

Welcome



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

**PEAC WEBINAR
TLE-HE
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



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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.”

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance

1. A curriculum map in each subject area that:

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

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

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

SAMPLE DIARY CURRICULUM MAP



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

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

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP



SUBJECT:
 GRADE LEVEL:
 TEACHERS:
 STRANDS:



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

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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.</p> <p>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

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Briefer
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Araling Panlipunan

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In determining the most essential learning competencies, the Department collaborated with stakeholders from the Assessment Curriculum and Technology Research Centre (ACTRC), during which the descriptor – **ENDURANCE** – was considered the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed or if it is useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life (Reeves, 2002; Many & Horrell, 2014).

TEPSA News

Texas Elementary Principals & Supervisors Association

Serving Texas PreK-8 School Leaders | January/February 2014 | Vol. 71, No. 1 | www.tepsa.org

Best Practices/Tom W. Many, Ed.D. and Ted Horrell

Prioritizing the Standards Using R.E.A.L. Criteria

"In the absence of an agreed-upon set of criteria for prioritizing the standards, educators will, out of necessity, make up their own."

-Larry Ainsworth

Whether working in Texas, which has categorized the Essential Knowledge and Skills into readiness and supporting standards, or in the 46 states that adopted the Common Core, teachers routinely ask themselves the same questions: Are some standards more important than others? Which standards will students need in the next class, course or grade level? Will all the standards be tested?

During a recent team meeting teachers were given a sample unit plan and asked to 'identify what was important for students to learn' before an upcoming assessment. Teachers embraced the task but as they worked to identify the requisite standards for the upcoming unit, it became obvious that each individual was using their own unique criteria to prioritize what was essential for students to learn. The result was several different and competing sets of standards based on the contrasting views of individual teachers. Agreement on the unit's essential outcomes remained an elusive goal.

Larry Ainsworth argues that this experience is not unique to a single district, school or team. He suggests that "left to their

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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R

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

Algebra I Standard: Manipulate formulas and solve literal equations.

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

E

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

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

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

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

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

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

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

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

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

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

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

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

If Everything is Important, Then Nothing is Important

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

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

SAMPLE DIARY CURRICULUM MAP



SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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

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Filipino

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TRANSFER OF LEARNING TO REAL LIFE

Araling Panlipunan

Briefer 23 - 24



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Certification Assessment Instrument

IN THE LEARNING PLAN, WE WILL SEE...

3. Learning plans in each subject area that show:

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

Standards stated at start of plan.

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

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

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

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

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





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

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Mathematics

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

1. Unpack into sub-competencies/tasks
2. Repeat in another unit or grade level
3. Follow-up in higher grade levels
4. Cluster with other competencies
5. Merge with other competencies and rephrase
6. Focus on skill rather than on content
7. Align with unit performance standard

1. UNPACK MELCS INTO SUB-COMPETENCIES (English)



G7 Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	Determine the tone and mood of the speaker or characters in the narrative listened to
		Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts
		Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues
		Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers
		Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech

The sub-competencies listed above are only some of the LCs subsumed by the MELCs. The teacher may include more or less than those identified depending on the needs of the learners. Teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.

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

1. Pag-uulit ng ilang MELCs sa iba pang markahan ng bawat baitang kung kinakailangan sa lalong paglinang nito.

Baitang/Markahan	MELCs
Baitang 1 – Ikatlong Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto
Baitang 2 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto
Baitang 3 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto

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

The table below is an example of how the Most Essential Learning Competencies is identified in the domain Matter in the different Key Stages.

KEY STAGE	Retained LC	Deleted LC	Justification
Key Stage 1	S3MT-Ic-d-2 Classify objects and materials as solid, liquid, and gas based on some observable characteristics	S3MT-Ia-b-1 Describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	Description of shape and weight has been discussed in Grades 1 and 2 and based on how it is stated the deleted LC (S3MT-Ia-b-1) can be covered in the retained LC (S3MT-Ic-d-2). Furthermore, the ability to classify solids, liquids and gases based on observable characteristics is a foundation of other science skills.
Key Stage 2	S5MT-Ih-i-4 Design a product out of local, recyclable solid and/or liquid materials in making useful products	S5MT-Ie-g-3 Recognize the importance of recycle, reduce, reuse, recover and repair in waste management	The retained LC will already cover the intention of the deleted LC (S5MT-Ie-g-3) and will even require students to be more creative

Key Stage 3	S8MT-IIIi-j-12 Use the periodic table to predict the chemical behavior of an element	S8MT-IIIg-h-11 Trace the development of the periodic table from observations based on similarities in properties of elements	The deleted LC(S8MT-IIIg-h-11) is deemed not as essential as the retained LC (S8MT-IIIi-j-12) as it requires the student to use the properties of elements to predict the chemical behavior of an element, hence it is more encompassing.
Key Stage 4	S11/12PS-IIIc-d17 describe the general types of intermolecular forces	S11/12PS-IIIId-e18 give the type of intermolecular forces in the properties of substances	The deleted LC (S11/12PS-IIIId-e18) is subsumed in the retained LC (S11/12PS-IIIc-d7).

4. CLUSTER WITH OTHER COMPETENCIES (Cookery Grade 7/8)

LEARNING COMPETENCIES	COMMENTS AND RECOMMENDATIONS	IDENTIFIED MELCS
<p>2.1 select various types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia</p> <p>2.2 clean and sanitize kitchen tools and equipment following manufacturer's Instructions</p> <p>2.3 use cleaning tools, equipment, and paraphernalia in accordance to standard operating procedures</p> <p>2.4 maintain kitchen tools, equipment, and work areas</p>	<p>→</p> <p>FOUR(4) COMPETENCIES ARE CLUSTERED INTO 2</p>	<p>1.1 select various types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia</p> <p>1.2 clean and sanitize kitchen tools and equipment following manufacturer's instructions use cleaning tools, equipment, and paraphernalia in accordance to standard operating procedures maintain kitchen tools, equipment, and work areas</p>

4. CLUSTER WITH OTHER COMPETENCIES (ICT and ENTREPRENEURSHIP GRADE 5)

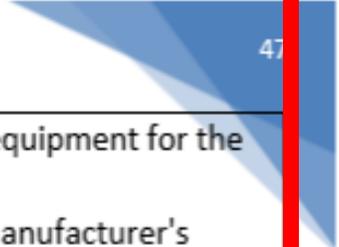
LEARNING COMPETENCIES	COMMENTS AND RECOMMENDATIONS	IDENTIFIED MELCS
<p>1.1 natutukoy ang mga oportunidad na maaaring mapagkakitaan (products and services) sa tahanan at pamayanan</p> <p>1.2 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo</p> <p>1.3 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo</p> <p>1.4 natutukoy ang mga negosyong maaaring pagkakitaan sa tahanan at pamayanan</p> <p>1.5 nakapagbebenta ng natatanging paninda</p>	 <p>CLUSTERED INTO 3 COMPETENCIES</p>	<p>1.1 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo</p> <p>1.2 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo</p> <p>1.3 nakapagbebenta ng natatanging paninda</p>

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE (A.P.)

MELCs	Uri ng Batayan / Paliwanag	Halimbawa (Learning Competency/-ies mula sa K to 12 Curriculum Guide)
<p><i>'Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino' (AP1, Quarter 1).</i></p>	<p>Retained</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>itinuturing na esensyal kaya hindi nirebisa o nanatili sa dati nitong anyo o artikulasyon tulad ng makikita sa K to 12 Curriculum Guide</i> 	<p><i>'Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino' (AP1, Quarter 1).</i></p>
<p><i>*Naipaliliwanag ang konsepto ng komunidad' (AP2, Quarter 1)</i></p>	<p>Merged</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>magkakaugnay, magkakahalintulad, o bahagi ng isang paksa na pinag-isa na lamang sa pamamagitan ng pagbuo ng bagong PP</i> 	<p>a. <i>Nauunawaan ang konsepto ng 'komunidad',</i> b. <i>'Nasasabi ang payak na kahulugan ng 'komunidad' at</i> c. <i>Nasasabi ang mga halimbawa ng 'komunidad'</i></p>

6. FOCUS ON SKILL RATHER THAN CONTENT (EPP/TLE)

<p>2. Combining the learning competencies to simplify the teaching days without omitting the value of the skill or concept</p>	<p>LO 1. Select and use farm tools 1.1 Identify farm tools according to use 1.2 Check farm tools for faults 1.3 Use appropriate tools for the job requirement according to manufacturer's specifications and instructions</p> <p>LO 2. Select farm equipment</p>	<p>LO 1. Select and use farm tools and equipment* 1.1 Identify farm tools and equipment according to use 1.2 Conduct pre-operation check-up in line with the manufacturer's manual</p>
	<p>2.1. Identify appropriate farm equipment 2.2. Follow the guidelines in the instructional manual of farm equipment 2.3. Conduct pre-operation check-up in line with the manufacturer's manual 2.4. Identify faults in farm equipment and facilities 2.5. Use farm equipment according to their function</p>	<p>1.3 Use appropriate tools and equipment for the job requirement according to manufacturer's specifications and instructions</p>



6. FOCUS ON SKILL RATHER THAN CONTENT (EPP-4 ENTREP/ICT)

	<p>aiipakikita ang kaalaman at kasanayan sa paggamit ng</p>	<p>nakagagamit ng email</p>	<p>gamit ang electronic spreadsheet tool</p> <p>1.5 nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool</p> <p>1.1 nakasasagot sa email ng iba</p> <p>1.2 nakapagpapadala ng email na may kalakip na dokumento o iba pang media file</p> <p>1.3 nakaguguhit gamit ang drawing tool o graphics software</p> <p>1.4 nakakapag-edit ng photo gamit ang basic photo editing tool</p> <p>1.5 nakagagawa ng dokumento na may picture gamit ang word processing tool desktop publishing tool</p> <p>1.5 nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan</p>	<p>1 WEEK</p>	<p>EPP4IE -0h-17</p> <p>EPP4IE -0i-18</p> <p>EPP4IE -0i-19</p> <p>EPP4IE -0j-21</p> <p>EPP4IE -0j-22</p>

7. ALIGN WITH UNIT PERFORMANCE STANDARD

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
<p>Introduction</p> <ol style="list-style-type: none"> 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities 	<p>The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.</p>	<p>The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.</p>	<ol style="list-style-type: none"> 1. Explain basic concepts in Food (Fish) Processing 2. ? Discuss the relevance of the course 3. ? Explore (n opportunities for Food (Fish) Processing as a career 	

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

7. ALIGN WITH UNIT PERFORMANCE STANDARD

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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?

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?



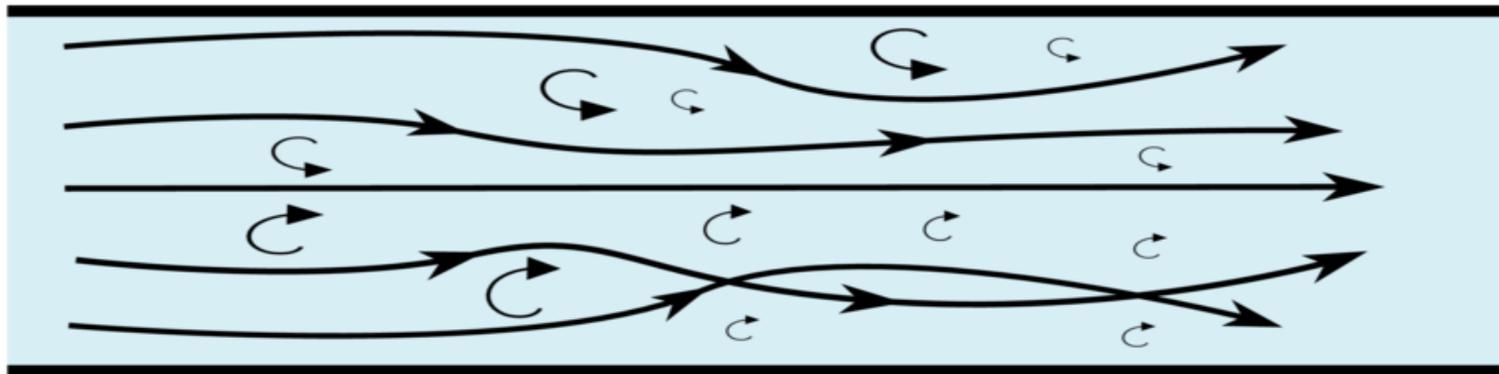
***STREAMLINING THE TEACHING
AND LEARNING
OF THE K12 CURRICULUM***

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

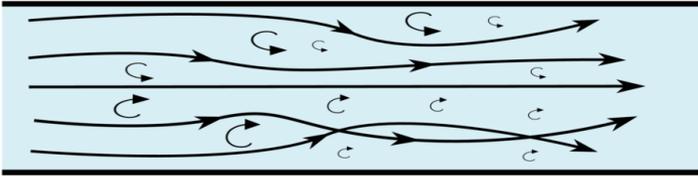
turbulent flow



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



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.

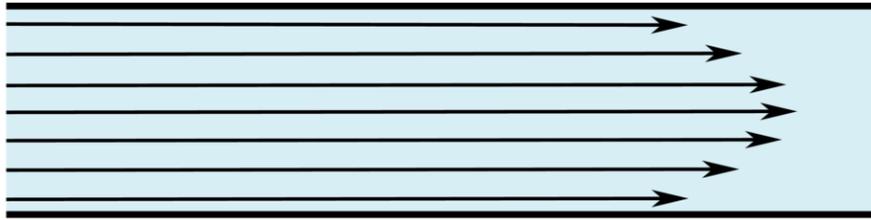
GRADE LEVEL STANDARD: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

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



DIARY CURRICULUM MAP TLE-HE

SUBJECT: Bread and Pastry Production

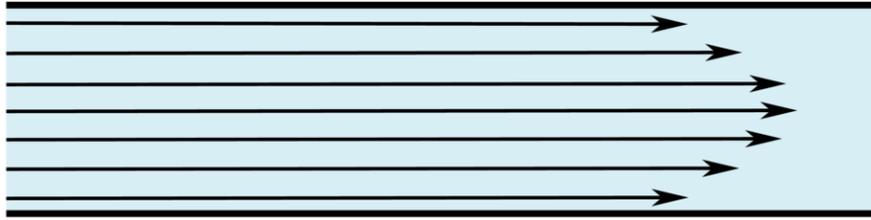
GRADE LEVEL: 7

TEACHER: Mrs. Benilda C. Corpuz/Mrs. Josielyn Constancia Soriano/Mrs. Gracia Carpio

STRAND(S)

TERM (NO): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARD (CS)	PERFORMANCE STANDARDS (PS)	COMPETENCIES / SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	Baking Ingredients	The learner demonstrates understanding of basic concepts and underlying theories in bread and pastry production.	The learner independently demonstrates common competencies in bread and pastry production.	A1.1 Identify the ingredients used in baking A1.2 Describe the ingredients used in baking A2. Identify ingredient substitutes	A.1.1 Identification of Ingredient A1.2 Ingredient Description A2 Identification of ingredients substitutes	A1.1 Show and Tell A1.2 Video clip analysis A2. Show and tell	A1.1 Pictures of baked goods A1.2 Video clip on different ingredients https://www.youtube.com/watch?v=TuvImdGdXxE A2. Actual samples of ingredients substitutes Different pictures of ingredients and their substitutes	Responsible Agent of Social Transformation Academically Competent Learner Independent Creative and Life-long Learner
	Usage of tools and equipment			A3.1 Identify the tools and equipment A3.2 Classify baking tools and equipment based on their uses A3.3 Classify tools and equipment according to specification and job requirements A4 Observe safety of tools and equipment in accordance with manufacturer's instruction	A3 Identification and classification of tools and equipment A4. Picture/ Situational Analysis	A3 Video Clip on baking tools description and classification A4. Demonstration/ Drill	A3 Video clip viewing on baking tools and equipment https://www.youtube.com/watch?v=JL18QxhJGh4 A4. Actual samples of tools and equipment	

laminar flow



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



DIARY CURRICULUM MAP TLE-HE

SUBJECT: Bread and Pastry Production

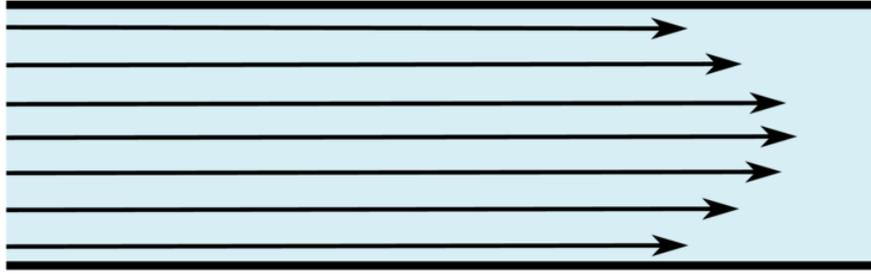
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laminar flow



- BENEFITS OF STREAMLINING:**
1. CLARITY OF PROCESS
 2. EFFICIENCY IN TEACHING
 3. FOCUS ON SKILLS
 4. SCAFFOLDED SKILLS DEVELOPMENT
 5. EVIDENCE OF LEARNING

DIARY CURRICULUM MAP TLE-HE

SUBJECT: Bread and Pastry Production
 GRADE LEVEL: 7
 TEACHER: Mrs. Benilda C. Corpuz/Mrs. Josielyn Constanca Soriano/Mrs. Gracia Carpio
 STRAND(S)

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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
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- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0
--	---	---	---	---	---

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
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LAMINAR OR TURBULENT?



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

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ALIGNMENT WITH PERFORMANCE STANDARD

Araling Panlipunan

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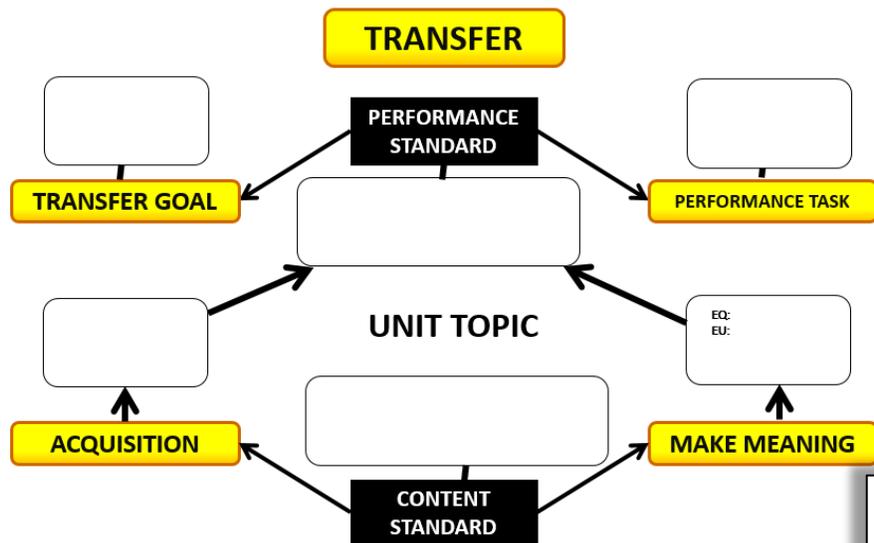
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In determining the most essential learning competencies, the Department collaborated with stakeholders from the Assessment Curriculum and Technology Research Centre (ACTRC), during which the descriptor - **ENDURANCE** - was considered the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed or if it is useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many **professions** and in **everyday life** (Reeves, 2002; Many & Horrell, 2014).



TECHNIQUE A: ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

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).

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LAMINAR OR TURBULENT?

**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION
AGRI – FISHERY - ARTS – FOOD (FISH) PROCESSING
Grade 7/8 (Exploratory)**

Course Description:

This Module is an exploratory and introductory course which leads to **Food (Fish) Processing** National Certificate Level II (NC II). It covers **four** common competencies that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) using and maintaining tools, equipment and paraphernalia; 2) performing mensuration and calculation; 3) interpreting technical drawing and plans and; 4) applying food safety and sanitation.

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

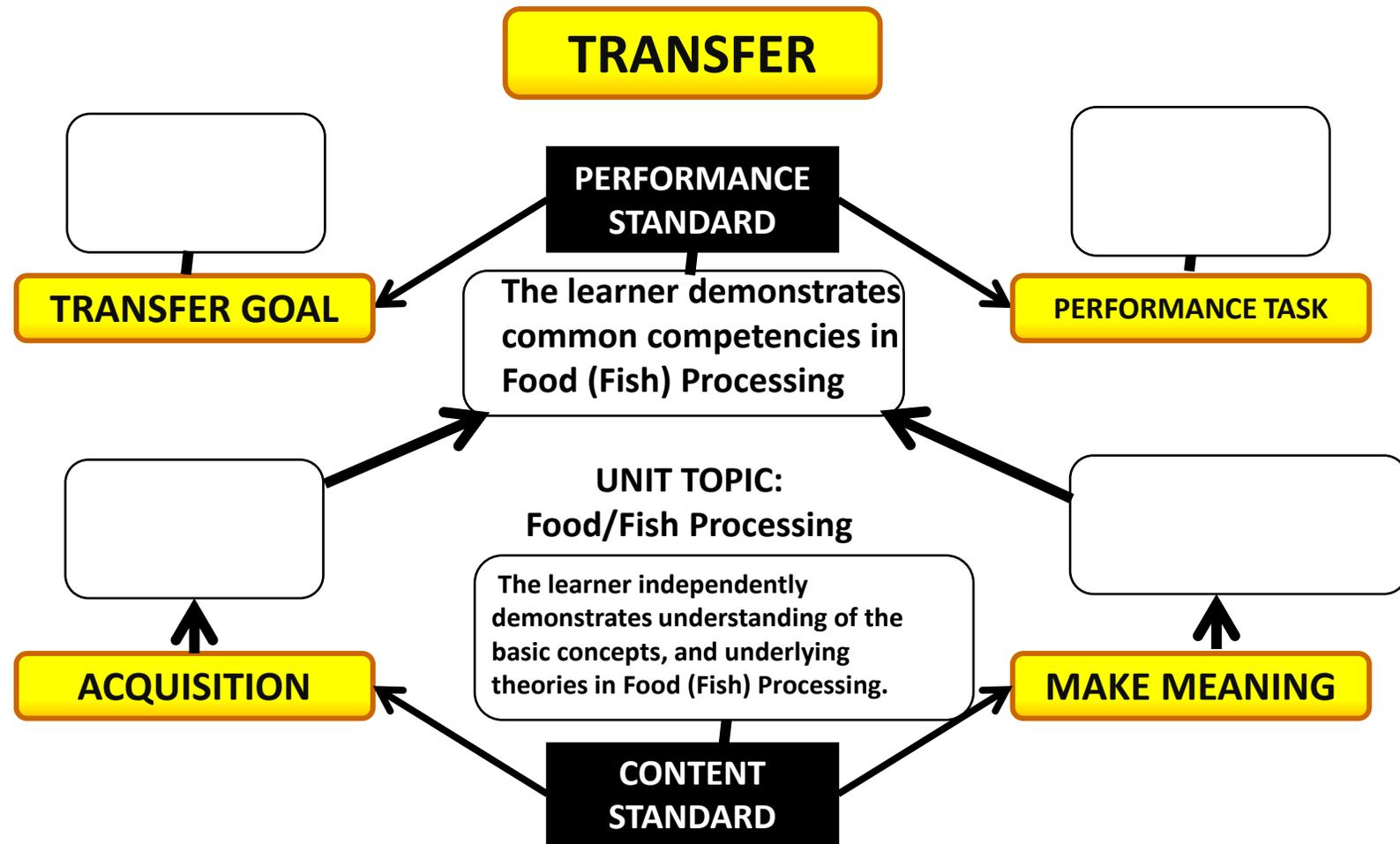
CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
Introduction 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish)	The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the	1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course 3. Explore on opportunities for Food	
<div style="background-color: yellow; padding: 10px; border: 2px solid black;"> <h1 style="margin: 0;">Grade 7 / 8 Q1 Food / Fish Processing</h1> <h2 style="margin: 0;">has 52 COMPETENCIES</h2> </div>				
Environment and Market 1. Key concepts of Environment and Market 2. Products & services available in the market 3. Differentiation of products and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis	The learner demonstrates understanding of environment and market that relates with a career choice in Food Processing.	The learner independently generates a business idea based on the analysis of environment and market in Food Processing.	LO 1. Generate a business idea that relates with a career choice in Food Processing 1.1. Conduct SWOT analysis 1.2. Identify the different products/services available in the market 1.3. Compare different products/services in computer hardware servicing business 1.4. Determine the profile potential	TLE_EM7/8E M-00-1

LAMINAR OR TURBULENT?

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
<p>Introduction</p> <ol style="list-style-type: none">1. Basic concepts in Food (Fish) Processing2. Relevance of the course3. Career opportunities	<p>The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.</p>	<p>The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.</p>	<ol style="list-style-type: none">1. Explain basic concepts in Food (Fish) Processing2. Discuss the relevance of the course3. Explore on opportunities for Food (Fish) Processing as a career	

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



1

PERFORMANCE STANDARD

The learners should be able to

demonstrate
common
competencies in
Food (Fish)
Processing.

2

TRANSFER GOAL

The students on their own and in the long run will be able to
formulate useful
plans for
possible food
processing
venture.

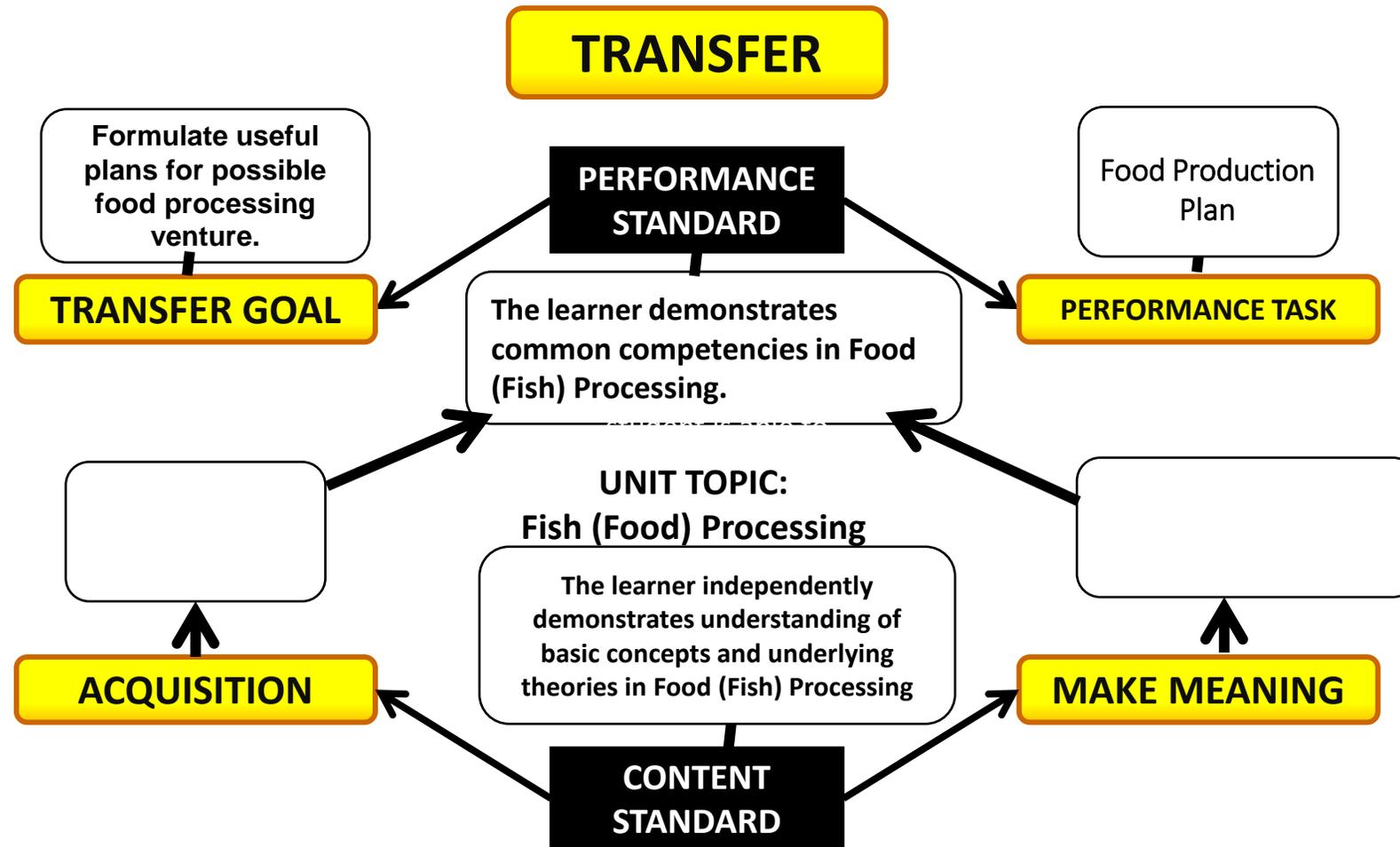
3

PERFORMANCE TASK

According to the report (2017) issued by the Association for Packaging and Processing Technologies (PMMI) there is a global consumer trend towards healthier foods. This has caused food processors to continually reformulate their products to meet the demand for healthier products that remove unsafe ingredients. You are a group of young entrepreneurs who would like to venture into a food processing business. You will have to formulate plans that will guide you in putting up the said business. You will present your initial plans to prospective investors. Your plans will be evaluated based on content, creativity and feasibility.

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
TECHNOLOGY AND LIVELIHOOD EDUCATION
AGRI – FISHERY - ARTS – FOOD (FISH) PROCESSING
Grade 7/8 (Exploratory)**

Course Description:

This Module is an exploratory and introductory course which leads to **Food (Fish) Processing National Certificate Level II (NC II)**. It covers **four** common competencies that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) using and maintaining tools, equipment and paraphernalia; 2) performing mensuration and calculation; 3) interpreting technical drawing and plans and; 4) applying food safety and sanitation.

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
Introduction 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.	The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.	1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course 3. Explore on opportunities for Food (Fish) Processing as a career	
Personal Entrepreneurial Competencies (PECS)				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of one's PECs	The learner demonstrates understanding of one's Personal Entrepreneurial Competencies and Skills (PECs).	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECs) and prepares a list of PECs of a practitioner/entrepreneur in Food Processing.	LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECs) needed in Food Processing 1.1. Assess one's PECs: characteristics, attributes, lifestyle, skills, traits 1.2. Assess practitioner's: characteristics, attributes, lifestyle, skills, traits 1.3. Compare one's PECs with that of a practitioner /entrepreneur	TLE_PEC57/8-00-1
Environment and Marketing (EM)				
1. Key concepts of Environment and Market 2. Products & services available in the market 3. Differentiation of products and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis	The learner demonstrates understanding of environment and market that relates with a career choice in Food Processing.	The learner independently generates a business idea based on the analysis of environment and market in Food Processing.	LO 1. Generate a business idea that relates with a career choice in Food Processing 1.1. Conduct SWOT analysis 1.2. Identify the different products/services available in the market 1.3. Compare different products/services in computer hardware servicing business 1.4. Determine the profile potential	TLE_EM7/8E M-00-1

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.

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**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			customers 1.5. Determine the profile potential competitors 1.6. Generate potential business idea based on the SWOT analysis	
LESSON 1: USE AND MAINTAIN FOOD PROCESSING TOOLS, EQUIPMENT AND UTENSILS (UT)				
1. Food (fish) processing tools, equipment and instruments 2. Faults and defects of tools, equipment and instruments in food (fish) processing 3. Reporting defective tools, equipment and utensils	The learner demonstrates understanding of uses and maintenance of food (fish) processing tools, equipment, instruments and utensils in food (fish) processing.	The learner uses and maintain appropriate food (fish) processing tools, equipment, instruments and utensils and reports accordingly upon discovery of defect/s.	LO 1. Select tools, equipment, utensils and instruments 1.1. Select tools, equipment, utensils and instruments according to food (fish) processing method 1.2. Explain the defects in tools, equipment, utensils and instrument 1.3. Follow procedures in reporting defective tools, equipment, utensils and instruments	TLE_AFFP7/8 UT- 0a-1
4. Standard measuring devices and instruments 5. Sanitizing tools, equipment, instruments, and utensils 6. Calibration of measuring devices and instruments 7. Selection of food (fish) processing tools, equipment, instruments and utensils			LO 2. Use tools, equipment, instruments and utensils by following the standard procedures 2.1. Interpret a food processing procedure 2.2. Apply standard procedures in using tools, equipment, instruments, and utensils 2.3. Calibrate tools, equipment instruments and utensils 2.4. Follow procedures in sanitizing tools, equipment, instruments and utensils 2.5. Use tools, equipment, instruments, and utensils according to job requirements and manufacture's specification	TLE_AFFP7/8 UT-0b-2
8. Storing tools, equipment, instruments and utensils 9. Minor preventive machine maintenance 10. Disposal of defective tools, equipment, instruments and utensils			LO 3. Perform post-operation activities 3.1. Apply procedures in switching off/plugging off food (fish) processing tools, equipment, instruments and utensils 3.2. Follow steps in cleaning and sanitizing tools, equipment, instruments and tools before storing	TLE_AFFP7/8 UT-0c-3

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**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			3.3. Perform minor preventive machine maintenance 3.4. Explain the proper disposal of defective tools, equipment, instruments and utensils	
LESSON 2: PERFORM ESTIMATION AND BASIC CALCULATION (MC)				
1. Weights and measurements 1.1 Gravimetric 1.2 Volumetric 1.3 Lengths, diameter, widths 1.4 Seam measurements 2. Hotness/coldness temperature	The learner demonstrates understanding of basic measurements and calculation.	The learner performs basic measurements and calculation that relate with weight and measurements.	LO 1. Tabulate the recorded data relevant to production of processed food 1.1. Record weights and measurements of raw materials and ingredients 1.2. Summarize/sum up recorded weights and measurements of processed products 1.3. Perform how a seam is measured	TLE_AFFP7/8 MC-0d-1
3. Basic mathematical skills in computing 3.1. Ingredients formulation 3.2. Percentage formulation 3.3. Conversions: ratios and proportions	The learner demonstrates understanding of basic mathematical skills that relate with estimation and basic calculation.	The learner performs basic mathematical skills that relate with weight and measurements.	LO 2. Review various formulations 2.1. Check raw materials, ingredients and percentage formulations according to approved specifications and enterprise requirements 2.2. Re-check percentage formulations of finished products according to approved specifications and enterprise requirements	TLE_AFFP7/8 MC-0d-2
4. Spoilage and rejects 5. Recoveries and yields	The learner demonstrates understanding of basic mathematical skills that relate with spoilage, rejects and the percentage of recovery of yields.	The learner exhibits basic mathematical skills that relate with computation of percentage of spoilage, rejects and recovery of yields.	LO 3. Calculate the production inputs and output 3.1. Compute for the percentage equivalents of actual spoilage and rejects 3.2. Calculate the percentage of actual yields and recoveries according to enterprise requirements 3.3. Record calculated data according to enterprise requirements	TLE_AFFP7/8 MC-0e-3
6. Basic mathematical computation of production costs 6.1. Ingredients formulations 6.2. Percentage formulations 6.3. Conversions	The learner demonstrates understanding of basic computation of production costs and simple record keeping.	The learner computes for production costs and performs simple record keeping.	LO 4. Compute for the costs of production 4.1. Follow the standard procedures in computing for production costs 4.2. Validate the computed costs of	TLE_AFFP7/8 MC-0e-4

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**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
6.4. Ratios and proportion 6.5. Spoilage and rejects 6.6. Percentage of recoveries and rejects 6.7. Simple record keeping			production according to enterprise production requirements	
LESSON 3: INTERPRET PLANS AND DRAWINGS (ID)				
1. Fish processing activities 2. Layout of fish processing area 3. Signs and symbols in layout plan	The learner demonstrates understanding of interpreting plans and drawings that relate with basic fish processing activities.	The learner interprets plans and drawings that relate with basic fish processing activities.	LO 1. Interpret a layout plan 1.1. Explain the meanings of signs and symbol used in lay outing plan for fish processing activity 1.2. Interpret layout plan for fish processing area according to standard set	TLE_AFFP7/8 ID-0f-1
4. Packaging fish products 5. Designing packaging materials 6. Labels and symbols used in packaging	The learner demonstrates understanding of basic principles of design, labels and symbols used in packaging fish products.	The learner creates an acceptable packaging for fish products.	LO 2. Perform outer packaging procedures 2.1. Design packaging materials for fish products 2.2. Label packaged fish products according to quality control standards	TLE_AFFP7/8 ID-0f-2
LESSON 4: APPLY FOOD SAFETY AND SANITATION (OS)				
1. GMP requirements on personal hygiene 2. Personal protective equipment 3. Workplace health and safety requirements 4. Good grooming 5. Sanitizing PPE	The learner demonstrates understanding of basic principles and rules to be observed to ensure food safety and sanitation when he/she packages fish products.	The learner observes basic principles and rules to be observed to ensure food safety and sanitation when he/she packages fish products.	LO 1. Observe personal hygiene and good grooming 1.1. Explain the importance of good grooming in a workplace 1.2. Follow the procedures in cleaning, checking and sanitizing personal protective equipment	TLE_AFFP7/8 OS-0g-1
6. Safety measures and practices 7. First aid 8. Practices in manufacturing good food 9. TQM 10. Codes and regulations			LO 2. Implement food safety practices 2.1. Discuss the sanitary practices in food safety 2.2. Explain the importance of cleanliness and sanitation in a workplace 2.3. Observe practices in manufacturing good food 2.4. Perform first aid according to workplace standard and operating procedures	TLE_AFFP7/8 OS-0g-2
11. HACCP 12. Waste disposal			LO 3. Conduct work in accordance with environmental policies and procedures	TLE_AFFP7/8 OS-0h-3

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**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
13. Environmental protection 14. Monitoring practices 15. Record keeping procedures			3.1. Explain the importance of implementing the HACCP plan 3.2. Discuss how a sound monitoring practices is done 3.3. Develop a plan to document and monitor corrective actions on environmental protection	
16. Environmental hazards 17. Prevention and control of environmental risks 18. Disaster preparedness and identification 19. Risk assessment and control options 20. Identifying and responding to hazards 21. Investigating incidents 22. Management and utilization of environmental resources 23. Practices on resource utilization and wastage 24. Handling hazardous waste 25. Rehabilitation procedures			LO 4. Participate in improving environmental practices at work 4.1. Explain environmental hazards 4.2. Discuss how environmental risks, hazards and incidents can be prevented and controlled 4.3. Plan ways in managing and utilizing resources in the environment 4.4. Suggest ways to avoid wastage 4.5. Observe rehabilitation procedures X	TLE_AFFP7/8 OS-0i-j-4

STEP 4: Classify the remaining unit competencies in terms of AMT Learning Goals. A and M are matched with Content Standard and T with Performance Standard. *Unpack when needed.*

CONTENT STANDARD:

demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.

Explain basic concepts in Food (Fish) Processing (M)

Identify the different products/services available in the market TLE_EM7/8EM-00-1 (A)

Select tools, equipment, utensils and instruments according to food (fish) processing method TLE_AFFP7/8UT-0b-2 (A)

Explain the defects in tools, equipment, utensils and instrument. (A)

Explain the proper disposal of defective tools, equipment, instruments and utensils TLE_AFFP7/8UT-0c-3 (M)

TLE_AFFP7/8MC-0d-1

Record weights and measurements of raw materials and ingredients (A)

Summarize/sum up recorded weights and measurements of processed products (A)

TLE_AFFP7/8MC-0d-2

Check raw materials, ingredients and percentage formulations according to approved specifications and enterprise requirements(A)

Re-check percentage formulations of finished products according to approved specifications and enterprise requirements.(A)

TLE_AFFP7/8MC-0e-3

Compute for the percentage equivalents of actual spoilage and rejects. (A)

Calculate the percentage of actual yields and recoveries according to enterprise requirements(A)

Record calculated data according to enterprise requirements..(A)

Explain the meanings of signs and symbol used in lay outing plan for fish processing activity TLE_AFFP7/8ID-0f-1(M)

Interpret layout plan for fish processing area according to standard set TLE_AFFP7/8ID-0f-1 (M)

Explain the importance of good grooming in a workplace.(M)

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:

demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.

Explain the importance of implementing the HACCP plan TLE_AFFP7/8OS-0h-3 (M)

Discuss how a sound monitoring practice is done TLE_AFFP7/8OS-0h-3(M)

TLE_AFFP7/8OS-0i-j-4

Explain environmental hazards (M)

Discuss how environmental risks, hazards and incidents can be prevented and controlled (M)

***Describe ingredients and measuring devices used in food processing
(added competency) (M)***

LEARNING GOALS

K A M T D



Facts
Vocabulary
Definitions



Principles and Generalizations
Big ideas of the discipline



Performance
Product



- | | | | | | | | |
|------------------|-----------------|----------------------|------------------|-------------------|--------------------|------------------|------------------|
| 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.*

Performance Standard: demonstrates common competencies in Food (Fish) Processing.

Follow procedures in reporting defective tools, equipment, utensils and instruments TLE_AFFP7/8UT-0b-2 (T)

TLE_AFFP7/8UT-0b-2

Interpret a food processing procedure (T)

Apply standard procedures in using tools, equipment, instruments, and utensils (T)

Calibrate tools, equipment instruments and utensils (T)

Follow procedures in sanitizing tools, equipment, instruments and utensils.(T)

Use tools, equipment, instruments, and utensils according to job requirements and manufacturer's specification (T)

Follow the standard procedures in computing for production costs TLE_AFFP7/8MC-0e-4(T)

Validate the computed costs of production according to enterprise production requirementsTLE_AFFP7/8MC-0e-4 (T)

Observe practices in manufacturing good food TLE_AFFP7/8OS-0g-2(T)

Develop a plan to document and monitor corrective actions on environmental protectionTLE_AFFP7/8OS-0h-3 (T)

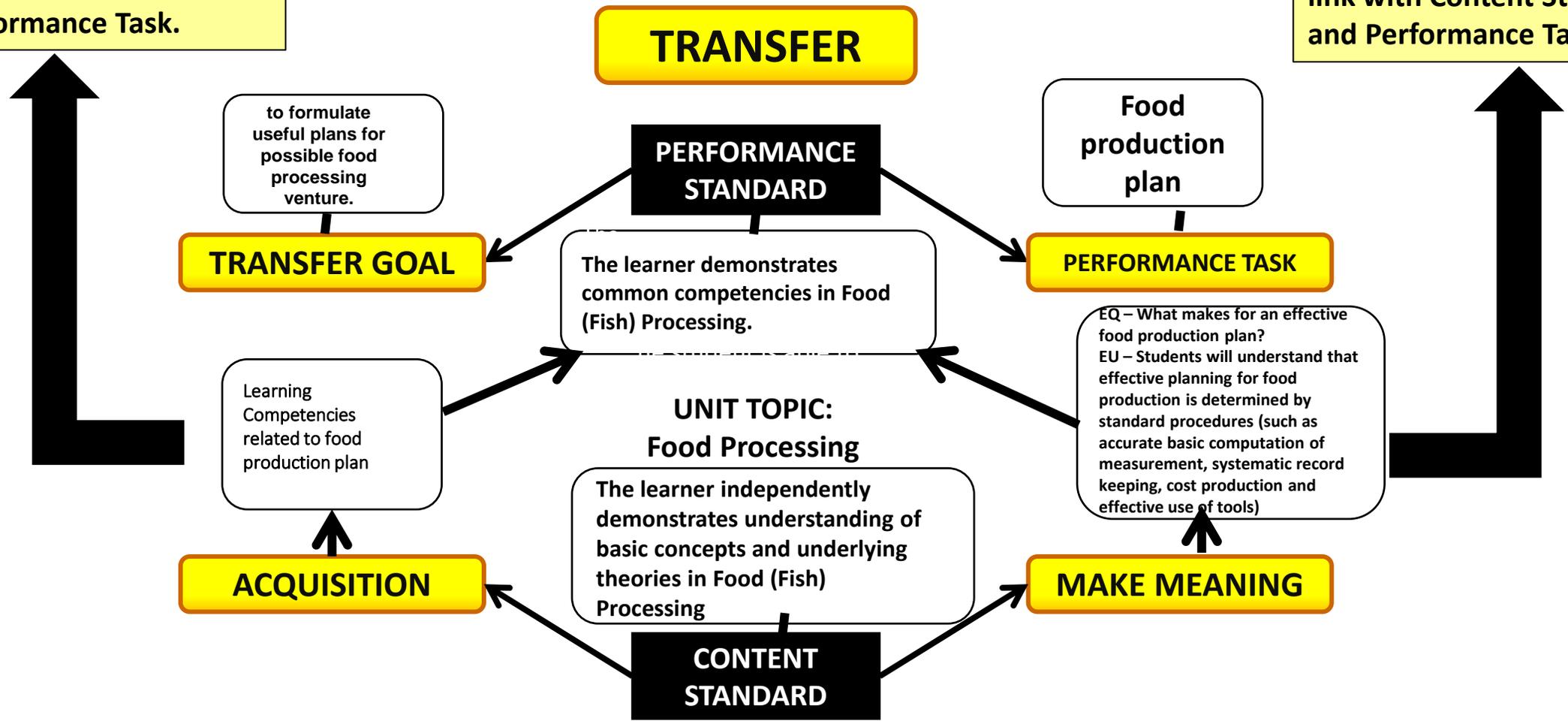
Plan ways in managing and utilizing resources in the environment TLE_AFFP7/8OS-0i-j-4(T)

Suggest ways to avoid wastageTLE_AFFP7/8OS-0i-j-4(T)

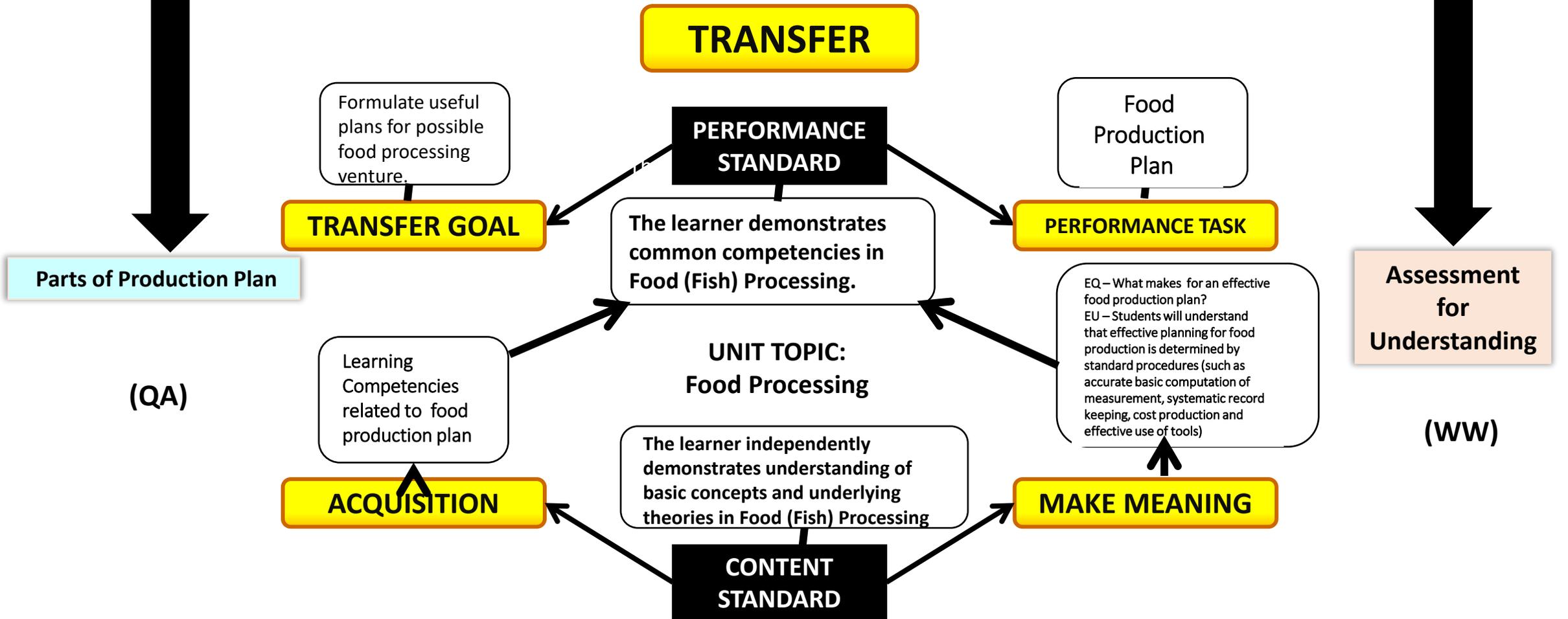
Formulate food production plan. (T) – Added Competency

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

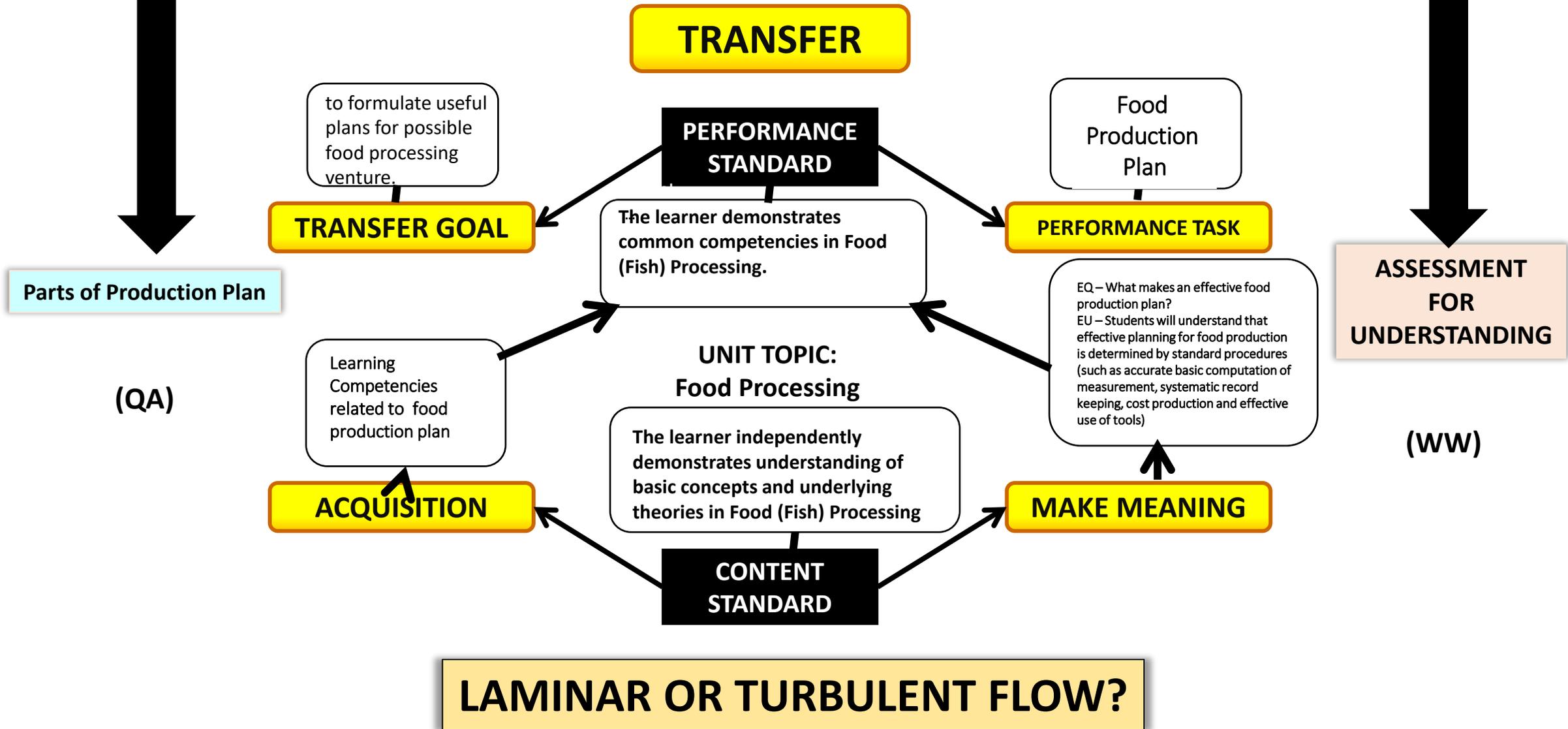
STEP 5. Unpack the EQ and EU and with M cluster of competencies, establish link with Content Standard and Performance Task.



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

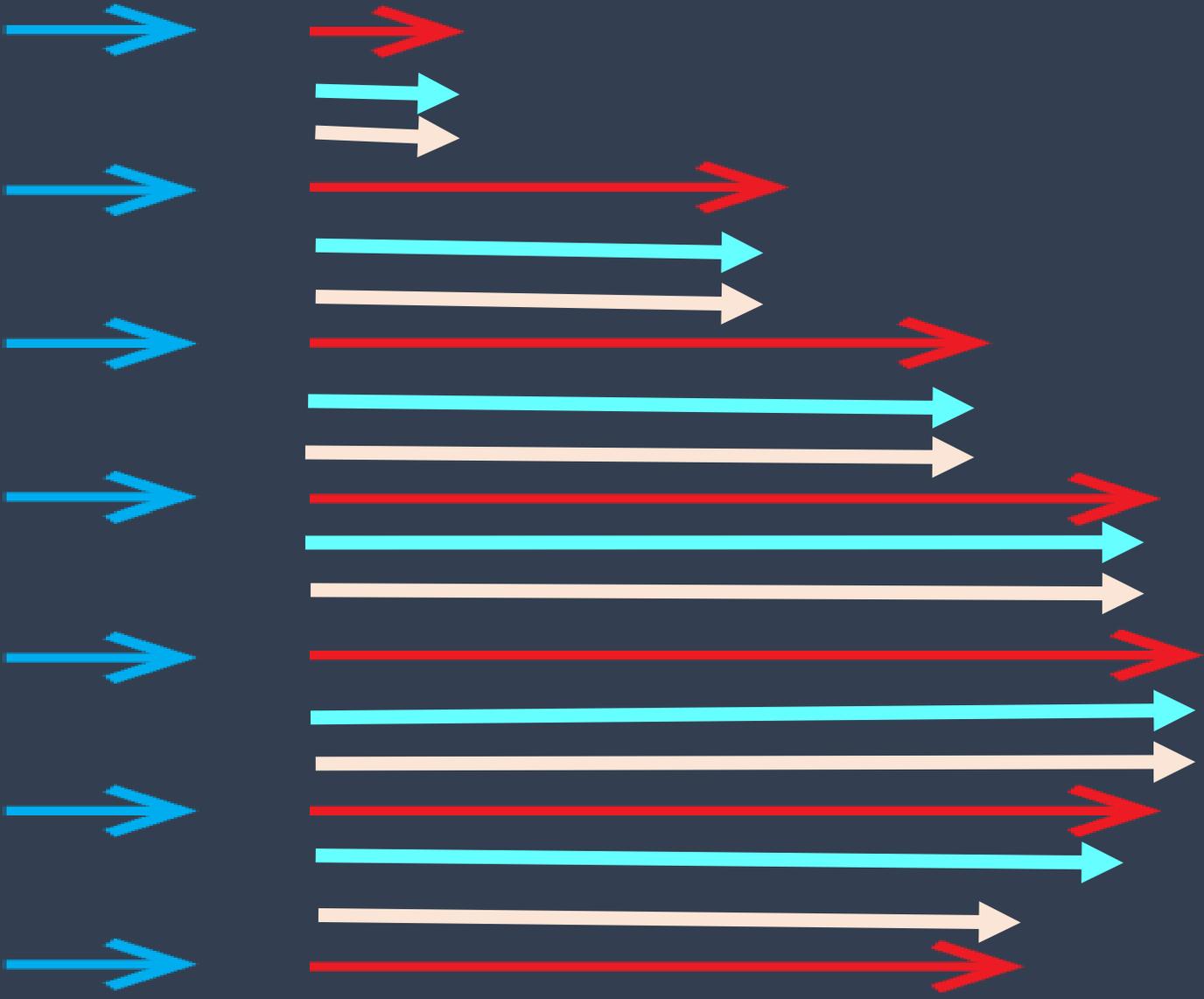


STEP 7. Determine assessments for A (QA type) and M (WW type).



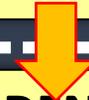
CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
<p>Introduction</p> <ol style="list-style-type: none"> 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities 	<p>The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.</p>	<p>The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.</p>	<ol style="list-style-type: none"> 1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course 3. Explore career opportunities for Food (Fish) Processing as a career 	

LAMINAR OR TURBULENT?

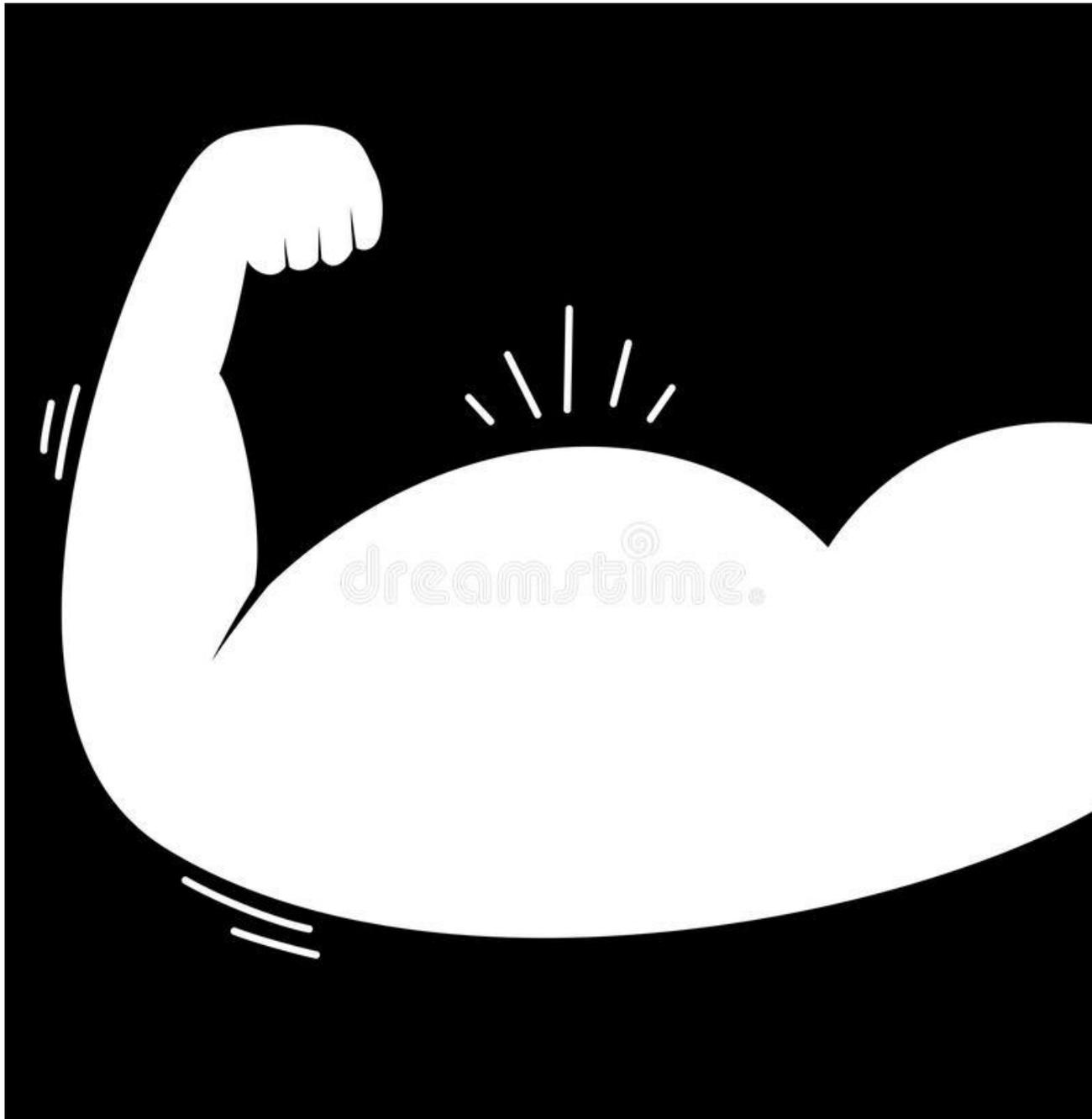


STREAMLINING BY:

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



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

Do the following steps:

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

READINESS

ENDURANCE

ASSESSMENT

LEVERAGE



**TEHNIQUE B. IDENTIFYING THE UNIT POWER AND SUPPORTING
COMPETENCIES**



READINESS

When the competency represents learning that is essential for success in a new unit, course of study or succeeding grade level, it has readiness.

GUIDE QUESTION

Does this standard contain prerequisite content and/or skills necessary for the next unit, course of study, or grade level?

EXAMPLE

Record weights and measurements of raw materials and ingredients.



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

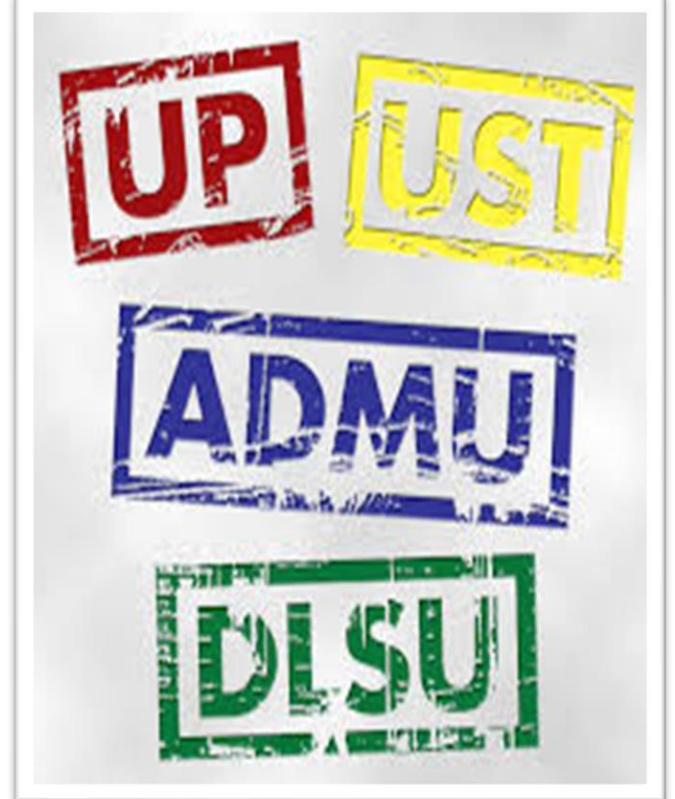
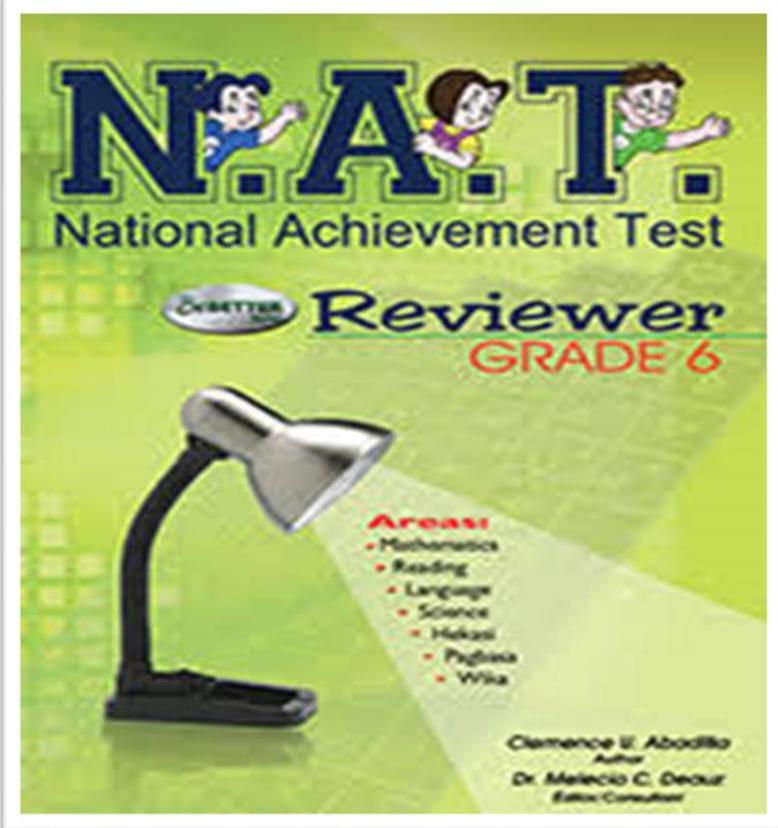
Observe practices in manufacturing good food.

ASSESSMENT



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

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

Explain the importance of implementing the HACCP plan (Hazard Analysis Critical Control Points).

(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?
Explain basic concepts in Food (Fish) Processing					POWER
Identify the different products/services available in the market					SUPPORTING
Select tools, equipment, utensils and instruments according to food (fish) processing method					POWER
Explain the defects in tools, equipment, utensils and instrument.					SUPPORTING
Explain the proper disposal of defective tools, equipment, instruments and utensils					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?
Record weights and measurements of raw materials and ingredients					POWER
Summarize/sum up recorded weights and measurements of processed products					SUPPORTING
Check raw materials, ingredients and percentage formulations according to approved specifications and enterprise requirements					SUPPORTING
Re-check percentage formulations of finished products according to approved specifications and enterprise requirements					SUPPORTING
Compute for the percentage equivalents of actual spoilage and rejects.					SUPPORTING
Calculate the percentage of actual yields and recoveries according to enterprise requirements					SUPPORTING

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

	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?
Record calculated data according to enterprise requirements.					SUPPORTING
Explain the meanings of signs and symbol used in lay outing plan for fish processing activity					SUPPORTING
Interpret layout plan for fish processing area according to standard set					SUPPORTING
Explain the importance of good grooming in a workplace.					POWER
Explain the importance of implementing the HACCP plan					SUPPORTING
Discuss how a sound monitoring practices is done					SUPPORTING
Explain environmental hazards					SUPPORTING
Discuss how environmental risks, hazards and incidents can be prevented and controlled					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?
Follow procedures in reporting defective tools, equipment, utensils and instruments					SUPPORTING
Interpret a food processing procedure					POWER
Apply standard procedures in using tools, equipment, instruments, and utensils					POWER
Calibrate tools, equipment instruments and utensils					SUPPORTING
Follow procedures in sanitizing tools, equipment, instruments and utensils.					POWER
Use tools, equipment, instruments, and utensils according to job requirements and manufacturer's specification					POWER
Follow steps in cleaning and sanitizing tools, equipment, instruments and tools before storing					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?
Follow the standard procedures in computing for production costs					SUPPORTING
Validate the computed costs of production according to enterprise production requirements					POWER
Observe practices in manufacturing good food					POWER
Plan ways in managing and utilizing resources in the environment					SUPPORTING
Suggest ways to avoid wastage					SUPPORTING
Formulate a food production plan					POWER

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1	1. Explain basic concepts in Food (Fish) Processing	1. Describe ingredients and tools used for food processing. (added)
(3 DAYS)		2. Describe the different products/services available in the market
2 (13 DAYS)	2. Select tools, equipment, utensils and instruments according to food (fish) processing method 3. Apply standard procedures in using tools, equipment, instruments, and utensils. 4. Follow procedures in sanitizing tools, equipment, instruments and utensils. 5. Use tools, equipment, instruments, and utensils according to job requirements and manufacturer's specification	1. Explain the defects in tools, equipment, utensils and instrument. 2. Explain the proper disposal of defective tools, equipment, instruments and utensils 3. Calibrate tools, equipment instruments and utensils 4. Use tools, equipment, instruments, and utensils according to job requirements and manufacturer's specification . 5. Follow steps in cleaning and sanitizing tools, equipment, instruments and tools before storing
		6. Follow steps in cleaning and sanitizing tools, equipment, instruments and tools before storing .

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
3 (3 DAYS)	6. Interpret a food processing procedure	<ol style="list-style-type: none"> 1. Explain the meanings of signs and symbol used in lay outing plan for fish processing activity 2. Interpret layout plan for fish processing area according to standard set.
4 (9DAYS)	7. Record weights and measurements of raw materials and ingredients 8. Validate the computed costs of production according to enterprise production requirements	<ol style="list-style-type: none"> 1. Summarize/sum up recorded weights and measurements of processed products
		<ol style="list-style-type: none"> 2. Check raw materials, ingredients and percentage formulations according to approved specifications and enterprise requirements (scaffold) 3. Re-check percentage formulations of finished products according to approved specifications and enterprise requirements. (scaffold)
		<ol style="list-style-type: none"> 4. Compute for the percentage equivalents of actual spoilage and rejects 5. Calculate the percentage of actual yields and recoveries according to enterprise requirements 6. Record calculated data according to enterprise requirements.
5 (3 DAYS)	9. Observe practices in manufacturing good food	<ol style="list-style-type: none"> 1. Plan ways in managing ad utilizing resources in the environment 2. Suggest ways to avoid wastage

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
6	10. Explain the importance of implementing the HACCP plan (Hazard Analysis Critical Control Points)	1. Discuss how a sound monitoring practice is done
4DAYS		2. Explain environmental hazards 3. Discuss how environmental risks, hazards and incidents can be prevented and controlled
		4. Explain the importance of good grooming in a workplace.
(5DAYS)		1.Prepare production lay-out
TOTAL		
40 DAYS		

**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION
AGRI – FISHERY - ARTS – FOOD (FISH) PROCESSING
Grade 7/8 (Exploratory)**

Course Description:

This Module is an exploratory and introductory course which leads to Food (Fish) Processing National Certificate Level II (NC II). It covers four common competencies that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) using and maintaining tools, equipment and paraphernalia; 2) performing mensuration and calculation; 3) interpreting technical drawing and plans and; 4) applying food safety and sanitation.

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
Introduction 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.	The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.	1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course 3. Explore on opportunities for Food (Fish) Processing as a career	
Grade 7/8 Q1 has 11 clusters 31 CORE COMPETENCIES FOR 8 WEEKS				
2. Analysis of one's PECs			practitioner /entrepreneur	
Environment and Marketing (EM)				
1. Key concepts of Environment and Market	The learner demonstrates understanding of	The learner independently generates a business idea	LO 1. Generate a business idea that relates with a career choice in Food	TLE_EM7/8E M-00-1
4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis			1.3. Compare different products/services in computer hardware servicing business 1.4. Determine the profile potential	

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

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (3 DAYS)	1. Explain basic concepts in Food (Fish) Processing Cluster 1	Identify the different products/services available in the market Describe ingredients and tools needed in food processing.
2 (13 DAYS)	<div style="display: flex; justify-content: space-between;"> <div style="background-color: yellow; padding: 2px; border: 1px solid black;">MERGE AND REPHRASE</div> <div style="flex-grow: 1;"> <p>2. Select tools, equipment, utensils and instruments according to food (fish) processing method</p> <p>3. Apply standard procedures in using tools, equipment, instruments, and utensils.</p> <p>4. Follow procedures in sanitizing tools, equipment, instruments and utensils.</p> <p>5. Use tools, equipment, instruments, and utensils according to job requirements and manufacturer's specification</p> </div> <div style="background-color: yellow; padding: 2px; border: 1px solid black;">MERGE AND REPHRASE</div> </div> <p>Cluster 2 Select, use, clean, sanitize and store properly tools, equipment, instruments and utensils according to job requirements and manufacturer's specifications.</p>	<div style="display: flex; justify-content: space-between;"> <div style="flex-grow: 1;"> <p>1. Explain the defects in tools, equipment, utensils and instrument.</p> <p>2. Explain the proper disposal of defective tools, equipment, instruments and utensils</p> <p>Explain the defects in tools and equipment and dispose properly.</p> <p>3. Calibrate tools, equipment instruments and utensils</p> </div> <div style="background-color: yellow; padding: 2px; border: 1px solid black;">MERGE AND REPHRASE</div> </div> <p>4. Follow steps in cleaning and sanitizing tools, equipment, instruments and tools before storing</p>

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
3 (3 DAYS)	<p>6. Interpret a food processing procedure</p> <p>Cluster 3</p>	<p>1. Explain the meanings of signs and symbol used in lay outing plan for fish processing activity</p> <p>2. Interpret layout plan for fish processing area according to standard set</p>
MERGE AND REPHRASE	<p>7. Record weights and measurements of raw materials and ingredients</p> <p>8. Validate the computed costs of production according to enterprise production requirements.</p>	<p>1. Summarize/sum up recorded weights and measurements of processed products</p>
	<p>Record weights and measurements of raw materials and ingredients and validate the computed cost of production according to requirements.</p> <p>Cluster 4</p>	<p>2. Check raw materials, ingredients and percentage formulations according to approved specifications and enterprise requirements</p> <p>3. Re-check percentage formulations of finished products according to approved specifications and enterprise requirements</p>
	<p style="background-color: yellow; border: 1px solid black; padding: 2px;">MERGE AND REPHRASE</p> <p>Compute the percentage of actual yields and recoveries.</p>	<p>4. Compute for the percentage equivalents of actual spoilage and rejects.</p> <p>5. Calculate the percentage of actual yields and recoveries according to enterprise requirements</p> <p>6. Record calculated data according to enterprise requirements.</p>
5 (3 DAYS)	<p>8. Observe practices in manufacturing good food</p> <p>Cluster 5</p>	<p>1. Plan ways in managing and utilizing resources in the environment</p> <p>2. Suggest ways to avoid wastage</p>

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
6	9. Explain the importance of implementing the HACCP plan (Hazard Analysis Critical Control Points) Cluster 6	1. Discuss how a sound monitoring practice is done
6 DAYS	<div style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">MERGE AND REPHRASE</div>	2. Explain environmental hazards 3. Discuss how environmental risks, hazards and incidents can be prevented and controlled
	Explain environmental hazards and discuss how these can be prevented and controlled.	4. Explain the importance of good grooming in a workplace.
7 (5 days)	10. Formulate a food production plan. Cluster 7	1. Prepare production lay-out
40 days	<h3 style="margin: 0;">LAMINAR OR TURBULENT FLOW?</h3>	

**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION
AGRI – FISHERY - ARTS – FOOD (FISH) PROCESSING
Grade 7/8 (Exploratory)**

Course Description:

This Module is an exploratory and introductory course which leads to Food (Fish) Processing National Certificate Level II (NC II). It covers four common competencies that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) using and maintaining tools, equipment and paraphernalia; 2) performing mensuration and calculation; 3) interpreting technical drawing and plans and; 4) applying food safety and sanitation.

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
Introduction 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.	The learner independently demonstrates common competencies in Food (Fish) Processing as prescribed in the TESDA Training Regulation.	1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course 3. Explore on opportunities for Food (Fish) Processing as a career	
Personal Entrepreneurial Competencies (PECS)				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee	The learner demonstrates understanding of one's Personal Entrepreneurial	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECs)	LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECs) needed in Food Processing	TLE_PEC57/8-00-1
<p>Grade 7 / 8 Q1 Food / Fish Processing has 52 31 25 COMPETENCIES 7 clusters (V2) (LC's ARE MERGED AND REPHRASED)</p>				
2. Analyze the environment of the business				
1. Key components of the market				
2. Production and service in the market				
3. Differences in services				
4. Customer requirements				
5. Competition				
6. SWOT analysis				

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

**K to 12 BASIC EDUCATION CURRICULUM
TECHNOLOGY AND LIVELIHOOD EDUCATION
AGRI – FISHERY - ARTS – FOOD (FISH) PROCESSING
Grade 7/8 (Exploratory)**

Course Description:

This Module is an exploratory and introductory course which leads to Food (Fish) Processing National Certificate Level II (NC II). It covers four common competencies that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) using and maintaining tools, equipment and paraphernalia; 2) performing mensuration and calculation; 3) interpreting technical drawing and plans and; 4) applying food safety and sanitation.

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
Introduction 1. Basic concepts in Food (Fish) Processing 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts, and underlying	The learner independently demonstrates common competencies in Food (Fish)	1. Explain basic concepts in Food (Fish) Processing 2. Discuss the relevance of the course	
Personal 1. Assess Compe a pract 1.1 1.2 1.3 1.4 1.5 2. Analysi				
Environm 1. Key co Market 2. Produc market 3. Differ services 4. Customers and their buying habits			available in the market 1.3. Compare different products/services in	

**Grade 7 / 8 Q1 Food / Fish
Processing of 25
COMPETENCIES with
7 clusters for 8 weeks**

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

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	INSTRUCTIONAL 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	INSTRUCTIONAL MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
3 days	Explain basic concepts in Food (Fish) Processing	Describe the processes, ingredients and tools needed in food processing.	Essay	Recipe Analysis LM-p.22	https://www.youtube.com/watch?v=EizkhUtrMR0&pbjreload=101 Food Processing and Preservation	Creativity and Resourcefulness
		Identify the different products/services available in the market	Identification	Handouts on Types of processed foods	Article Analysis https://www.medicalnewstoday.com/articles/318630-types of processed foods	
13 days	Select, use, clean, sanitize and store properly tools, equipment, instruments and utensils according to job requirements and manufacturer's specifications.	Calibrate, use, clean, sanitize and store properly tools and equipment.	Online Demonstration of proper use of equipment Off-line: narrative report or interview of parent	Observe and practice using, cleaning, sanitizing and storing kitchen tools and equipment at home	Video clip analysis https://www.youtube.com/watch?v=RAFMIXPq9BE&t=74s Tools and kitchen sanitation Graphic organizer LM-p.15	

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	INSTRUCTIONAL MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
3 days	<p>Explain basic concepts in Food (Fish) Processing</p>	<p>Describe the processes, ingredients and tools needed in food processing.</p> <p>Identify the different products/services available in the market</p>	<p>Essay</p> <p>Identification</p>	<p>Recipe Analysis LM-p.22</p> <p>Handouts on Types of processed foods</p>	<p>https://www.youtube.com/watch?v=EizkhUtrMR0&pbjreload=101 Food Processing and Preservation Article Analysis</p> <p>https://www.medicalnewstoday.com/articles/318630types of processed foods</p>	Creativity and Resourcefulness
13 days	<p>Select, use, clean, sanitize and store properly tools, equipment, instruments and utensils according to job requirements and manufacturer's specifications.</p>	<p>Calibrate, use, clean, sanitize and store properly tools and equipment.</p>	<p>Online Demonstration of proper use of equipment</p> <p>Off-line: narrative report or interview of parent</p>	<p>Observe and practice using, cleaning, sanitizing and storing kitchen tools and equipment at home</p>	<p>Video clip analysis https://www.youtube.com/watch?v=RAFMIXPq9BE&t=74s Tools and kitchen sanitation</p> <p>Graphic organizer LM-p.15</p>	

ACTIVITY 9. Gear Up!

At this point, you are ready to journey to higher peaks. Like mountaineering, it is time to gear up to prepare yourself to trek and venture into food processing. For this activity, you will go to your food laboratory. It is expected that you have already acquired knowledge on food processing tools, equipment, and utensils, and their uses.

You will work in small groups as you prepare the appropriate tools, equipment, and utensils according to the food processing method assigned to your group.

ACTIVITY 5. What Happens Before and After?

Knowing the uses and functions of the tools, equipment, and utensils in food processing is useless if they are defective because they were not properly used and maintained. For this activity, you will see what happens before and after any food production activity by watching the video that you can access from this link <https://www.youtube.com/watch?v=RAFMIXPq9BE&t=74s>.

As you watch, fill out the flow chart below to illustrate the standard pre and post operation practices required in food processing.

FLOW CHART OF PRE/POST-OPERATION PROCEDURES

Sample activities from the 2019 Food/Fish Processing Learning Module

ACTIVITY 6. Let's Convert

You are about to embark to the next phase of this module. Be prepared to use your mathematical skills in the next activities. Watch the video, which you can access from this link <https://www.youtube.com/watch?v=wfWj-u0eb0A> and remember to take note of the basic but very important measurement equivalence. Afterwards, answer the conversion exercise below. Exchange with your seatmate to check whether you got the conversions right.

1. 1 quart of milk = _____ cups	6. 1 Tbsp. olive oil = _____ tsp.
2. 12 Tbsp. of sugar = _____ cup	7. 1 cup water = _____ Tbsp.
3. 1 lb. ground pork = _____ grams	8. 1 pinch salt = _____ tsp.
4. 14 grams carrots = _____ ounce	9. 2.5 kg of fish = _____ grams
5. 1 pint cup = _____ Tbsp.	(for hotness/coldness)
	102.1 F = _____ C

In any business, setting a reasonable price for your product is essential. In the earlier section of this module, you learned about measurement equivalents, production costs and price computations. However, it is not always easy to get it right in an actual situation. This activity will expose you to the actual processes involved in pricing your product and allow you to realize how a food processing business will benefit if the price is right.

It all begins with a recipe. In your small group, you will be given this recipe for a Pineapple-Papaya Jam. Read the recipe carefully. Analyze the elements of the recipe to help you determine what information you are to encode to standardize it. You need to perform the necessary activities required to standardize a recipe (refer to the recipe template). You will also need to accomplish the production report at the end.

NAME OF RECIPE: PINEAPPLE-PAPAYA JAM		YIELD: _____ bottles (using 8 ounces bottles/glass jars)	
QUANTITY	INGREDIENTS	UNIT PRICE	UNIT COST

3 cups	pineapple pulp, chopped		
2 cups	papaya pulp, shredded		
2 cups	Sugar (white)		
1 cup	Water		
2 pieces	Calamansi		

TOTAL COST OF INGREDIENTS: _____

PROCEDURE:

1. Assemble the needed utensils.
2. Wash the fresh fruits. Drain
3. Use fully ripe papaya. Wash, cut in half (lengthwise) and scoop out pulp and wash or crush to a uniform consistency.
4. Pare ripe pineapple, remove eyes, wash and chop.
5. Measure ingredients.
6. Put pineapple, papaya, calamansi juice and water in a pot.
7. Simmer for 20 minutes.
8. Add s
9. Boil t point it for 220°F in a thermometer [setting till don't have one] just boil/simmer
10. Skim
11. Set ir

SAMPLE DIARY CURRICULUM MAP

Term No. Month	Unit Topic	Content/ Performance Standards	COMPETENCIES/Skills	ASSESSMENT	ACTIVITIES		INSTITUTIONAL CORE VALUES
					OFFLINE	ONLINE	
40 days	Qtr 1 Food Processing	<p>Content Standard:</p> <p>The learner demonstrates understanding of basic concepts, and underlying theories in Food (Fish) Processing.</p> <p>Performance Standard:</p> <p>The learner demonstrates common competencies in Food (Fish) Processing</p>	<p>A.1 Describe the processes, ingredients and tools needed in food processing.</p> <p>A2. Identify the different products/services available in the market</p>	<p>A1. Essay</p> <p>A2. Identification</p>	<p>A.1 Recipe Analysis LM-p.22</p> <p>A2.Handouts on Types of processed foods</p> <p>A3. Observe and practice using, cleaning, sanitizing and storing kitchen tools and equipment at home</p>	<p>A.1 https://www.youtube.com/watch?v=EizkhUtrMR0&pbjreload=101 Food Processing and Preservation</p> <p>A2.ArticleAnalysis https://www.medicalnewstoday.com/articles/318630_types_of_processed_foods</p> <p>A3 Video clip analysis https://www.youtube.com/watch?v=RAFMIXPq9BE&t=74s Tools and kitchen sanitation</p> <p>Graphic organizer LM-p.15</p>	Creativity Resourcefulness
			<p>A3.1 Select, use, clean, sanitize and store properly tools, equipment, instruments and utensils according to job requirements and manufacturer's specifications.</p> <p>A3.2 Calibrate, use, clean, sanitize and store properly tools and equipment.</p>	<p>A3.1 Online Demonstration of proper use of equipment Off-line: A3.2 narrative report or interview of parent</p>			

SAMPLE DIARY CURRICULUM MAP

Term No. Month	Unit Topic	Content/ Performance Standards	COMPETENCIES/Skills	ASSESSMENT	ACTIVITIES		INSTITUTIONAL CORE VALUES
					OFFLINE	ONLINE	
40 days	Qtr 1 Food Processing	<p>Content Standard:</p> <p>The learner demonstrates understanding of basic concepts and underlying theories in Food (Fish) Processing.</p> <p>Performance Standard:</p> <p>The learner demonstrates common competencies in Food (Fish) Processing</p>	<p>A1. Describe the ingredients and tools needed in food processing.</p>	A1.Essay	A1 Recipe Analysis LM-p.22	<p>A.1 https://www.youtube.com/watch?v=EizkhUtrMR0&pbjreload=101 Food Processing and Preservation</p>	Creativity Resourcefulness
			<p>A2. Identify the different products/services available in the market</p>	A2. Identification	A2.Handout on types pf processed foods	<p>A2.ArticleAnalysis https://www.medicalnewstoday.com/articles/318630 types of processed foods A3 Video clip analysis</p>	
			<p>A3.1Select, use, clean, sanitize and store properly tools, equipment, instruments and utensils according to job requirements and manufacturer's specifications. A3.2 Calibrate, use, clean, sanitize and store properly tools and equipment.</p>	<p>A3.1 Online Demonstration of proper use of equipment A3.2Off-line: narrative report or interview of</p>	<p>A3. Observe and practice using, cleaning, sanitizing and storing kitchen tools and equipment at home</p>	<p>https://www.youtube.com/watch?v=RAFMIXPq9BE&t=74s Tools and kitchen sanitation Graphic organizer LM-p.15</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

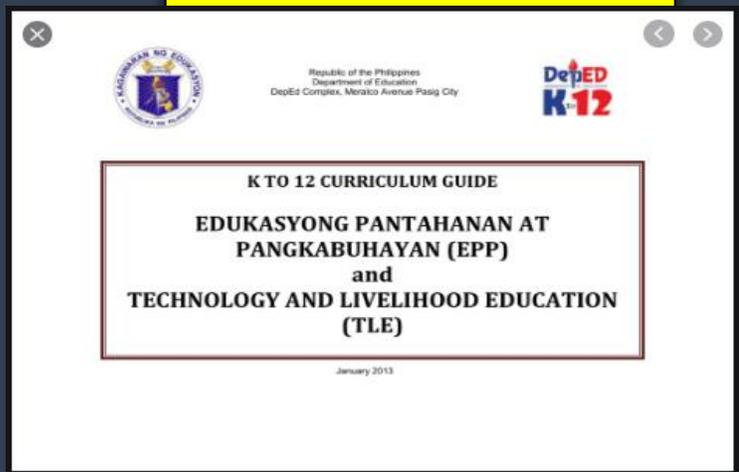
2. The implementation and continuous improvement of the curriculum maps by:

- 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

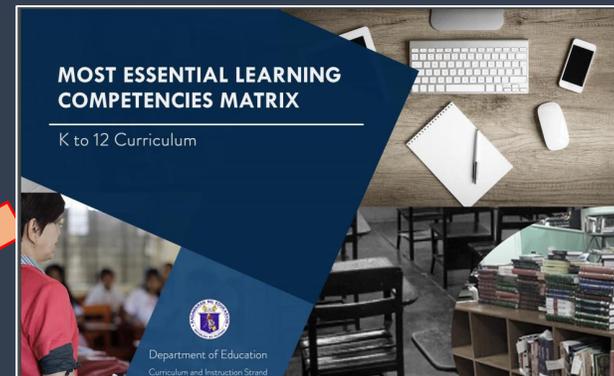
SUBJECT:	GRADE:	SECTION:	TEACHER:	UNIT TOPIC:		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ACQUISITION CLUSTER 1 ONLINE	3 MEANING MAKING CLUSTER 1 OFFLINE HANDOUTS/LM	4 ACQUISITION CLUSTER 2 OFFLINE - TEXTBOOK	5 ACQUISITION CLUSTER 1 OFFLINE – TEXTBOOK	6 ACQUISITION CLUSTER 2 ONLINE – YOUTUBE VIDEO	7 ACQUISITION REVIEW OFFLINE
8	9 ACQUISITION TEST OFFLINE	10 MAKING MEANING CLUSTER 2 ONLINE	11 MAKING MEANING CLUSTER 2 OFFLINE LMS	12 MAKING MEANING CLUSTER 2 OFFLINE	13 MAKING MEANING CLUSTER 2 ONLINE LMS	14 MAKING MEANING REVIEW OFFLINE
15	16 MAKING MEANING CLUSTER 2 ONLINE	17 MAKING CLUSTER 2 OFFLINE LMS	18 SCAFFOLD FOR PT CLUSTER 2 OFFLINE	19 MEANING MAKING CLUSTER 3 ONLINE YOUTUBE	20 MEANING MAKING CLUSTER 3 OFFLINE	21 PT ASSIGNMENT OFFLINE
22	23 ACQUISITION CLUSTER 4 ONLINE	24 MEANING MAKING CLUSTER 4 OFFLINE	25 MEANING MAKING CLUSTER 4 OFFLINE	26 SCAFFOLD FOR PT CLUSTER 4 ONLINE	27 SCAFFOLD FOR PT CLUSTER 4 OFFLINE	28 PT ASSIGNMENT OFFLINE
29	30 SCAFFOLD PT CLUSTER 5 ONLINE-LMS	31 SCAFFOLD FOR PT CLUSTER 5 OFFLINE	1 SCAFFOLD FOR PT CLUSTER 5 OFFLINE	2 Summative Test for Unit OFFLINE	3 Scaffold to PT Cluster 5 OFFLINE	4 Scaffold to PT Cluster 5 OFFLINE

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

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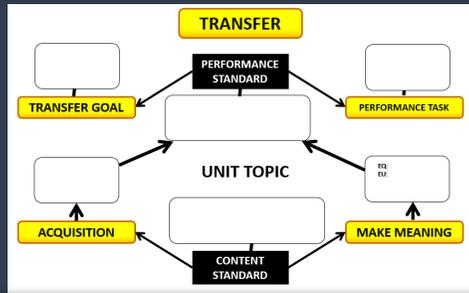
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ENSURE ENDURANCE OR TRANSFER OF LEARNING BY DOING ANY OF THE FF. WITH MELCS:

1. Unpack into sub-competencies/tasks
2. Repeat in another unit or grade level
3. Follow-up in higher grade levels
4. Cluster with other competencies
5. Merge with other competencies and rephrase
6. Focus on skill rather than on content
7. Align with unit performance standard

STREAMLINING FOR ENDURANCE / TRANSFER BY:

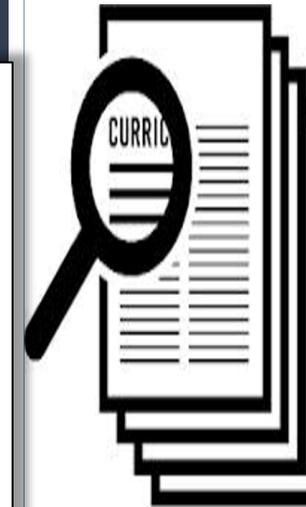
TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD



TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

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*

