | 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 |

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.*

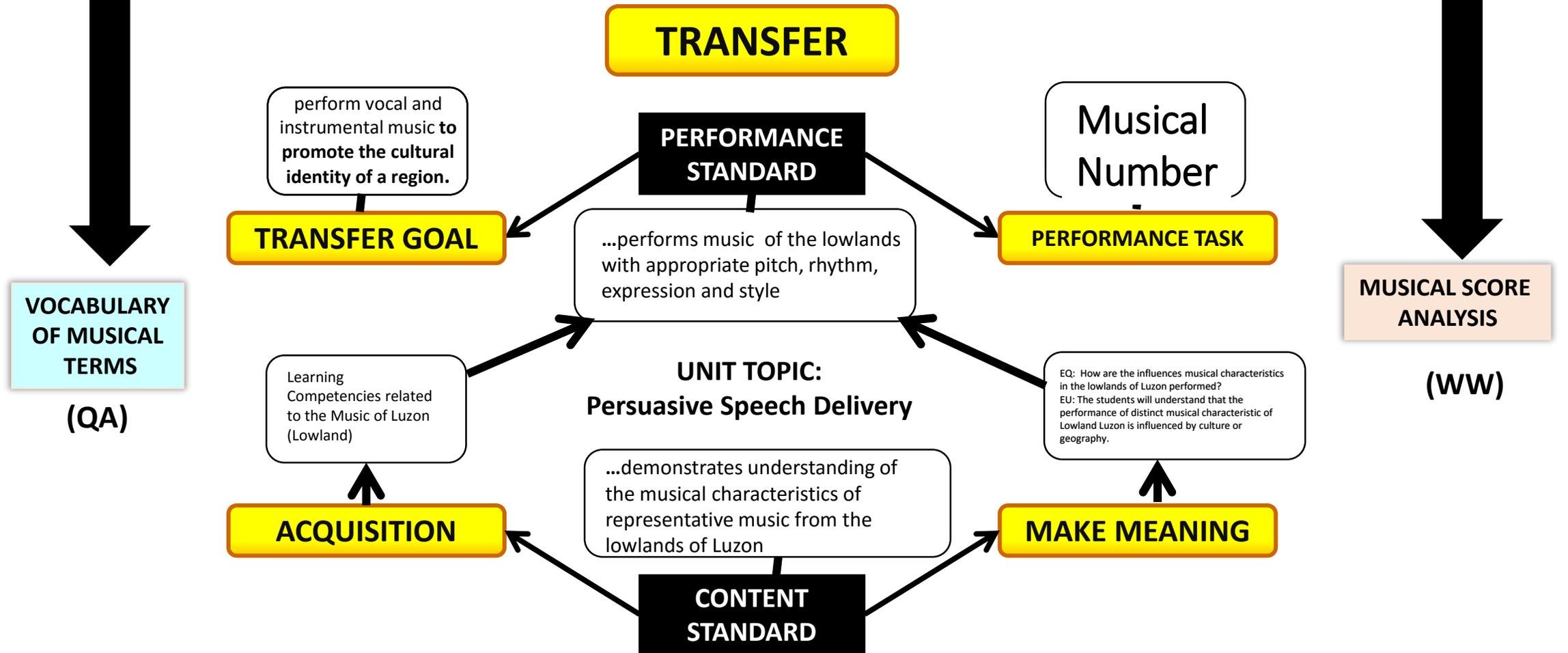
CONTENT STANDARD:	The learner demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon
PERFORMANCE STANDARD:	The learner performs <u>music</u> of the lowlands with appropriate pitch, rhythm, expression and style
MU7LU-Ia-1	Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening.
MU7LU-Ia-2	Analyzes the musical elements of some Lowland vocal and instrumental music <u>selections</u> :
MU7LU-Ib-3	Identifies the musical instruments and other sound sources from the lowlands of Luzon
MU7LU-Ib-f-4	Explores ways of producing sounds on a variety of sources that is similar to the instruments being <u>studied</u> ; T
MU7LU-Ic-f	Improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of <u>Luzon</u> ; T
MU7LU-Ia-h-7	Sings folksongs from the lowlands of Luzon. T
MU7LU-Ia-h-6	Performs music from Luzon lowlands with own <u>accompaniment</u> ; T
MU7LU-Ic-h-10	Evaluates music and music performances with rubrics on musical elements and styles.

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).

TRANSFER

perform vocal and instrumental music to promote the cultural identity of a region.

TRANSFER GOAL

PERFORMANCE STANDARD

Musical Number

PERFORMANCE TASK

...performs music of the lowlands with appropriate pitch, rhythm, expression and style

MUSICAL SCORE ANALYSIS

(WW)

VOCABULARY OF MUSICAL TERMS

(QA)

Learning Competencies related to the Music of Luzon (Lowland)

ACQUISITION

UNIT TOPIC:
Persuasive Speech Delivery

EQ: How are the influences musical characteristics in the lowlands of Luzon performed?
EU: The students will understand that the performance of distinct musical characteristic of Lowland Luzon is influenced by culture or geography.

MAKE MEANING

...demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon

CONTENT STANDARD

LAMINAR OR TURBULENT FLOW?

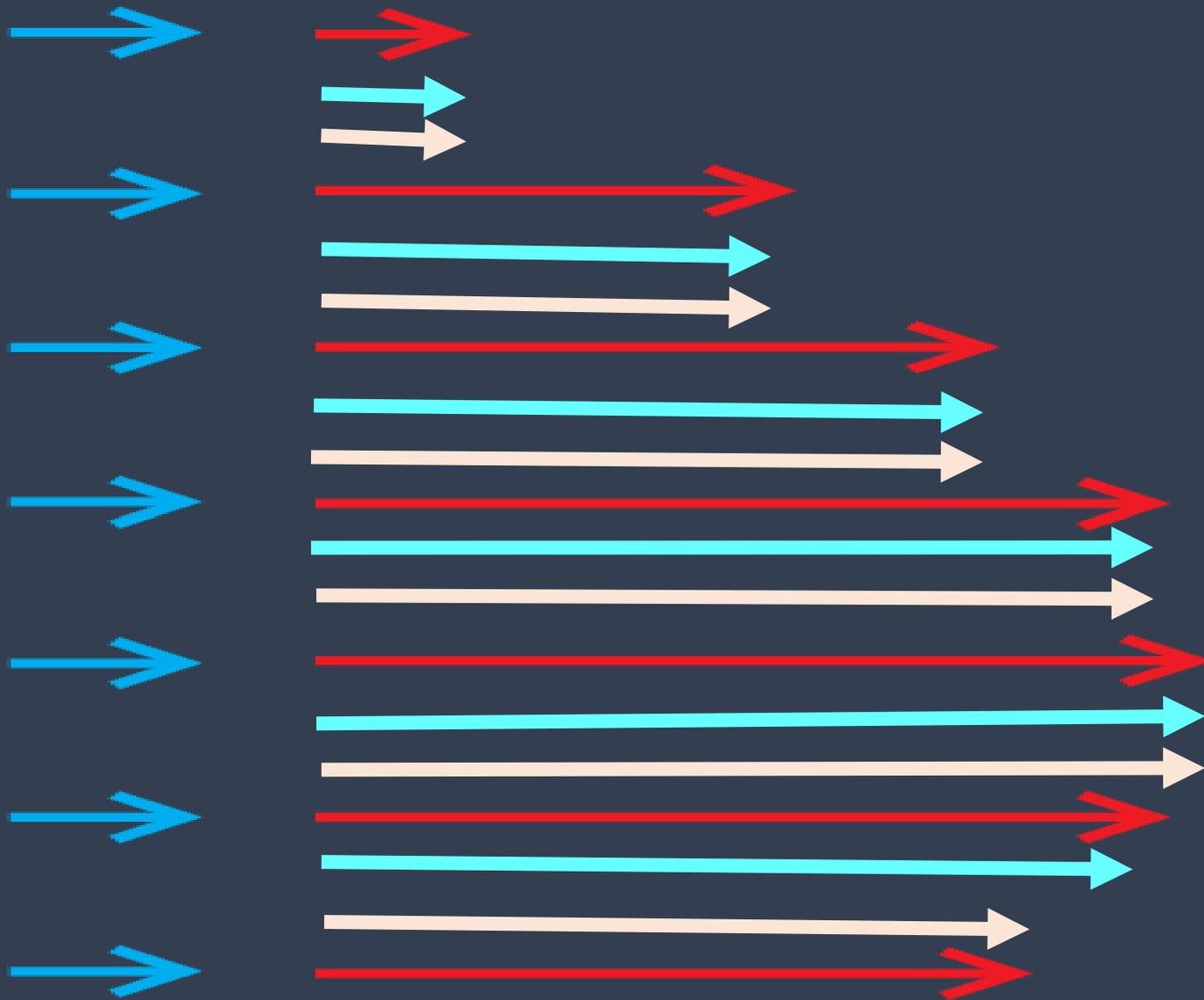
Grade Level: Grade 8

Subject: English

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

Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		
Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none">● general to particular● claim and counterclaim● problem-solution● cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6

LAMINAR OR TURBULENT FLOW?

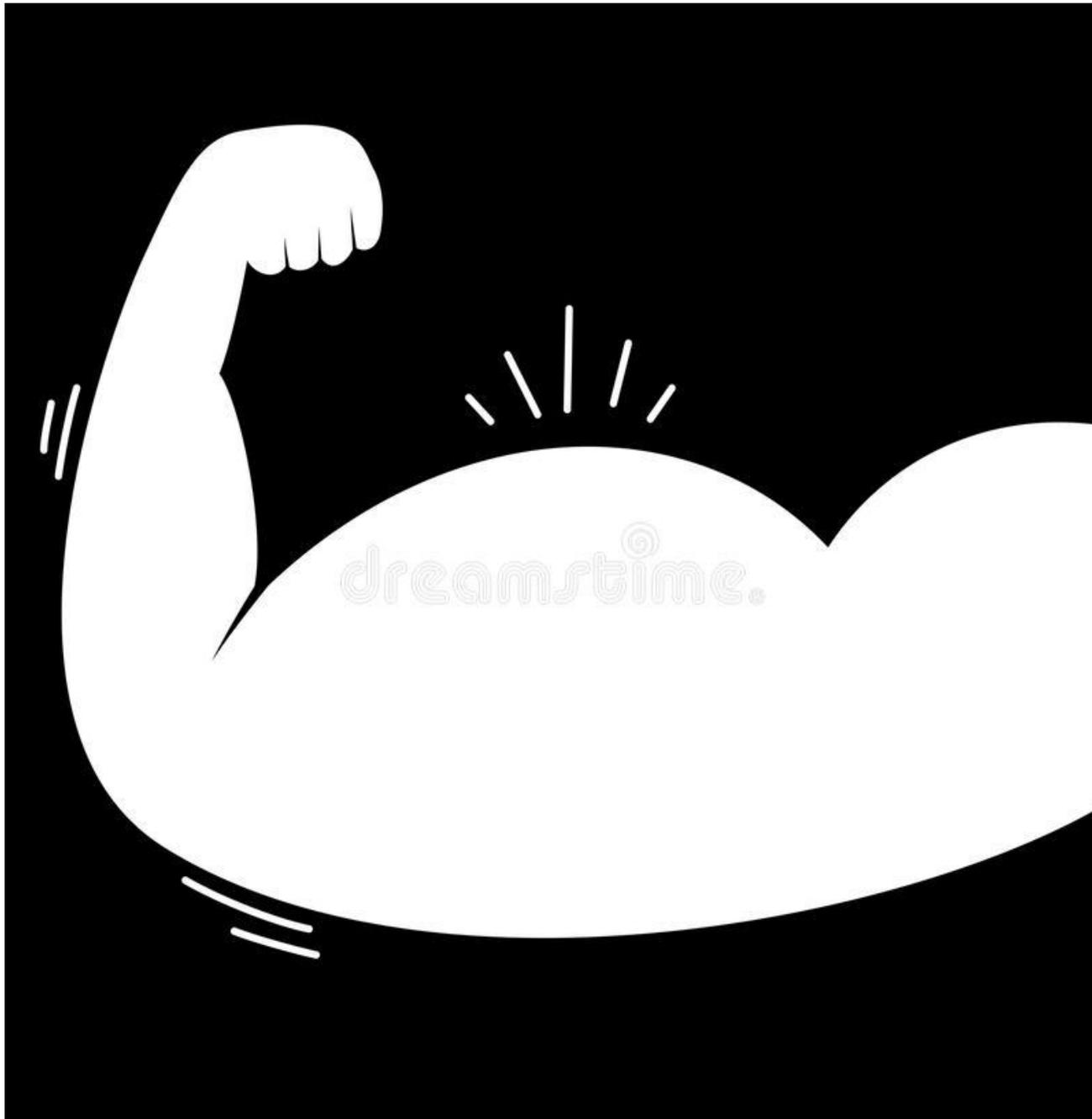


STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE



What are Power Standards/Competencies?

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

POWER COMPETENCIES

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

SUPPORTING COMPETENCIES

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



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

-  **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
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



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**



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 demonstrates an understanding of how changes in the environment may affect species extinction.



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

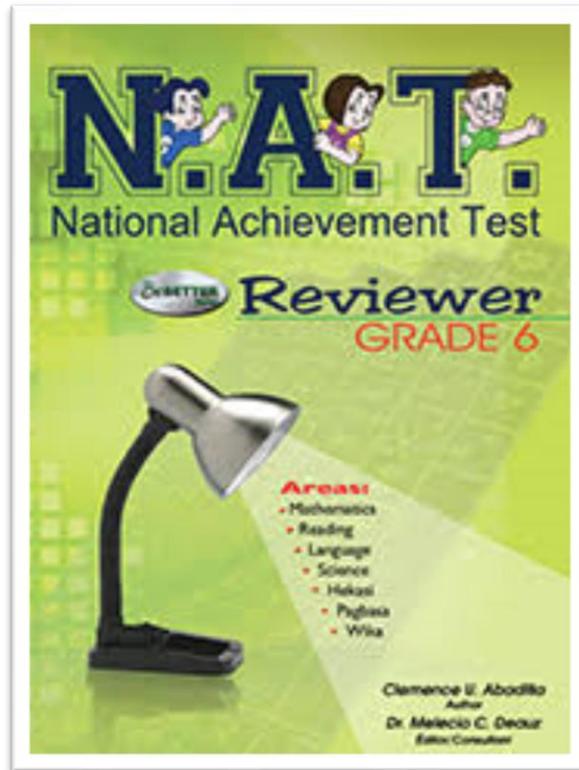
The learner demonstrates understanding of how changes in the environment may affect the species extinction.

ASSESSMENT



ASSESSMENT

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





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 learners demonstrate an understanding of how changes in the environment may affect species extinction.

(Which discipline can this be linked?)

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

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

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

COMPETENCIES	R <i>(needed for the next unit or grade)</i>	E <i>(needed for real life)</i>	A <i>(needed for achievement or admissions or job test)</i>	L <i>(needed by other subjects)</i>	POWER OR SUPPORTING
MU7LU-Ia-1 Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening.	✓	✗	✓	✓	SUPPORTING
MU7LU-Ia-2 Analyzes the musical elements of some Lowland vocal and instrumental music selections	✓	✗	✓	✗	SUPPORTING
MU7LU-Ib-3 Identifies the musical instruments and other sound sources from the lowlands of Luzon	✓	✗	✓	✓	SUPPORTING
MU7LU-Ib-f-4 Explores ways of producing sounds on a variety of sources that is similar to the instruments being studied	✓	✓	✗	✓	SUPPORTING
MU7LU-Ic-f Improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon	✓	✓	✗	✓	SUPPORTING
MU7LU-Ia-h-73 Performs music from Luzon lowlands with own accompaniment;	✓	✓	✓	✓	POWER
MU7LU-Ic-h-10 Evaluates music and music performances with rubrics on musical elements and styles.	✓	✗	✗	✗	SUPPORTING

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

<u>Cluster Number</u> (No. of Days)	<u>Power Competencies</u>	<u>Supporting Competencies</u>
2 days	MU7LU-Ia-h-6 Performs music from Luzon lowlands with own accompaniment;	MU7LU-Ia-1 Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening.
		MU7LU-Ia-2 Analyzes the musical elements of some Lowland vocal and instrumental music selections
		MU7LU-Ib-3 Identifies the musical instruments and other sound sources from the lowlands of Luzon
4 days		MU7LU-Ib-f-4 Explores ways of producing sounds on a variety of sources that is <u>similar to</u> the instruments being studied
		MU7LU-Ic-f-5 Improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon
		MU7LU-Ia-h-7 Sings folksongs from the lowlands of Luzon;
		1 day

FIRST QUARTER

PROGRAM STANDARD:	The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.
GRADE LEVEL STANDARD:	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
CONTENT STANDARD:	The learner demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon.
PERFORMANCE STANDARD:	The learner performs <u>music</u> of the lowlands with appropriate pitch, rhythm, expression and style

Content	Content Standard	Performance Standard	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Music of Luzon (Lowlands) <i>Geographical and Cultural Background</i> 1. Vocal Music a) Performance piece b) Folk songs c) Sacred (Liturgical/Devotional) music: <i>Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzan</i> d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> e) Art music: <i>Kundiman</i> . ~~~~~ ~~~~~	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i>		EASE-module2 HSP Music module Q1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp. 248-250
			listening; 2. analyzes the musical elements of some Lowland vocal and instrumental	MU7LU-Ia-2	EASE-module2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp. 248-250

Grade 7 Q1 has 8 COMPETENCIES

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 days	MU7LU-Ia-h-7 Performs music from Luzon lowlands with own accompaniment;	MU7LU-Ia-1 Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening.	Fill in the Blanks	Activity 2 A. Musical Elements – A Walk Through Activity 10 Fact or Fallacy	https://padlet.com/lectors/wgpcnsak2zrfq3l	Respect and Appreciation of other Cultures
		MU7LU-Ia-2 <u>Analyzes</u> the musical elements of some Lowland vocal and instrumental music selections	Musical Score Analysis	Activity 6 Melodic Direction / Pitch Contour Activity 7 Music Score Investigation		
		MU7LU-Ib-3 <u>Identifies</u> the musical instruments and other sound sources from the lowlands of Luzon	Multiple Choice	Activity 11 Tracing our Devotional Liturgical Music	https://www.youtube.com/watch?v=4EY8Gd0p0Me	
4 days		MU7LU-Ib-f-4 <u>Explores</u> ways of producing sounds on a variety of sources that is similar to the instruments being studied	Group Presentation	Activity 8B Harana – The Art of Philippine Serenade		
		MU7LU-Ic-f <u>Improvises</u> simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon	Composition Making	Activity 4B & C I got Rhythm	https://www.youtube.com/watch?v=g8HyPaFkgI	
1 day		MU7LU-Ic-h-10 <u>Evaluates</u> music and music performances with rubrics on musical elements and styles.	Journal Writing	Activity 13B The Music Timbre of Instrumental Music of Lowlands		

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 days	MU7LU-Ia-h-7 Performs music from Luzon lowlands with own accompaniment;	MU7LU-Ia-1 Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening.	Fill in the Blanks	Activity 2 A. Musical Elements – A Walk Through Activity 10 Fact or Fallacy	https://gadget.com/lecton/segcomsak2yrtq3l	Respect and Appreciation of other Cultures
		MU7LU-Ia-2 Analyzes the musical elements of some Lowland vocal and instrumental music selections	Musical Score Analysis	Activity 6 Melodic Direction / Pitch Contour Activity 7 Music Score Investigation		
		MU7LU-Ib-3 Identifies the musical instruments and other sound sources from the lowlands of Luzon	Multiple Choice	Activity 11 Tracing our Devotional Liturgical Music	https://www.youtube.com/watch?v=4EY8Go0p0f0	
4 days		MU7LU-Ib-f-4 Explores ways of producing sounds on a variety of sources that is similar to the instruments being studied	Group Presentation	Activity 8B Harana – The Art of Philippine Serenade		
		MU7LU-Ic-f Improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon	Composition Making	Activity 4B & C I got Rhythm	https://www.youtube.com/watch?v=g8ly9sF3gkI	
1 day		MU7LU-Ic-h-10 Evaluates music and music performances with rubrics on musical elements and styles.	Journal Writing	Activity 13B The Music Timbre of Instrumental Music of Lowlands		

SAMPLE DIARY CURRICULUM MAP



SUBJECT: MUSIC
 GRADE LEVEL: GRADE 7
 TEACHERS: et.al
 STRAND(S): N/A or JUNIOR HIGH SCHOOL

TERM (NO.) MONTH	UNIT TOPIC: CONTENT:	CONTENT STANDARD (CS):	PERFORMANCE STANDARD (PS):	COMPETENCIES: SKILLS:	ASSESSMENT	ACTIVITIES	RESOURCES:	INSTITUTIONAL CORE VALUES
	<p>Music of Luzon (Lowlands)</p> <p><i>Geographical and Cultural Background</i></p> <p>1. Vocal Music</p> <p>a. Performance practice:</p> <p>b. Folk songs:</p> <p>c. Sacred (Liturgical and Devotional) music: Mass, Pastores, Saakulo, Bayan, Salubong, Flores de Mayo, Santacruzao,</p> <p>d. Secular music:</p>	<p>The learner... demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon</p>	<p>The learner... performs music of the lowlands with appropriate pitch, rhythm, expression and style</p>	<p>A1 identifies the musical characteristics (i.e. rhythm, melody, tempo, dynamics, texture, expression and style) of representative music selections from Hispanic influenced regions. MU7LU-1a-b-1</p> <p>A2 analyzes the five musical elements (i.e. rhythm melody, tempo, dynamics, texture) of selected Lowland vocal and instrumental music MU7LU-1a-b-2</p> <p>A3. explains the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography;</p>	<p>A1-A2 Music analysis</p> <p>A3_CLS (Cooperative Learning System) Grouping</p>	<p>A1-A2 Music Elements - A Walkthrough</p> <p>A1-A2 Feel the Beat</p> <p>A1-A2 Feel the Rhythm</p> <p>A1-A2 Pitch Analysis</p> <p>A1-A2 Melodic Direction</p> <p>A1-A2 Score Investigation</p> <p>A3. Listening Activity:</p>	<p>A1-A2 Youtube Video: https://www.youtube.com/watch?v=EgCea3s1UC4</p> <p>A1-A2 Graphic Score Table</p> <p>A1-A2 Youtube Video https://www.youtube.com/watch?v=h0JYrMGEQps&list=RDZ8LU6NxiwiDQ&index=5</p> <p>A1-A2 Music Analysis Guide sheet</p> <p>A3. Ti Saluyot https://www.youtube.com/watch?v=4x8tHQM5M0&f</p>	<p>A1-A2 Cooperation Camaraderie Collaboration Love of one's own culture Appreciation of other's culture Respect Excellence</p>

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

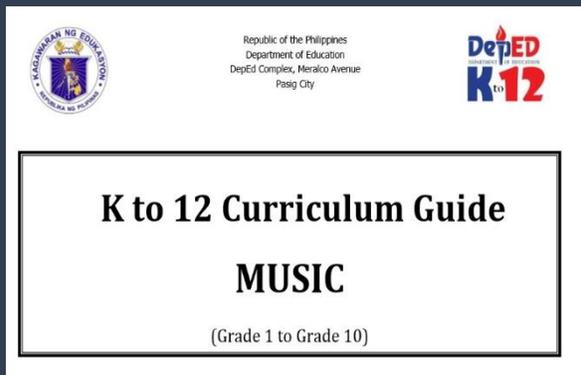
2. The implementation and continuous improvement of the curriculum maps by:

- 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

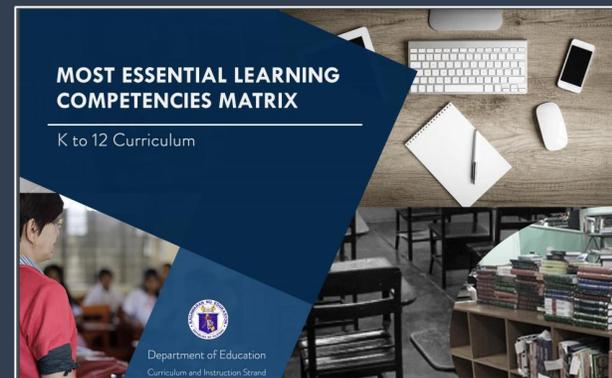
SUBJECT:	GRADE:	SECTION:	TEACHER:	UNIT TOPIC:		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ACQUISITION CLUSTER 1	3 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	4 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	5 ACQUISITION CLUSTER 1 OFFLINE – TEXTBOOK	6 ACQUISITION CLUSTER 1 ONLINE – YOUTUBE 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 (Q1, Q2, Q3, Q4)	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES

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**

TABLE OF CONTENTS



Briefer 9 - 10

Kindergarten 11 - 21

Edukasyon sa Pagpapakatao

Briefer
50 - 53



Grade 1	53 - 56
Grade 2	56 - 59
Grade 3	59 - 62
Grade 4	62 - 65
Grade 5	65 - 69
Grade 6	69 - 70
Grade 7	71 - 77
Grade 8	78 - 84
Grade 9	84 - 92
Grade 10	93 - 99

Filipino

Briefer
119 - 121



Grade 1	122 - 124
Grade 2	124 - 126
Grade 3	126 - 128
Grade 4	129 - 133
Grade 5	134 - 136
Grade 6	137 - 139
Grade 7	139 - 141
Grade 8	142 - 146
Grade 9	146 - 152
Grade 10	152 - 160

Araling Panlipunan

Briefer
23 - 24



Grade 1	25 - 27
Grade 2	27 - 29
Grade 3	29 - 31
Grade 4	32 - 33
Grade 5	34 - 36
Grade 6	36 - 39
Grade 7	39 - 41
Grade 8	42 - 44
Grade 9	44 - 46
Grade 10	46 - 48

English

Briefer
101 - 105



Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

Mathematics

Briefer
162 - 164



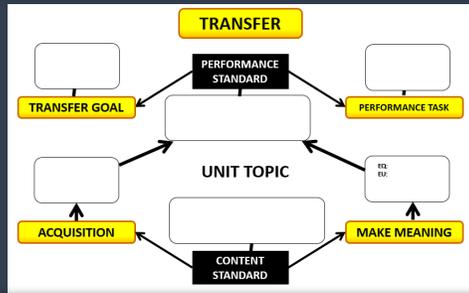
Grade 1	165 - 167
Grade 2	167 - 171
Grade 3	171 - 174
Grade 4	175 - 178
Grade 5	178 - 182
Grade 6	182 - 186
Grade 7	186 - 188
Grade 8	189 - 191
Grade 9	191 - 193
Grade 10	194 - 195

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

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).



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

Do the following steps:

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



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

*Thank
you*

