

Welcome



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

**PEAC WEBINAR | PHYSICAL EDUCATION
JUNE 10, 2020**



Objectives:

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

IMPORTANT DATES

Release of Final Report for Schools Visited SY 2019-2020

Starts April 20, 2020

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

ESC Schools Due for Recertification

deadline of submission of requirements

Part 1: September 1, 2020

Part 2: September 30, 2020

Schedule of E-Recertification

November 2020-March 2021

**Certification for
SY 2020-2021 is
suspended.**

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

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



DEPED LEARNING
CONTINUITY PLAN



PEAC E-RECERTIFICATION



SCHOOL CURRICULUM SY 2020-2021

30 May 2020

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

14 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:

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(Q1)								

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

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K to 12

Most Essential Learning Competencies

With Corresponding CG Codes



“...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 kompetensing mas kinakailangan ng mga mag-aaral sa Taong Panuruang 2020-2021. Sa huli, hinihikayat pa rin ang mga guro na sumangguni sa curriculum guide ng Filipino kung sa tingin nilang hindi sapat ang mga kompetensing tinukoy sa MELCs. .”

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance

1. A curriculum map in each subject area that:

- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	4	3	2	1	0
- articulates vertical learning progressions across the different grade levels*	4	3	2	1	0

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

- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

SAMPLE DIARY CURRICULUM MAP



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

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

SAMPLE DIARY CURRICULUM MAP



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RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:



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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

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ALIGNMENT OF STANDARDS-COMPETENCIES-ACTIVITIES

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

MELCS: SCIENCE BRIEFER, p. 42

Characteristics of an Essential Learning Competency

Learning
competency is
ESSENTIAL if ...

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

GUIDELINES ON THE USE OF THE MELCS, p. 2

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



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>

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

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R

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

Algebra I Standard: Manipulate formulas and solve literal equations.

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

E

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

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

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

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

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

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

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

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

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

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

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

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

If Everything is Important, Then Nothing is Important

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

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

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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(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

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Briefer 101 - 105



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Grade 5	111 - 112
Grade 6	112 - 113
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Grade 8	114 - 115
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Grade 10	116 - 117

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Certification Assessment Instrument

IN THE LEARNING PLAN, WE WILL SEE...

3. Learning plans in each subject area that show:

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

Standards stated at start of plan.

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

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

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

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

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





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

TABLE OF CONTENTS



Briefer 9 - 10

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Briefer
50 - 53



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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 (HEALTH)

4th Quarter	demonstrates understanding of factors that influence cigarette and alcohol use and	demonstrates personal responsibility in the prevention of cigarette and alcohol use through the	discusses gateway drugs analyzes the negative health impact of cigarette smoking • describes the harmful short- and long-term effects of	Week 1 Week 2 to Week 3	H8S-IVa-27 H8S-IVb-c-29
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361

strategies for prevention and control	promotion of a healthy lifestyle	<ul style="list-style-type: none"> discusses gateway drugs analyzes the negative health impact of cigarette smoking describes the harmful short- and long-term effects of 		
		<ul style="list-style-type: none"> discusses the dangers of mainstream, second hand and third hand smoke; explain the impact of cigarette smoking on the family, environment, and community analyzes the negative health impact of drinking alcohol describes the harmful short- and long-term effects of drinking alcohol interprets blood alcohol concentration (BAC) in terms of physiological changes in the body *explains the impact of drinking alcohol on the family, and community 	Week 4 to Week 5	H8S-IVe-f-31 H8S-IVg-h-32
		<p>discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages</p> <ul style="list-style-type: none"> apply resistance skills in situations related to cigarette and alcohol use 	Week 6 to Week 8	H8S-IVg-h-33

2. REPEAT MELCS IN ANOTHER LEVEL FOR REINFORCEMENT (PE)

Grade Level: Grade 4
Subject: Physical Education

Quarter	Content Standards	Performance Standards
1 st	<i>The learner demonstrates understanding of participation and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i>

Grade Level: Grade 5
Subject: Physical Education

Quarter	Content Standards	Performance Standards
	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i>

Grade Level: Grade 6
Subject: Physical Education

Quarter	Content Standards	Performance Standards
1 st	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i>

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

Grade Level: Grade 9
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE9PF-Ia-h-23

Grade Level: Grade 10
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activity, exercise and eating habits	This competency is already embedded in other LCs.	PE10PF-Ia-h-39

4. CLUSTER WITH OTHER COMPETENCIES (HEALTH)

analyzes the negative health impact of cigarette smoking

- describes the harmful short- and long-term effects of

- cigarette smoking on the different parts of the body
- discusses the dangers of mainstream, second hand and third hand smoke;
 - explain the impact of cigarette smoking on the family, environment, and community

analyzes the negative health impact of drinking alcohol

- describes the harmful short- and long-term effects of drinking alcohol
- interprets blood alcohol concentration (BAC) in terms of physiological changes in the body
- *explains the impact of drinking alcohol on the family, and community

discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages

- apply resistance skills in situations related to cigarette and alcohol use
- follows policies and laws in the family, school and community related to cigarette and alcohol use

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE (MAPEH)

How to Use the MELCs

The MELCs serve as reference to assist the teachers in identifying the most important learning competencies to be developed by the learners and what must be prioritized in this crisis situation. Further, MELCs are not meant to replace the existing curriculum guide and effective only for SY 2020-2021.

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

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

CONTENT

7. ALIGN WITH UNIT PERFORMANCE STANDARD

LEARNING MATERIALS

FOURTH QUARTER/ FOURTH PERIOD

CONTENT					LEARNING MATERIALS
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner . . . modifies an individualized exercise program to achieve personal fitness	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one's progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			 40. keeps the importance of winning and losing in perspective		

CONTENT

7. ALIGN WITH UNIT PERFORMANCE STANDARD

LEARNING MATERIALS

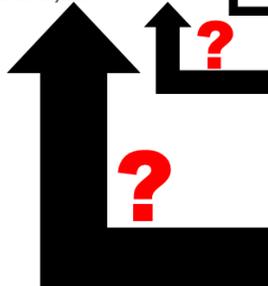
FOURTH QUARTER/ FOURTH PERIOD

<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . modifies an individualized exercise program to achieve personal fitness</p>	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1

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?



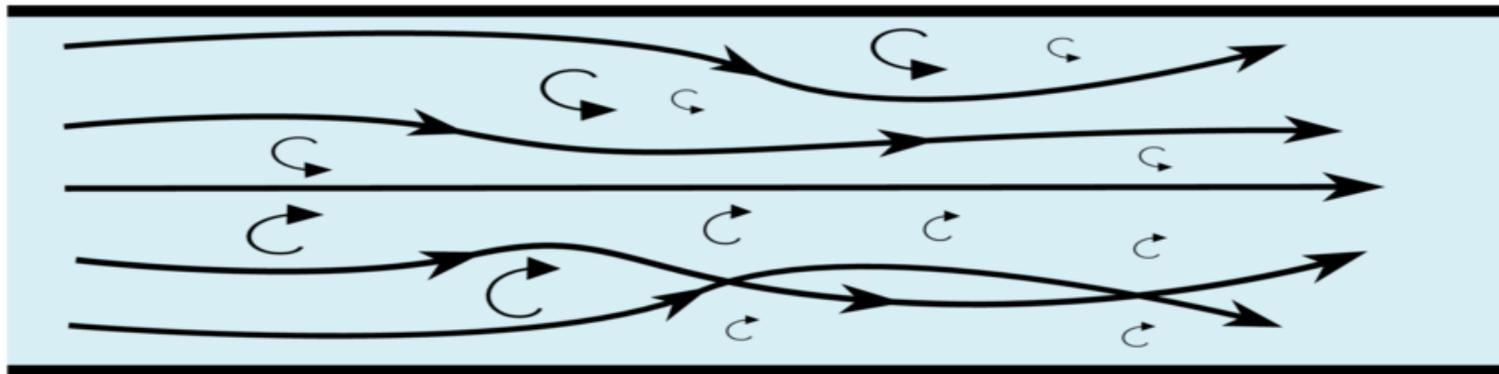
***STREAMLINING THE TEACHING
AND LEARNING
OF THE K12 CURRICULUM***

laminar flow



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

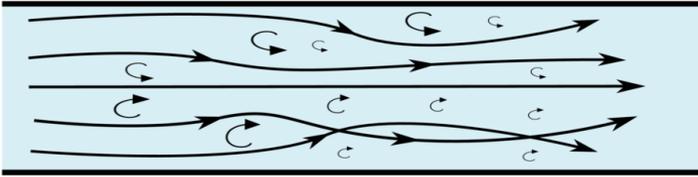
turbulent flow



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

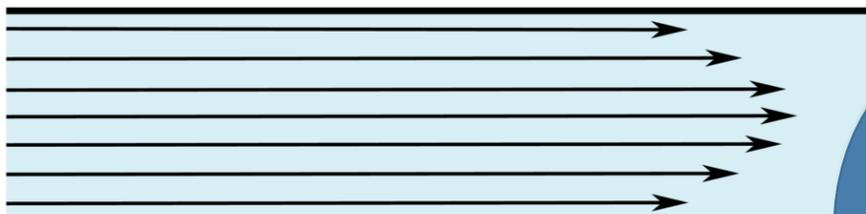
<https://www.britannica.com/science/streamlining#ref54495>

turbulent flow



K to 12 BASIC EDUCATION CURRICULUM					
CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner . . . modifies the individualized exercise program to achieve personal fitness	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. analyzes fitness goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. adds barriers (low level of fitness, lack of skill and knowledge) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes culture and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one's progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1			

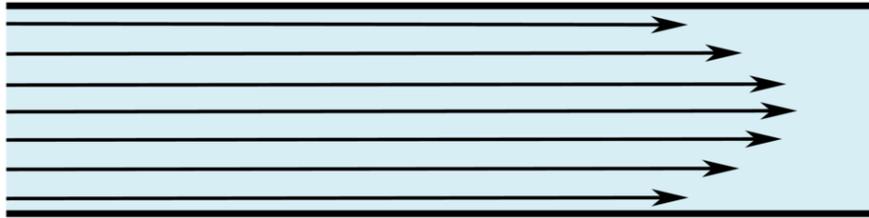
laminar flow



PE CURRICULUM MAP

	TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	Institutional Core Values
	Exercise Program Through Festival Dance	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	The learner modifies the individualized program to achieve personal fitness.	<p>A1. Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination). PE7PF-IIIa-b-23</p> <p>A2. Reviews goals based on assessment results. PE7PF-IIIa-b-34</p>	<p>A1 & A2: Demonstration</p> <p>A2: Self-assessment</p>	<p>A1 & A2: Conduct of Physical Fitness Tests</p> <p>A2: Fitness goal assessment</p>	<p>A1 to A2p: Fitness Tests Materials (meterstick, stopwatch, etc).</p> <p>A2: Fitness Goal Table/Sheet</p>	Commitment
				<p>A3. Addresses 10 barriers to exercise and participation of dance activities PE7PF-IIIb-33</p> <p>A4. Performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) PE7PF-IIIc-30</p>	<p>A3: Situation Analysis</p> <p>A4: Return-Demonstration</p>	<p>A3: Barriers Analysis</p> <p>A4: Lecture-Demonstration</p>	<p>A3: Activity Sheet(s)</p> <p>A4: Bandages, First-aid Kits</p>	Excellence
				<p>A5. Describes the nature and background of Philippine Festival Dances. PE7RD-IIIc-1</p> <p>A6. Enumerates the benefits of folkdance in relation to physical fitness.</p>	<p>A5: Concept Mapping</p> <p>A6: Concept Mapping</p>	<p>A5: Video Clip Analysis: The nature and background of Festival Dances.</p> <p>A6: Think-Pair-Share: Benefits of Festival Dances in Relation to Fitness.</p>	<p>A5. Video 1/ Video 2/ Video : NCCA Festival Dance Compilation YouTube account</p> <p>A6: Graphic Organizer</p>	Excellence

laminar flow

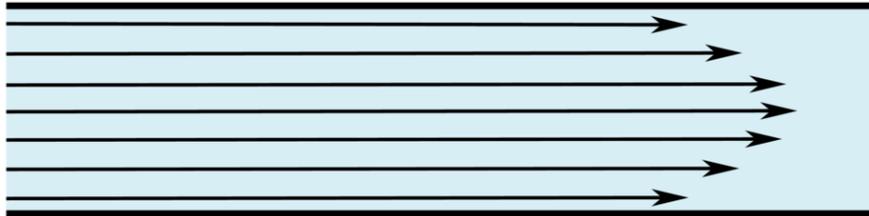


PE CURRICULUM MAP

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

	TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	Institutional Core Values Commitment
	Exercise Program Through Festival Dance	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	The learner modifies the individualized program to achieve personal fitness.	<p>A1. Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination). PE7PF-IIIa-b-23</p> <p>A2. Reviews goals based on assessment results. PE7PF-IIIa-b-34</p>	<p>A1 & A2: Demonstration</p> <p>A2: Self-assessment</p>	<p>A1 & A2: Conduct of Physical Fitness Tests</p> <p>A2: Fitness goal assessment</p>	<p>A1 to A2p: Fitness Tests Materials (meterstick, stopwatch, etc).</p> <p>A2: Fitness Goal Table/Sheet</p>	
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				<p>A5. Describes the nature and background of Philippine Festival Dances. PE7RD-IIIId-1</p> <p>A6. Enumerates the benefits of folkdance in relation to physical fitness.</p>	<p>A5: Concept Mapping</p> <p>A6: Concept Mapping</p>	<p>A5: Video Clip Analysis: The nature and background of Festival Dances.</p> <p>A6: Think-Pair-Share: Benefits of Festival Dances in Relation to Fitness.</p>	<p>A5. Video 1/ Video 2/ Video : NCCA Festival Dance Compilation YouTube account</p> <p>A6: Graphic Organizer</p>	Excellence

laminar flow



PE CURRICULUM MAP

	TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	Institutional Core Values
	Exercise Program Through Festival Dance	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	The learner modifies the individualized program to achieve personal fitness.	<p>A1. Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination). PE7PF-IIIa-b-23</p> <p>A2. Reviews goals based on assessment results. PE7PF-IIIa-b-34</p>	<p>A1 & A2: Demonstration</p> <p>A2: Self-assessment</p>	<p>A1 & A2: Conduct of Physical Fitness Tests</p> <p>A2: Fitness goal assessment</p>	<p>A1 to A2p: Fitness Tests Materials (meterstick, stopwatch, etc).</p> <p>A2: Fitness Goal Table/Sheet</p>	Institutional Core Values Commitment
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				<p>A5. Describes the nature and background of Philippine Festival Dances. PE7RD-IIIId-1</p> <p>A6. Enumerates the benefits of folkdance in relation to physical fitness.</p>	<p>A5: Concept Mapping</p> <p>A6: Concept Mapping</p>	<p>A5: Video Clip Analysis: The nature and background of Festival Dances.</p> <p>A6: Think-Pair-Share: Benefits of Festival Dances in Relation to Fitness.</p>	<p>A5. Video 1/ Video 2/ Video : NCCA Festival Dance Compilation YouTube account</p> <p>A6: Graphic Organizer</p>	Excellence

BENEFITS OF STREAMLINING:

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

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance

1. A curriculum map in each subject area that:

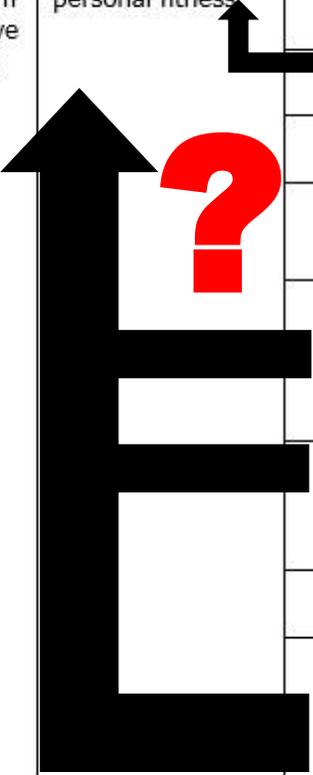
- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, 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:

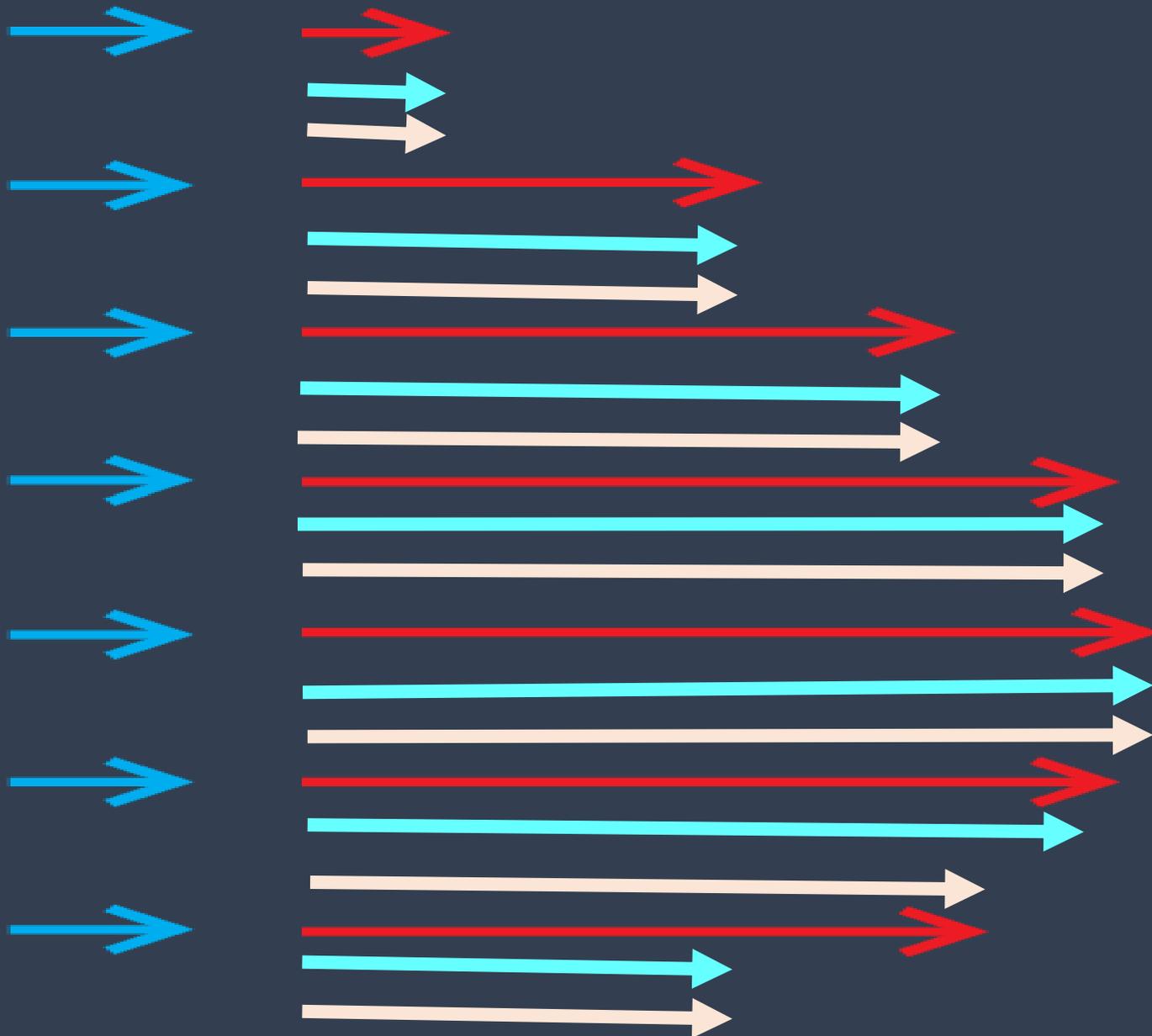
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . modifies the individualized exercise program to achieve personal fitness</p>	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one's progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in	PE7PF-IVd-32	OHSP PE 1 Q1 – module 1



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

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



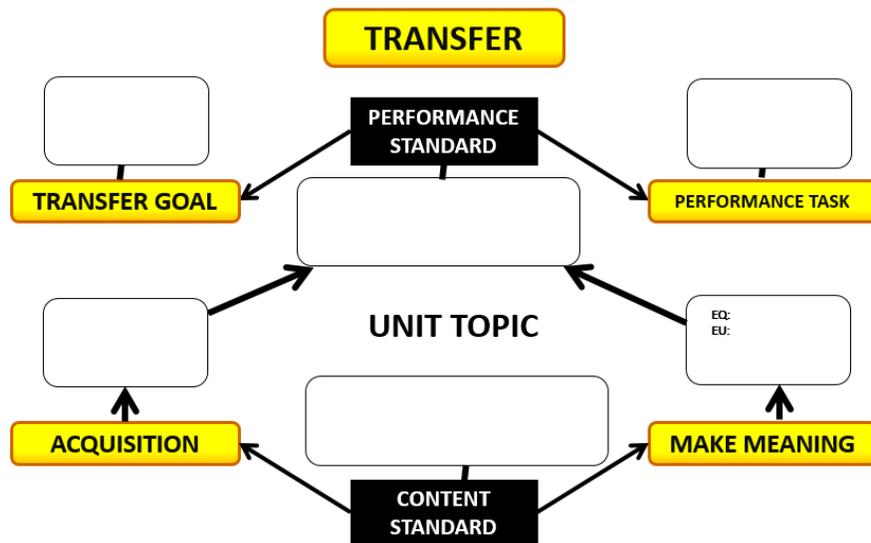
Grade 1	106
Grade 2	107 - 108
Grade 3	108 - 110
Grade 4	110 - 111
Grade 5	111 - 112
Grade 6	112 - 113
Grade 7	113 - 114
Grade 8	114 - 115
Grade 9	115 - 116
Grade 10	116 - 117

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).



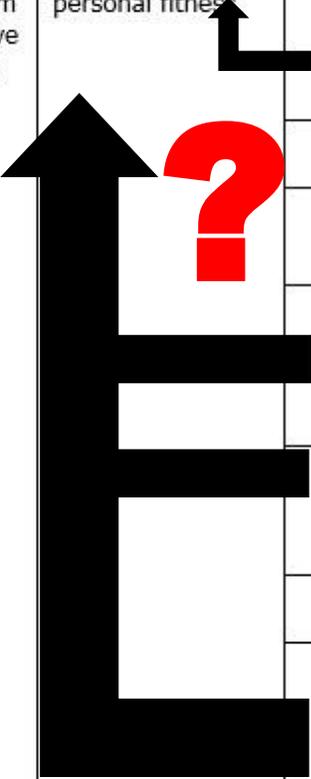
TECHNIQUE A: ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

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).

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . modifies the individualized exercise program to achieve personal fitness</p>	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one's progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in	PE7PF-IVd-32	OHSP PE 1 Q1 – module 1



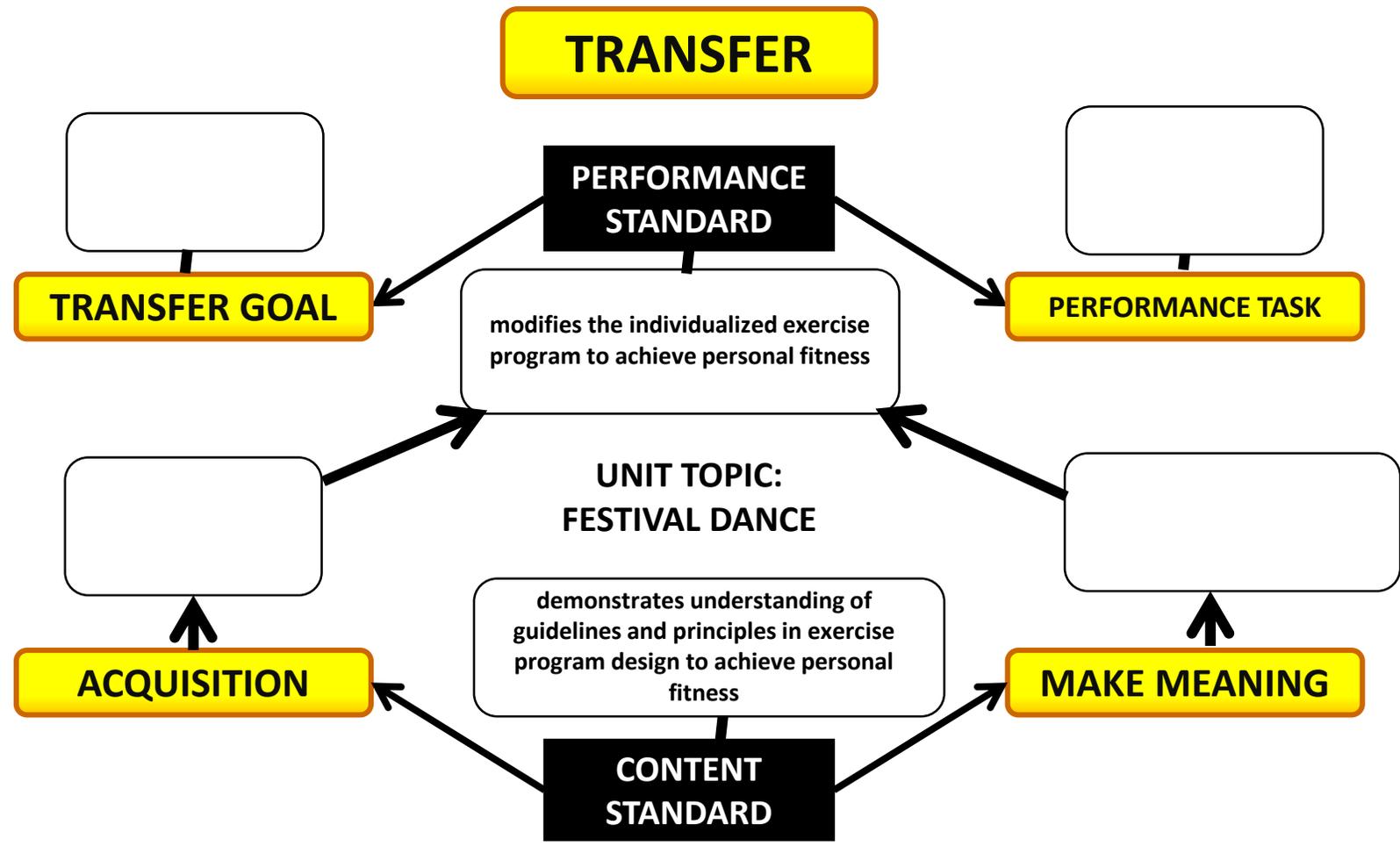
LAMINAR OR TURBULENT FLOW?

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
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			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1

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



1

PERFORMANCE STANDARD

The learners should be able to

modifies the individualized exercise program to achieve personal fitness

2

TRANSFER GOAL

Students on their own and in the long run will be able to modify individualized exercise program using festival dance steps in order to achieve personal fitness.

3

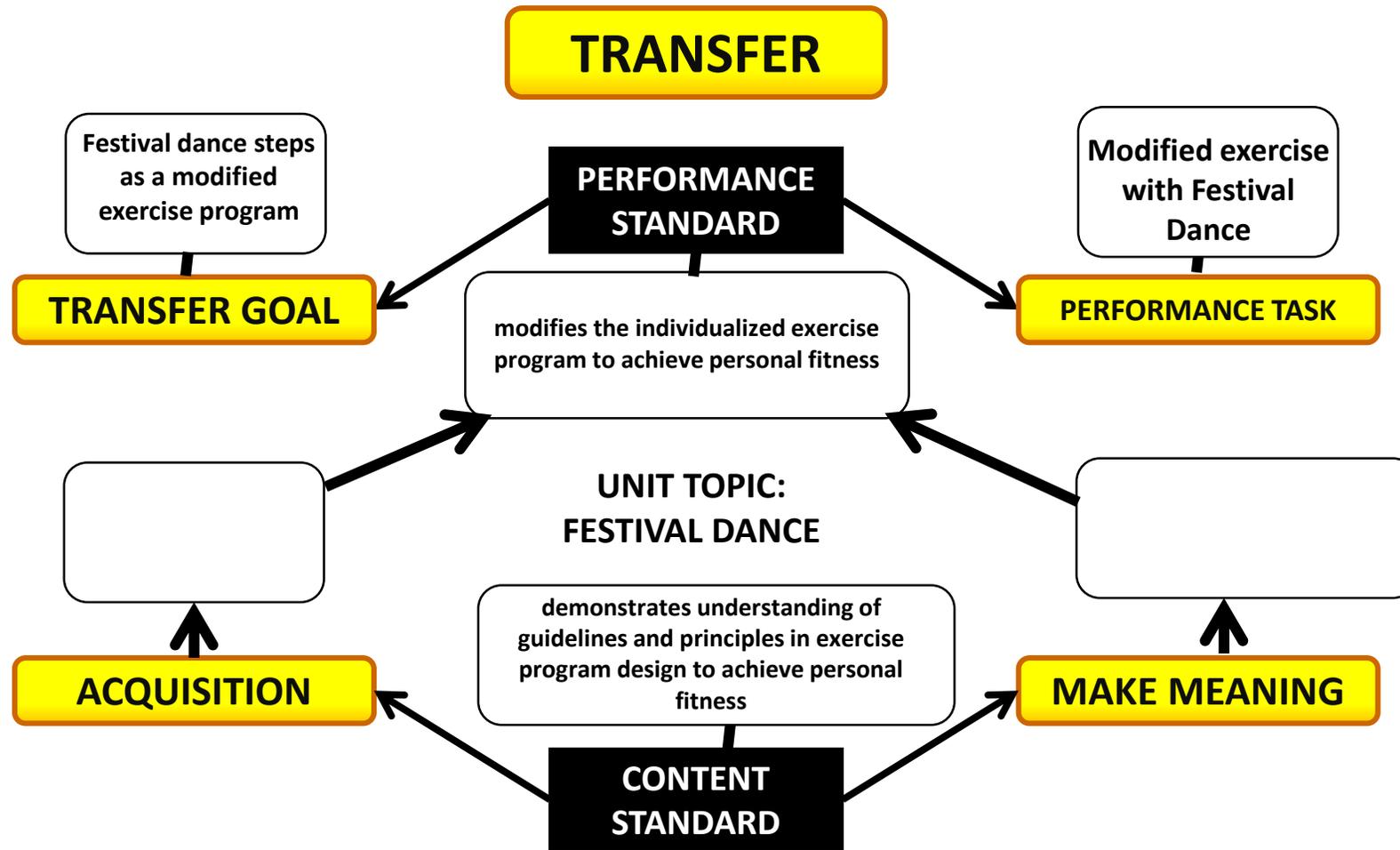
PERFORMANCE TASK

GRASPS:

The C-MAP (Content Movement Analysis Program) International Choreographer Dance Festival will be holding a Dance Exchange in celebration of their 3rd Founding Anniversary in Bacolod. This event will showcase the different dance festival of the different regions to help promote personal fitness. In line with this, the organizing committee invited your Dance Company to participate and present a ***modified exercise with festival dance routine*** in your region. The committee specifically asks that your dance performance should have the following elements: Performance Skills; Artistic Presentation; Dance Interpretation; and Appropriateness of routines to fitness level.

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.



K to 12 BASIC EDUCATION CURRICULUM

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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 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.*

K to 12 BASIC EDUCATION CURRICULUM					
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			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1
CONTENT STANDARD ONLY					

LEARNING GOALS

A

M

T

Facts
Vocabulary
Definitions

Principles and Generalizations
Big ideas of the discipline

Performance Product

← **STANDARDS** →

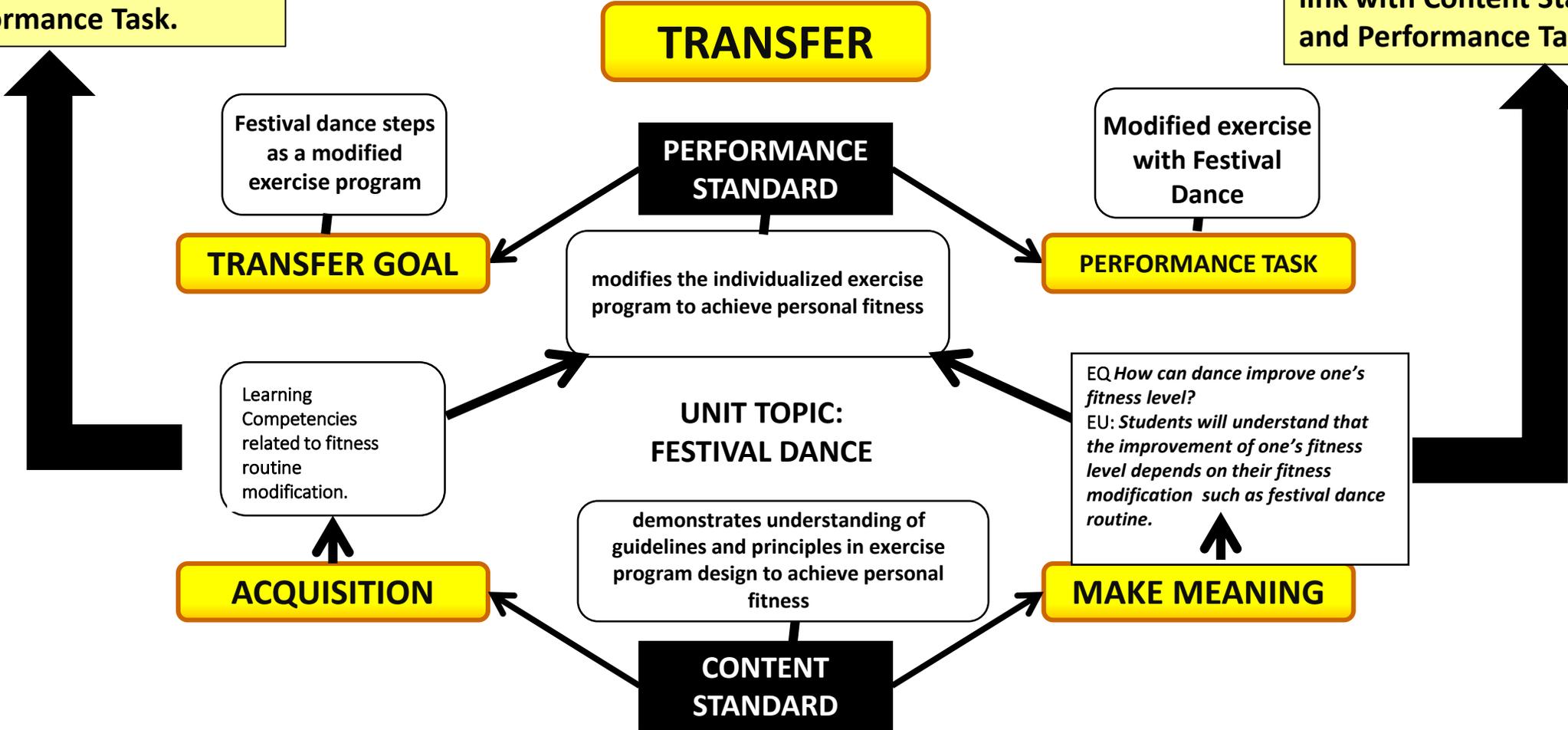
- | | | | | | | | |
|-----------|----------|---------------|-----------|------------|-------------|-----------|-----------|
| List | Compare | Differentiate | Analyze | Defend | Show | Plan | Campaign |
| Name | Classify | Locate | Explain | Predict | Demonstrate | Revise | Prepare |
| Enumerate | Select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

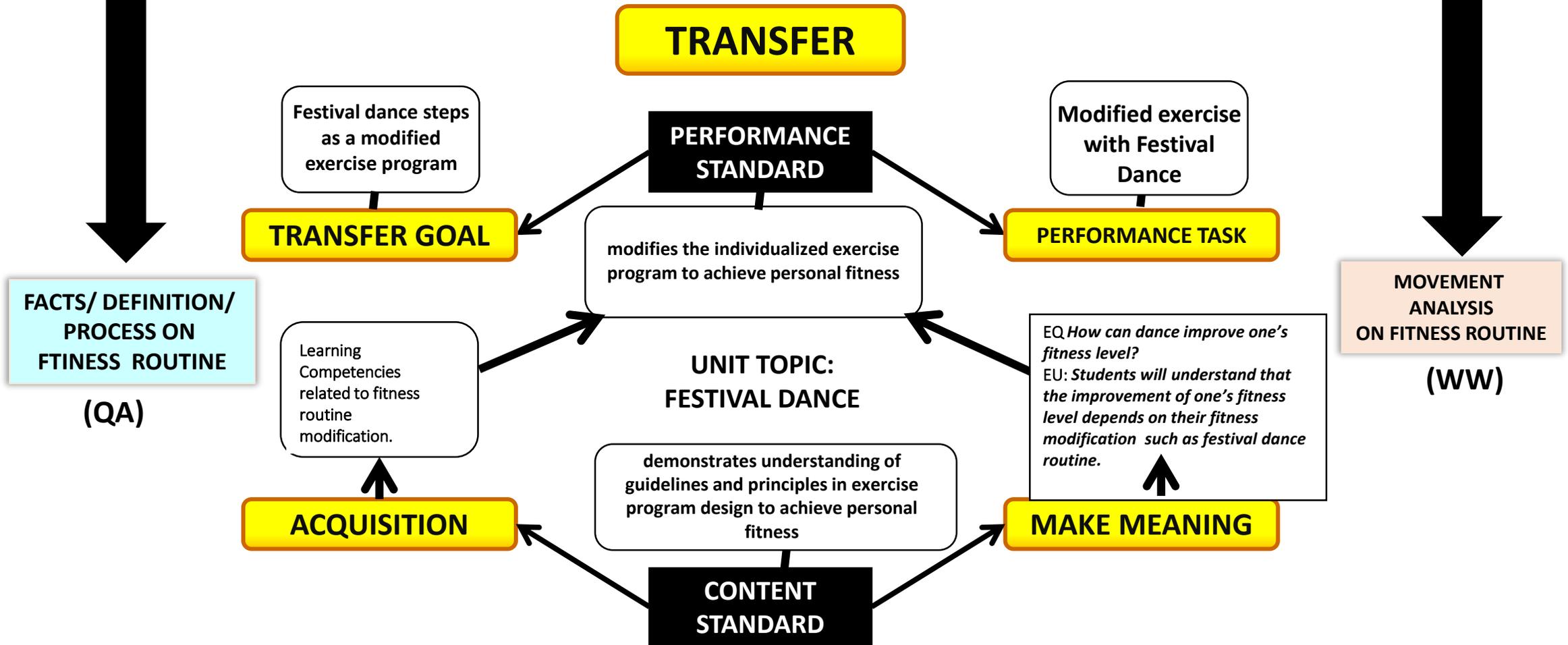
K to 12 BASIC EDUCATION CURRICULUM					
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PERFORMANCE STANDARD ONLY					

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

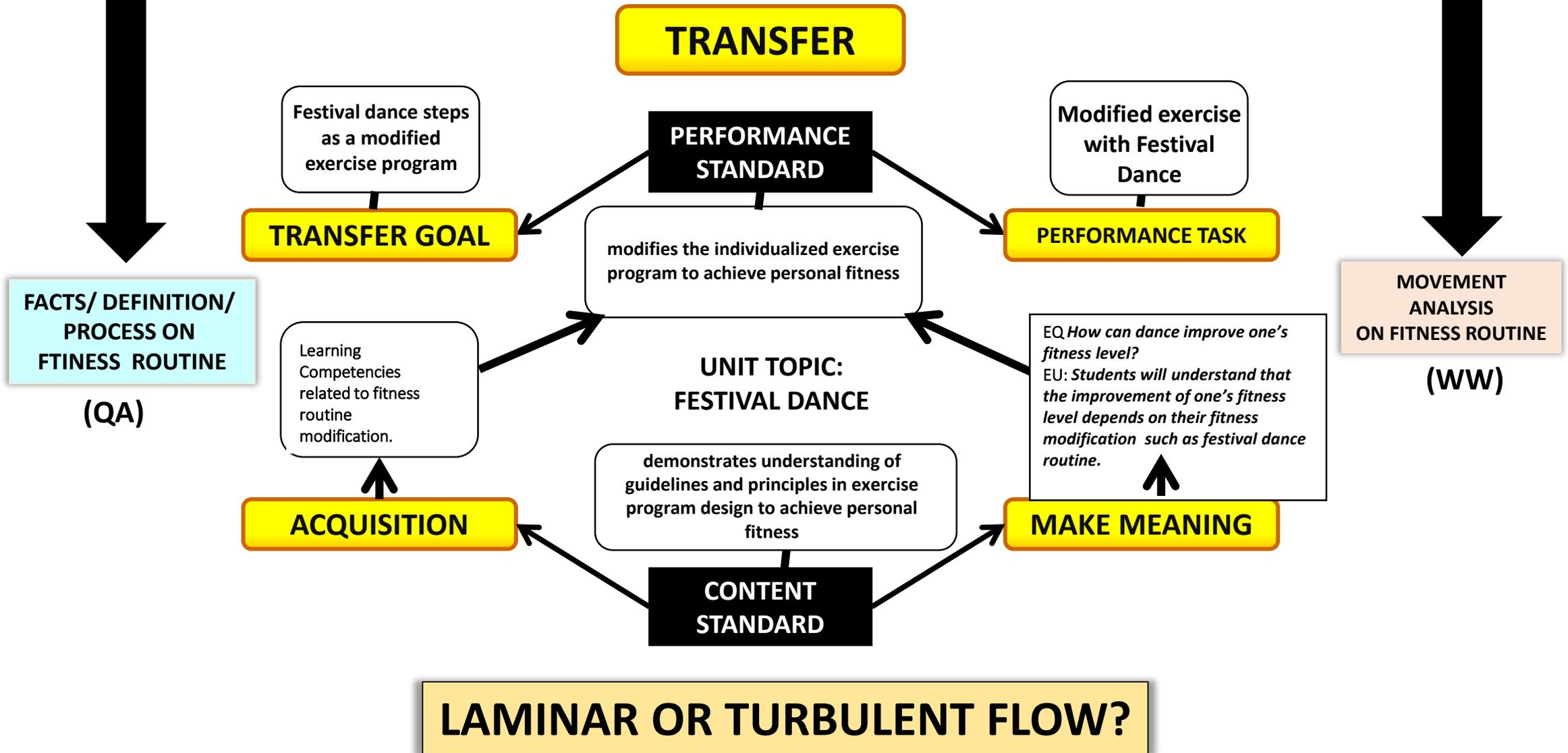
STEP 5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.



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

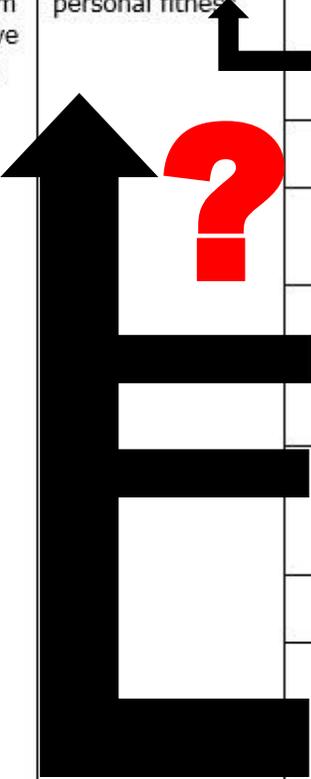


STEP 7. Determine assessments for A (QA type) and M (WW type).

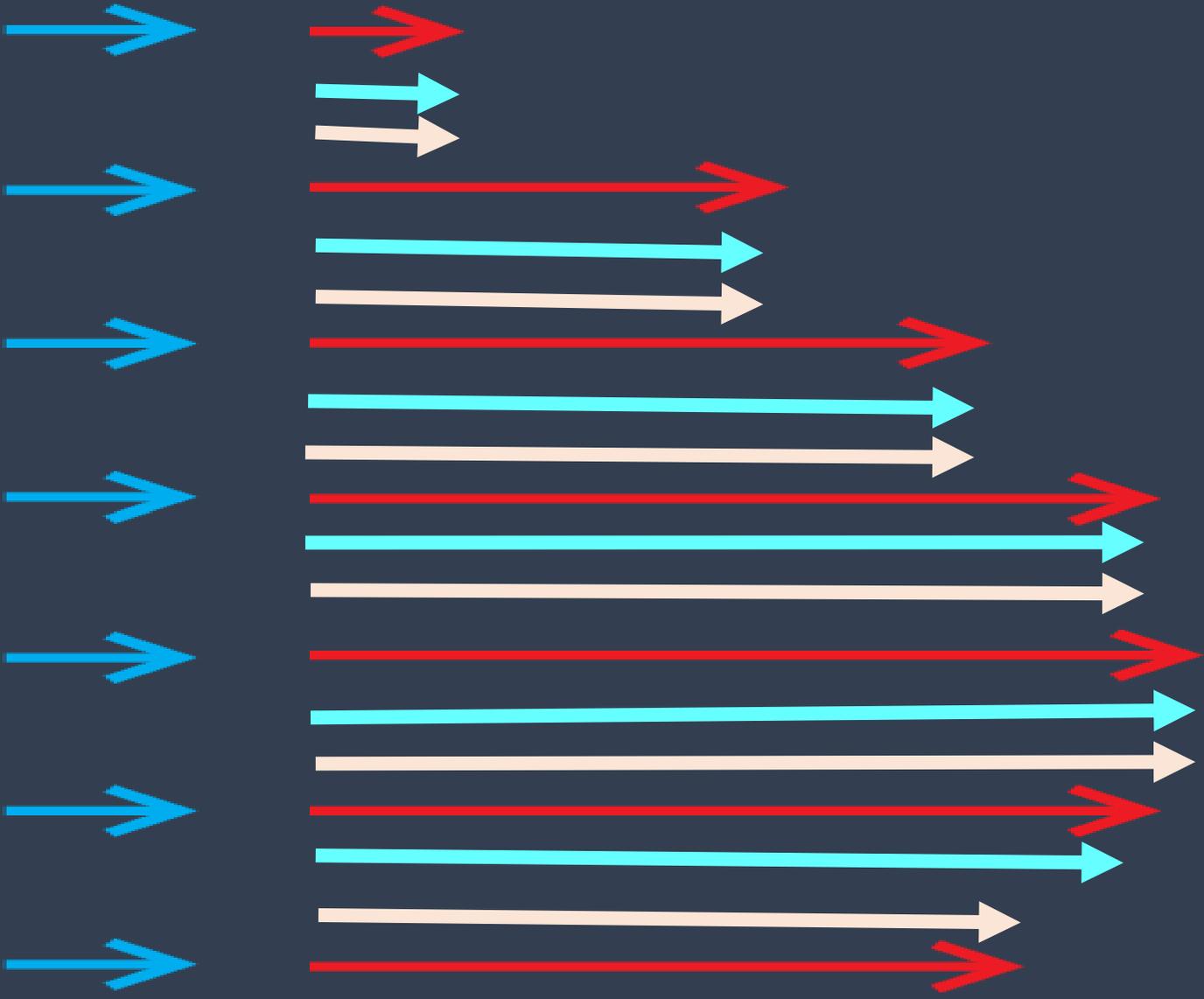


K to 12 BASIC EDUCATION CURRICULUM

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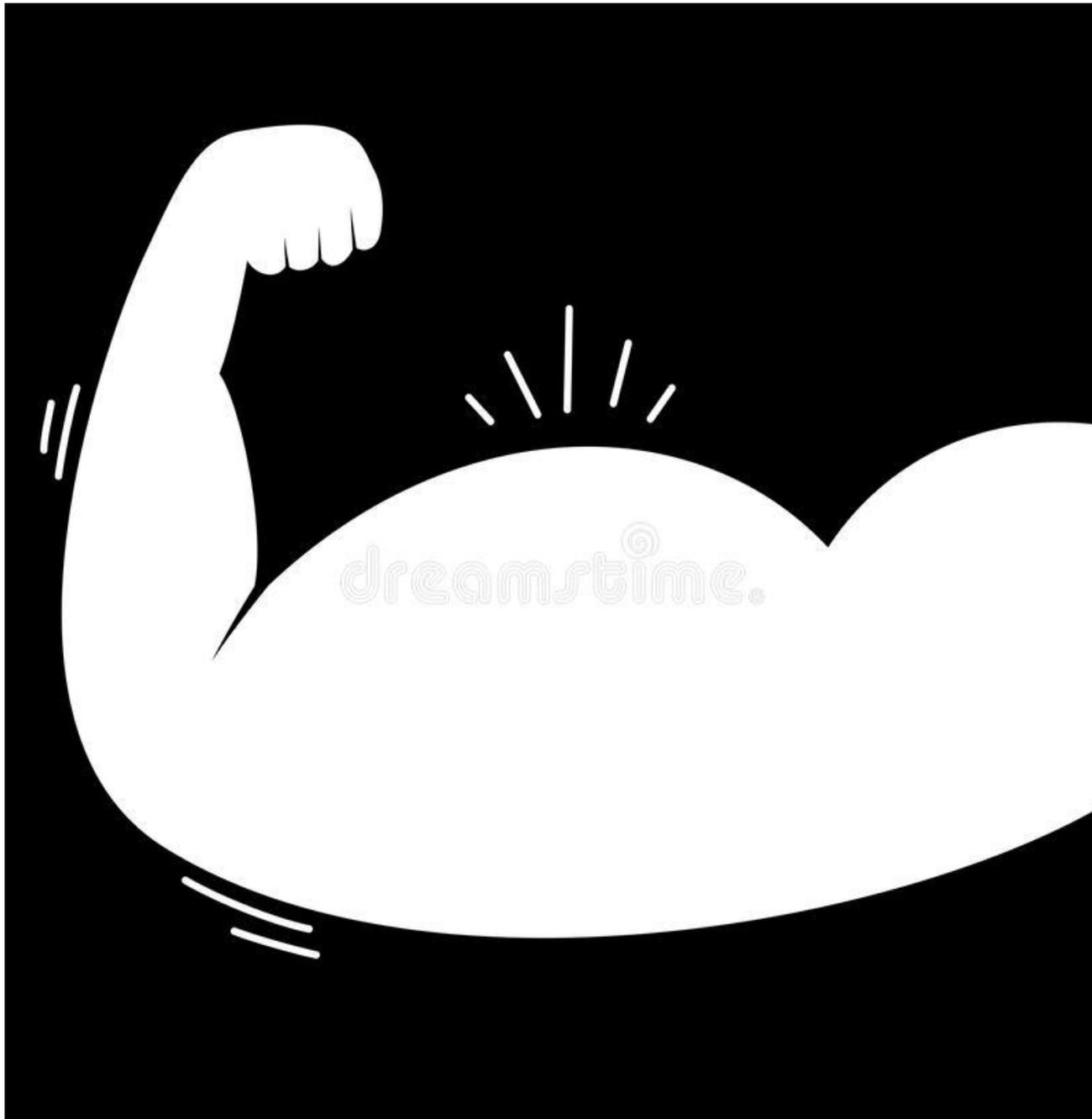
LAMINAR OR TURBULENT FLOW?



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
PE Grade 7	describes the nature and background of the dance	executes the skills involved in the dance
PE Grade 8	describes the nature and background of the sport	executes the skills involved in the sport
PE Grade 9	distinguishes facts from myths and misinformation associated with eating habit	recognizes the needs of others in real life and in meaningful ways
PE Grade 10	analyzes the effects of media and technology on fitness and physical activity	critiques (verifies and validates) media information on fitness and physical activity issues
WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?		

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



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 learners demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.



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

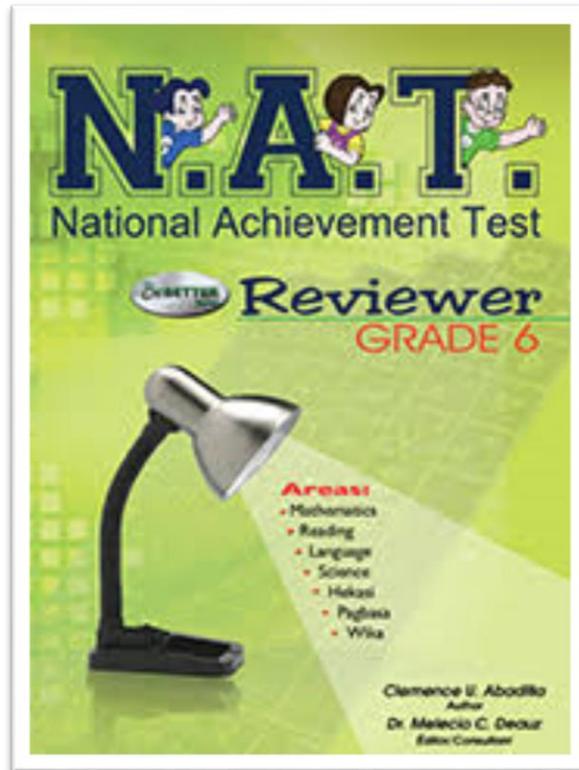
The learners demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.

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 demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.

(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 (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?
PE7PF-IVah-23: undertakes physical activity and physical fitness assessment					SUPPORTING
PE7PF-IVa34: reviews goals based on assessment results					SUPPORTING
PE7PF-IVb33: addresses barriers (low level of fitness, lack of skill and time) to exercise					SUPPORTING
PE7RD-IVc1: describes the nature and background of the dance					SUPPORTING
PE7RD-IVdh-4: executes the skills involved in the dance					POWER

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?
PE7PF-IVdh-28: monitors periodically one's progress towards the fitness goals					POWER
PE7PF-IVd30: performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)					POWER
PE7PF-IVh35: analyzes the effect of exercise and physical activity participation on fitness					POWER
PE7PF-IVdh-31: assumes responsibility for achieving personal fitness					POWER

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF MEETINGS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1st and 2nd Meetings	PE7PF-IVdh-31: assumes responsibility for achieving personal fitness	PE7PF-IVah-23: undertakes physical activity and physical fitness assessment PE7RD-IVc1: describes the nature and background of the dance PE7PF-IVb33: addresses barriers (low level of fitness, lack of skill and time) to exercise
3rd - 6th Meetings	PE7RD-IVdh-4: executes the skills involved in the dance PE7PF-IVdh-28: monitors periodically one's progress towards the fitness goals PE7PF-IVd30: performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
7 th and 8 th Meetings	PE7PF-IVh35: analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVa34: reviews goals based on assessment results
TOTAL: 8 Meetings		

K to 12 BASIC EDUCATION CURRICULUM

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			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			<div style="background-color: yellow; padding: 10px; border: 2px solid black;"> <h2 style="margin: 0;">Grade 7 Q4 has 3 CLUSTERS OF 10 CORE COMPETENCIES FOR 8 MEETINGS</h2> </div>		
			39. assumes responsibility for	PE7PF-IVd-	OHSP PE 1 Q1 – module 1
NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.					
			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF MEETINGS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 st and 2 nd Meetings	<p>PE7PF-IVdh-31: assumes responsibility for achieving personal fitness</p>	<p>PE7PF-IVah-23: undertakes physical activity and physical fitness assessment</p> <p>PE7RD-IVc1: describes the nature and background of the dance</p> <p>PE7PF-IVb33: addresses barriers (low level of fitness, lack of skill and time) to exercise</p>
<p>MERGE AND REPHRASE</p> <p>REPHRASED:</p> <p>undertakes physical activity and physical fitness assessment and addresses barriers to exercise</p>		
3 rd - 6 th Meetings	<p>PE7RD-IVdh-4: executes the skills involved in the dance</p> <p>PE7PF-IVdh-28: monitors periodically one's progress towards the fitness goals</p> <p>PE7PF-IVd30: performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)</p>	

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
7 th and 8 th Meetings	PE7PF-IVh35: analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVa34: reviews goals based on assessment results
TOTAL: 8 Meetings		

LAMINAR OR TURBULENT FLOW?

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner . . . modifies the individualized exercise program to achieve personal fitness	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related		OHSP PE 1 Q1 – module 1

Grade 7 Q4 has 3 CLUSTERS OF 8 CORE COMPETENCIES FOR 8 MEETINGS (other LCs merged and rephrased)

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner . . . modifies the individualized exercise program to achieve personal fitness	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
<div style="border: 2px solid black; background-color: yellow; padding: 10px; margin: 10px auto; width: 80%;"> <p>Grade 7 Q4 has 3 CLUSTERS OF 8 CORE COMPETENCIES FOR 8 MEETINGS (other LCs merged and rephrased)</p> </div>					
<p>NOTE: Number and schedule of clusters of competencies may be adjusted depending on term schedule.</p>					
			40. keeps the importance of winning and losing in	PE7PF-IVd-	
<div style="border: 2px solid black; background-color: #fff9c4; padding: 10px; margin: 10px auto; width: 60%;"> <p>LAMINAR OR TURBULENT FLOW?</p> </div>					

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

3

4

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)	FROM DEPED CURRICULUM GUIDE (CG)			FROM DEPED CG AND/OR DEPED MELCS	FROM SUBJECT TEACHER			FROM SCHOOL'S VISION AND MISSION

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

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

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 to 4 Meetings	PE7RD-IIIId-h-4 Executes the skills involved in the Festival Dances suited to the body type of each student.	PE7PF-IIIa-b-23 Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination).	Demonstration	PEAC LM p. 6 ACTIVITY TITLE: Activity 1 Conduct of Physical Fitness Tests MATERIAL: Fitness Tests Materials (meter stick, stopwatch, etc..)	ACTIVITY TITLE: Conduct of Physical Fitness Test WEB LINK: https://www.youtube.com/watch?v=3ShEV8B1--k	Physical Well-being
		PE7PF-IIIa-b-34 Reviews goals based on assessment results.	Self-assessment	PEAC LM p. 7 ACTIVITY TITLE: Activity 2 Am I Fit or Not? MATERIAL: Fitness Goal Table/Sheet	ACTIVITY TITLE: : Fitness Tracker App WEB LINKS https://www.youtube.com/watch?v=E9TAmNgoEqY	
		PE7PF-IIIb-33 Addresses 10 barriers to exercise and participation of dance activities.	Situation Analysis	PEAC LM p. 9 - 11 ACTIVITY TITLE: Barriers Analysis MATERIAL: Activity Sheet(s)	ACTIVITY TITLE: Barriers to Physical Activity WEB LINK: https://www.youtube.com/watch?v=jKrSV5cX9rl	
		PE7RD-IVc1: describes the nature and background of the dance	Movement Analysis	PEAC LM p. 16 - 17 ACTIVITY TITLE: Activity 7 Dance Clip Analysis: The Nature and Background of Festival Dance MATERIAL: Activity Sheets on Movement Analysis	ACTIVITY TITLE: Philippine Festival Dances WEB LINK: https://www.youtube.com/watch?v=bjdiCTxIhVA https://www.youtube.com/watch?v=bjdiCTxIhVA https://www.youtube.com/watch?v=bjdiCTxIhVA	

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
Q4	Exercise Program Through Festival Dance	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	The learner modifies the individualized program to achieve personal fitness.	<p>A1. Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination). PE7PF-IIIa-b-23</p> <p>A2. Reviews goals based on assessment results. PE7PF-IIIa-b-34</p> <p>A3. Addresses 10 barriers to exercise and participation of dance activities PE7PF-IIIb-33</p> <p>A4. Performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) PE7PF-III d-30</p>	<p>A1 & A2: Demonstration</p> <p>A2: Self-assessment</p> <p>A3: Situation Analysis</p> <p>A4: Return-Demonstration</p>	<p>A1 & A2: Conduct of Physical Fitness Tests</p> <p>A2: Fitness goal assessment</p> <p>A3: Barriers Analysis</p> <p>A4:Lecture-Demonstration</p>	<p>A1 to A2p: Fitness Tests Materials (meter stick, stopwatch, etc).</p> <p>A2: Fitness Goal Table/Sheet</p> <p>A3: Activity Sheet(s)</p> <p>A4: Bandages, First-aid Kits</p>	Physical Well-being

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
Q4	Exercise Program Through Festival Dance	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	The learner modifies the individualized program to achieve personal fitness.	<p>A1. Undertakes physical activity and physical fitness assessments related to festival dance performance (i.e. cardiovascular endurance, flexibility, coordination). PE7PF-IIIa-b-23</p> <p>A2. Reviews goals based on assessment results. PE7PF-IIIa-b-34</p> <p>A3. Addresses 10 barriers to exercise and participation of dance activities PE7PF-IIIb-33</p> <p>A4. Performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion) PE7PF-III d-30</p>	<p>A1 & A2: Demonstration</p> <p>A2: Self-assessment</p> <p>A3: Situation Analysis</p> <p>A4: Return-Demonstration</p>	<p>A1 & A2: Conduct of Physical Fitness Tests</p> <p>A2: Fitness goal assessment</p> <p>A3: Barriers Analysis</p> <p>A4:Lecture-Demonstration</p>	<p>A1 to A2p: Fitness Tests Materials (meter stick, stopwatch, etc).</p> <p>A2: Fitness Goal Table/Sheet</p> <p>A3: Activity Sheet(s)</p> <p>A4: Bandages, First-aid Kits</p>	Physical Well-being

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:

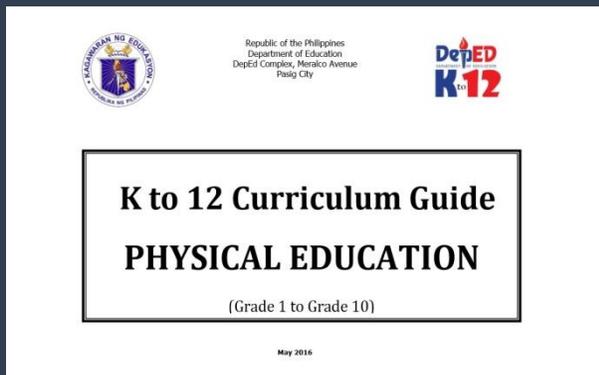
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

SAMPLE QUARTERLY CALENDAR OF COMPETENCY CLUSTERS

SUBJECT: GRADE: SECTION: TEACHER: UNIT TOPIC:

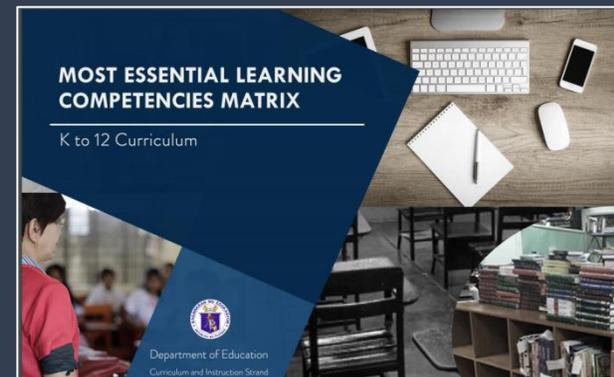
	MONDAY		MONDAY	
	1 st Meeting ACQUISITION CLUSTER 1 OFFLINE AND ONLINE		5 th Meeting SCAFFOLD FOR PT CLUSTER 5	
	2 nd Meeting ACQUISITION CLUSTER 1 and 2 OFFLINE AND ONLINE – YOUTUBE VIDEO		6 th Meeting SCAFFOLD FOR PT CLUSTER 5	
	3 rd Meeting ACQUISITION TEST		7 th Meeting PT ASSIGNMENT	
	4 th Meeting MAKING MEANING CLUSTER 3 and 4		8 th Meeting PT ASSIGNMENT	
<div style="background-color: yellow; border: 1px solid black; padding: 5px; display: inline-block;"> <i>NOTE: Schedule for MAPEH Classes is only once (1) a week</i> </div>				

DEPED SUBJECT CG



SUMMARY

DEPED MELCS MATRIX



SAMPLE DIARY CURRICULUM MAP

SUBJECT:
GRADE LEVEL:
TEACHERS:
STRANDS:

TERM (NO. & MONTH)	UNIT TOPIC CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1Q1								

SCHOOL CURRICULUM SY 2020-2021

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP



SUBJECT:
 GRADE LEVEL:
 TEACHERS:
 STRANDS:



TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)	FROM DEPED CURRICULUM GUIDE (CG)			FROM DEPED CG AND/OR DEPED MELCS		FROM SUBJECT TEACHER		FROM SCHOOL'S VISION AND MISSION

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)	FROM DEPED CURRICULUM GUIDE (CG)			FROM DEPED CG AND/OR DEPED MELCS	FROM SUBJECT TEACHER		FROM SCHOOL'S VISION AND MISSION	

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

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



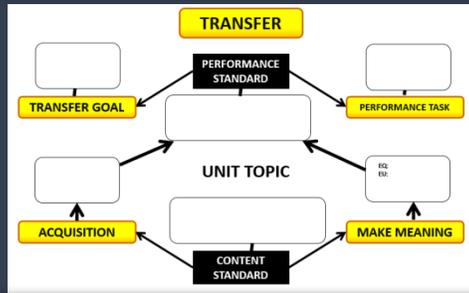
Grade 1	165 - 167
Grade 2	167 - 171
Grade 3	171 - 174
Grade 4	175 - 178
Grade 5	178 - 182
Grade 6	182 - 186
Grade 7	186 - 188
Grade 8	189 - 191
Grade 9	191 - 193
Grade 10	194 - 195

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*

