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

PEAC WEBINAR
(TLE-ICT)
JUNE 11, 2020

bjectives:

- *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*

PEAC
PRIVATE EDUCATION ASSISTANCE COMMITTEE
Trustee of the Fund for Assistance to Private Education

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

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) JUNE								

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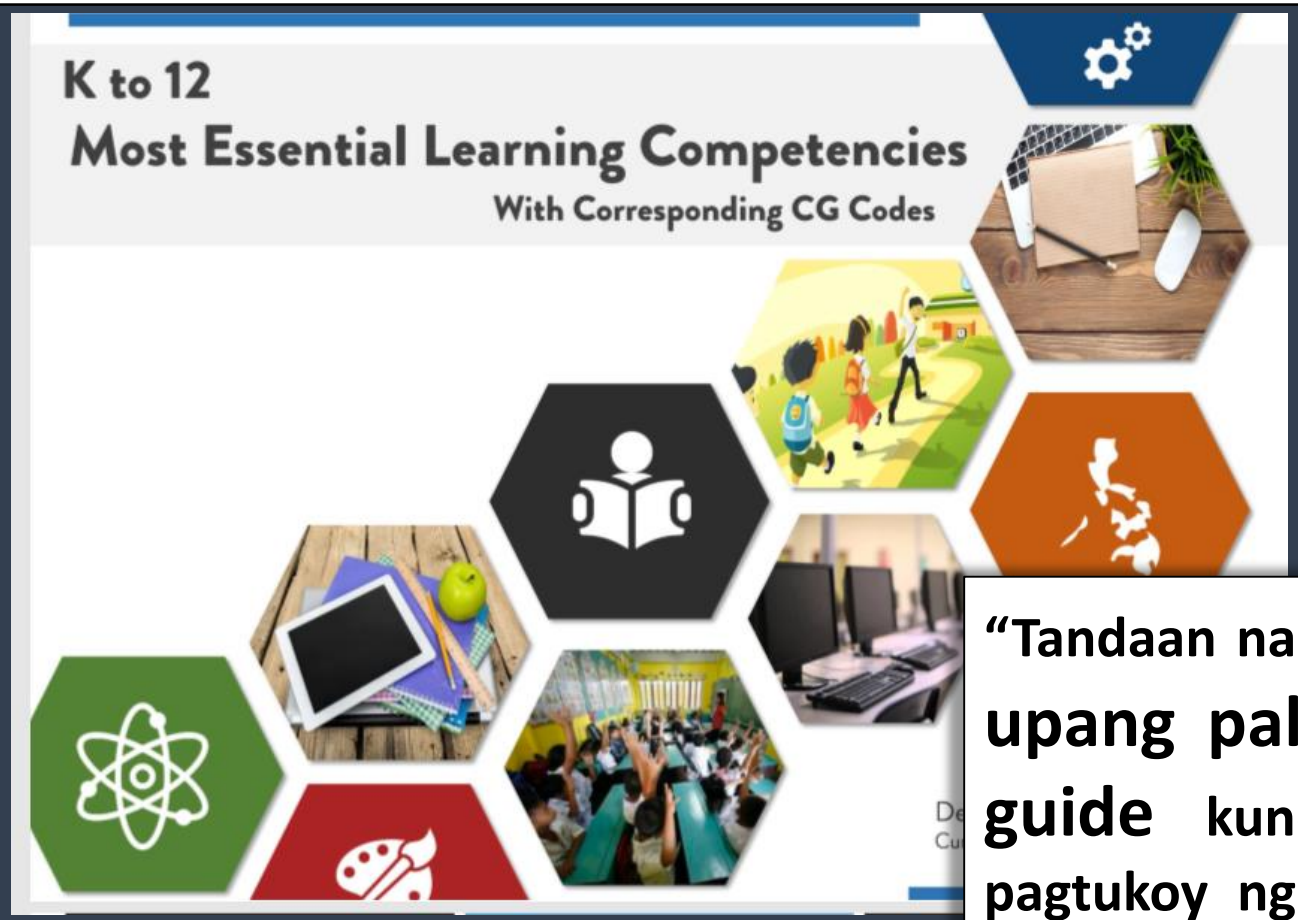
(Q1)								

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

"…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."

GUIDELINES ON THE USE OF THE MELCS, p. 2



"Tandaan na ang layunin sa pagbuo ng MELCs ay **hindi upang palitan ang kasakuluyang curriculum guide** kundi upang magabayan ang mga guro sa pagtukoy ng mga kompetensing mas kinakailangan ng mga mag-aaral sa Taong Panuruang 2020-2021. Sa huli, hinihikayat pa rin ang mga guro na **sumangguni sa curriculum guide** ng Filipino kung sa tingin nilang hindi sapat ang mga kompetensing tinukoy sa MELCs. ."

FILIPINO BRIEFER, p. 33

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

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

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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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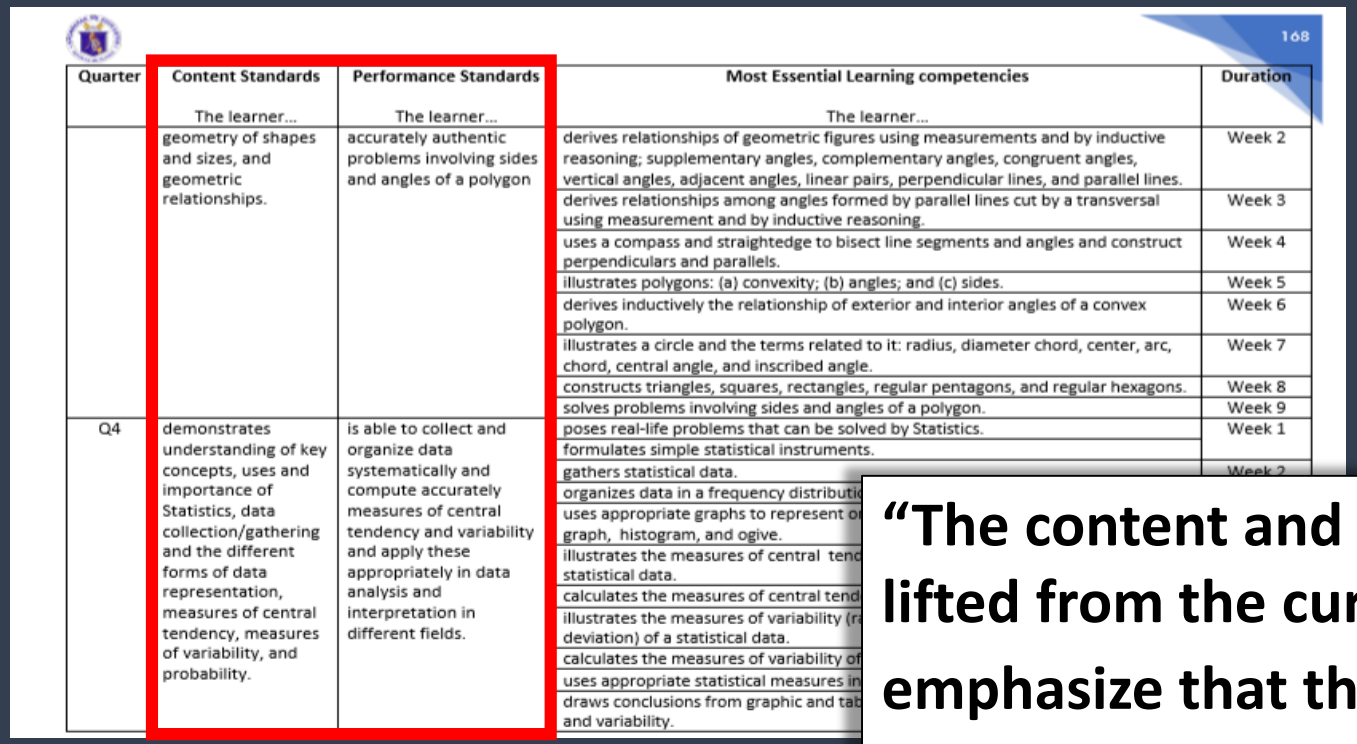
FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

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

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



168

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"The content and performance standards are directly lifted from the curriculum guides. Its inclusion is to emphasize that the <u>identification of MELCs is anchored on the prescribed standards</u> 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."

GUIDELINES ON THE USE OF THE MELCS, p. 3

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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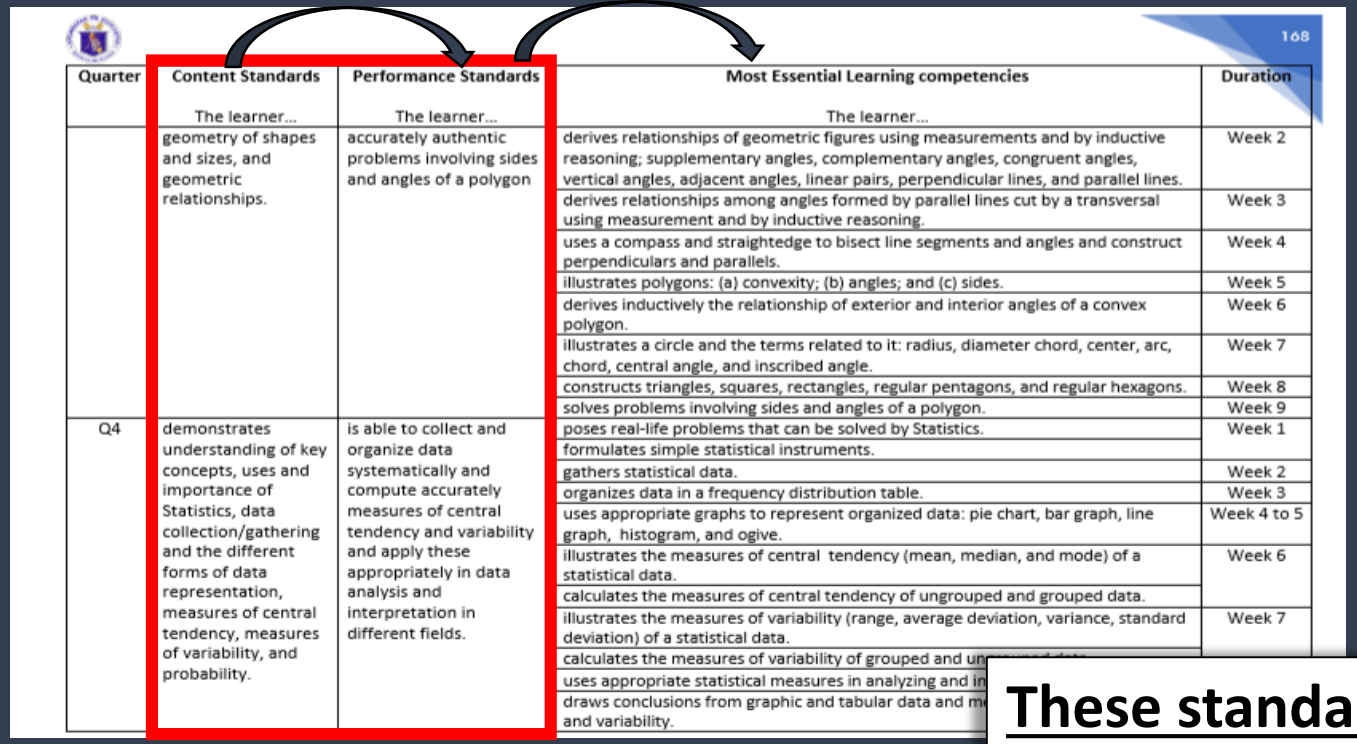

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ALIGNMENT OF STANDARDS-COMPETENCIES-ACTIVITIES

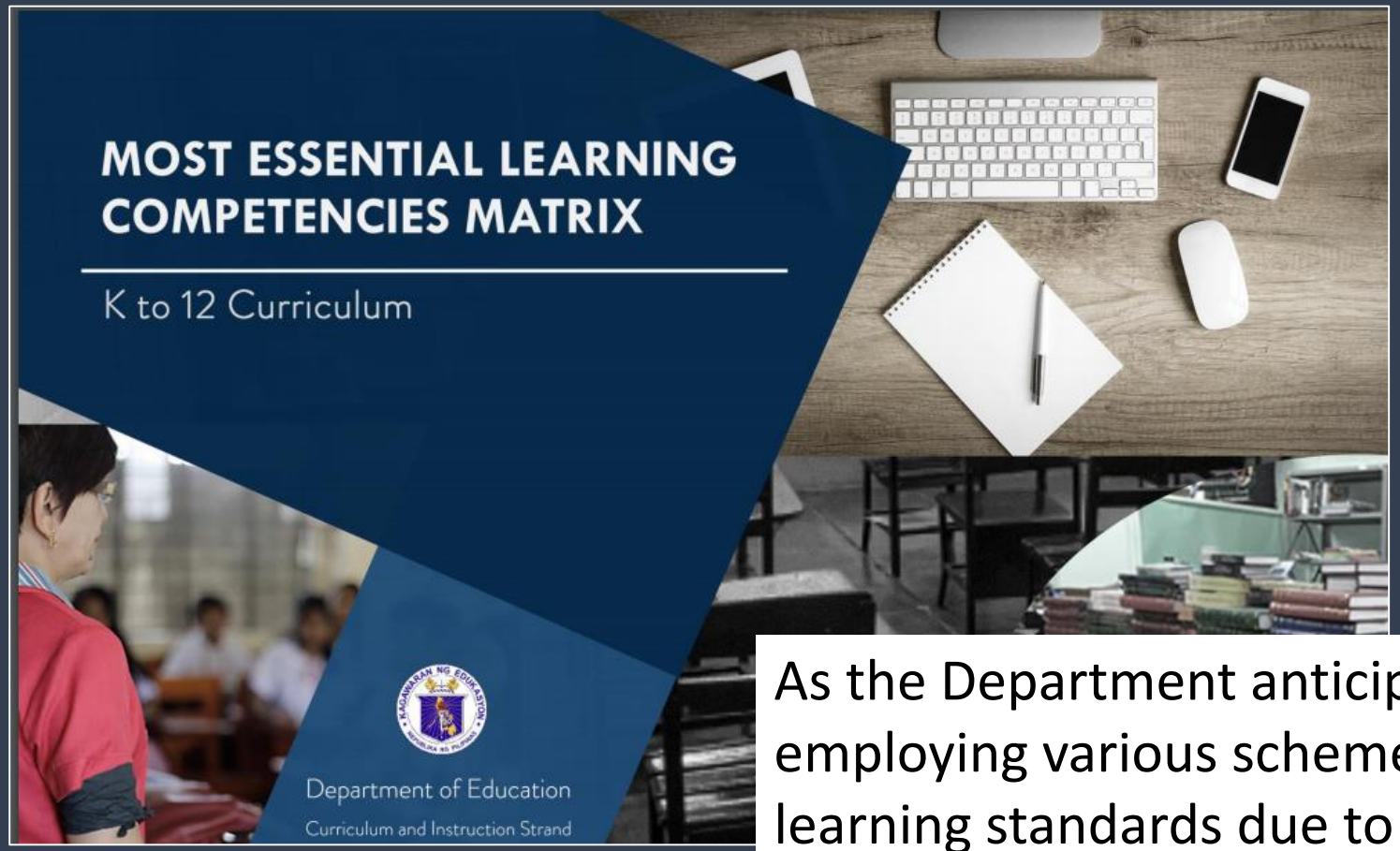
<u>These standards are further represented as learning competencies</u> which are the knowledge, skills and attitudes that students need to demonstrate in every lesson or learning activity.

MELCS: SCIENCE BRIEFER, p. 42

Characteristics of an Essential Learning Competency

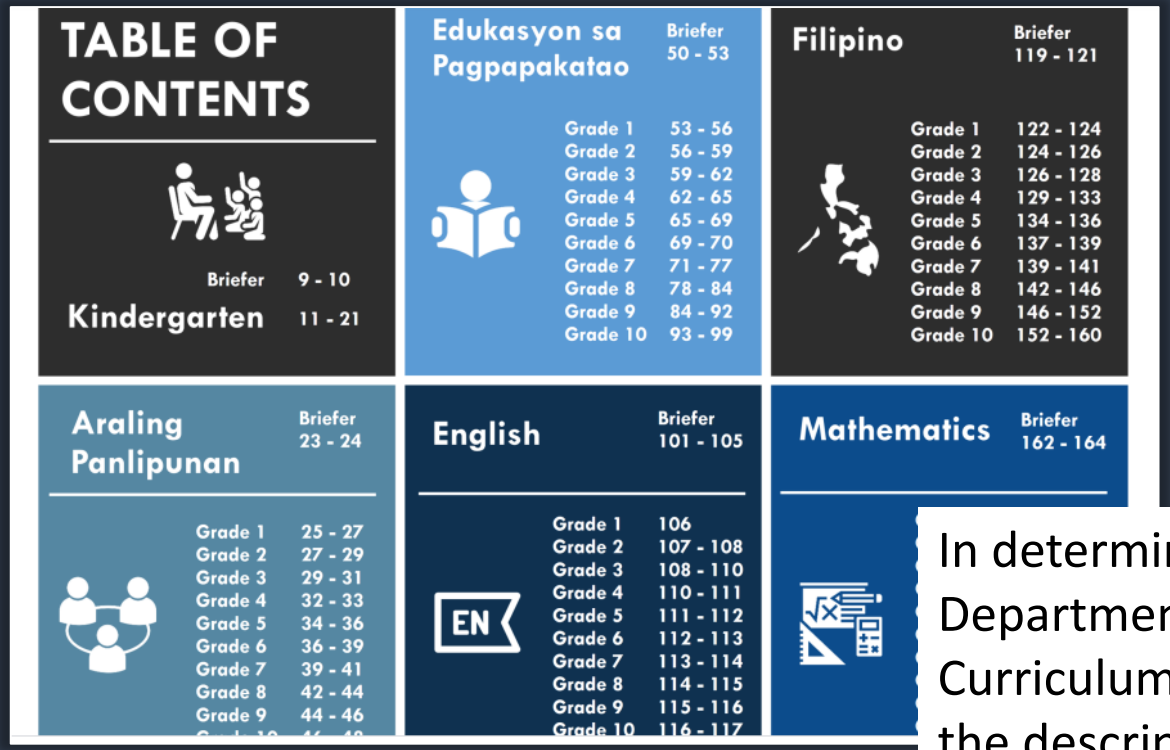
Learning competency is *ESSENTIAL* if …	1. it is aligned with national, state, and/or local standards/ frameworks (eg: 'scientifically literate Filipinos'). 2. it connects the content to higher concepts across content areas. 3. it is applicable to real-life situations. 4. If students left school after 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



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



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).

GUIDELINES ON THE USE OF THE MELCS, p. 3

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.

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

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.

A

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.

L

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. ■

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SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

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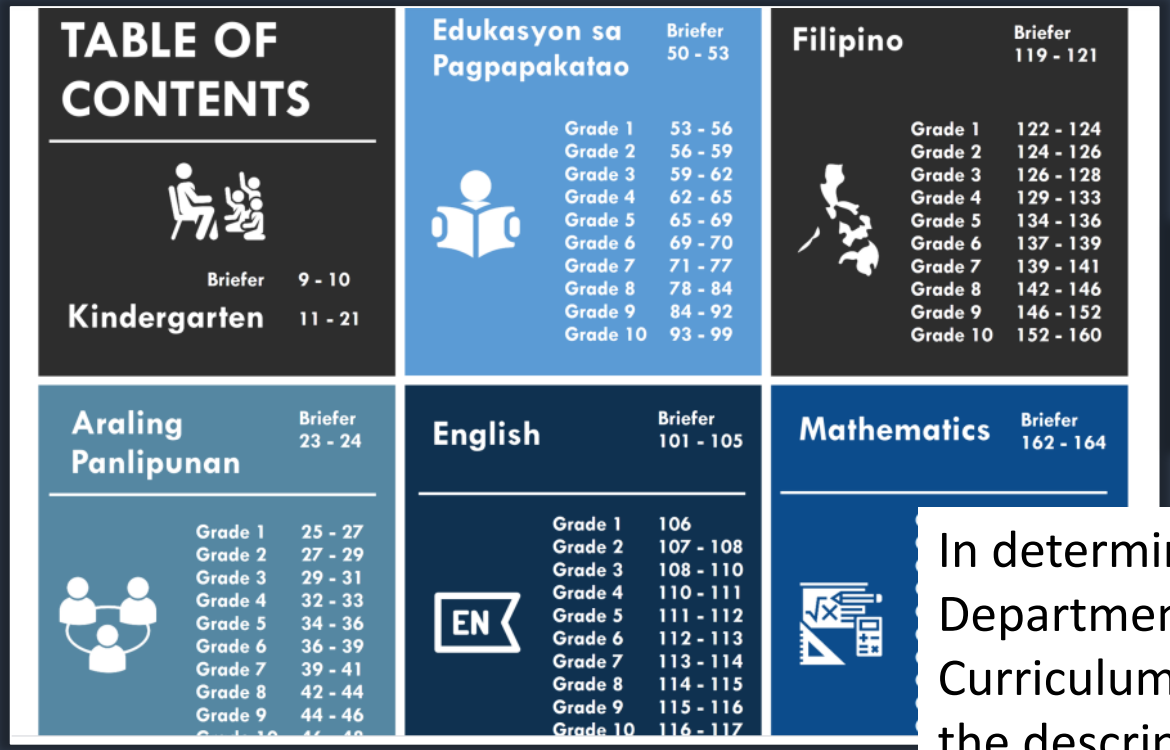
FROM DEPED CURRICULUM GUIDE (CG)

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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TRANSFER OF LEARNING TO REAL LIFE

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).

GUIDELINES ON THE USE OF THE MELCS, p. 3

Certification Assessment Instrument

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

IN THE LEARNING PLAN, WE WILL SEE…

Standards stated at start of plan.

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

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

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

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

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

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

TABLE OF CONTENTS

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**

EPP/TLE

EPP		
	Grade 4	399 - 403
	Grade 5	403 - 406
TLE		
	Grade 6	407 - 414
	Grade 7/8	415 - 469
	Grades 9-12	469 - 498

The identified MELCs preserve the main objective of **Edukasyong Pantahanan at Pangkabuhayan (EPP)** which is to *enable the learners acquire technical knowledge, skills and values* in the four components mentioned above while **Technology and Livelihood Education (TLE)** is to make the *learners technologically proficient that may lead them to pursue a career or livelihood training*.

The identified MELCs in EPP/TLE are intended only for School Year 2020-2021 to accommodate the necessary adjustment due to the shortened academic year.

The curriculum was not revised and the identified MELCs are LIFTED from the existing CGs

GUIDING OUR TEACHERS: A Briefer on Using the EPP/TLE MELCs, p45

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

2. Combining the learning competencies to simplify the teaching days without omitting the value of the skill or concept	**LO 1. Select and [illegible] farm tools** 1.1 Identify far[illegible]ools 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 **LO 2. Select farm equipment**	**LO 1. Select and [illegible] farm tools and equipment*** 1.1 Identify farm too[illegible]nd equipment according to use 1.2 Conduct pre-operation check-up in line with the manufacturer's manual

	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	1.3 Use appropriate tools and equipment for the job requirement according to manufacturer's specifications and instructions

7. ALIGN WITH UNIT PERFORMANCE STANDARD

GRADE LEVEL: 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Computer Systems Servicing) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
LESSON 1: USING AND MAINTAINING HAND TOOLS (UHT)					
0	The learners demonstrate an understanding of the use of hand tools and equipment for computer systems servicing	The learners shall be able to use hand tools and equipment for computer systems servicing	**LO 1. Plan and prepare for tasks to be undertaken** 1.1 Identify tasks to be undertaken properly 1.2 Identify and select appropriate hand tools according to the task requirements	1 Week	**TLE_IACSS9-12UHT-IIIa-17**
			LO 2. Prepare hand tools 2.1 Check appropriate hand tools for proper operation and safety 2.2 Identify and mark unsafe or faulty tools for repair according to standard company procedure		**TLE_IACSS9-12UHT-IIIb-18**
			LO 3. Use appropriate hand tools and test equipment 3.1 Use tools according to tasks undertaken. 3.2 Observe all safety procedures in using tools at all times and use appropriate		**TLE_IACSS9-12UHT-IIIc-19**

7. ALIGN WITH UNIT PERFORMANCE STANDARD

GRADE LEVEL: 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Computer Systems Servicing) (40 hours)

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
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			LO 3. Use appropriate hand tools and test equipment 3.1 Use tools according to tasks undertaken. 3.2 Observe all safety procedures in using tools at all times and use appropriate		TLE_IACSS9-12UHT-IIIc-19

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

CONTENT STANDARD

PERFORMANCE STANDARD

LESSON 2: PERFORMING COMPUTER OPERATIONS (PCO)					
0	The learners demonstrate and understanding of concepts and underlying principles in performing computer operations	The learners shall be able to perform computer operations based on a given tasks 	**LO 1. Plan and prepare for task to be undertaken** 1.1 Determine requirements of task in accordance with the required output 1.2 Select appropriate hardware and software according to task assigned and required outcome 1.3 Plan a task to ensure that OSH guidelines and procedures are followed 1.4 Follow client-specific guidelines and procedures 1.5 Apply required data security guidelines in accordance with existing procedures	2 weeks	TLE_IACSS9-12PCO-Ic-d-4
			LO 2. Input data into computer 2.1 Enter the data into the computer using appropriate program/application in accordance with company procedures 2.2 Check the accuracy of information and save the information in accordance with standard operating procedures 2.3 Store inputted data is in storage media according to requirements 2.4 Perform work within ergonomic guidelines		TLE_IACSS9-12PCO–Id-e-5
			LO 3. Access information using computer		TLE_IACSS9-[illegible]CO-Ie-f-6

ALIGNMENT OF STANDARDS AND COMPETENCIES?

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

CONTENT STANDARD

PERFORMANCE STANDARD

LESSON 2: PERFORMING COMPUTER OPERATIONS (PCO)					
0	The learners demonstrate and understanding of concepts and underlying principles in performing computer operations	The learners shall be able to perform computer operations based on a given tasks	**LO 1. Plan and prepare for task to be undertaken** 1.1 Determine requirements of task in accordance with the required output 1.2 Select appropriate hardware and software according to task assigned and required outcome 1.3 Plan a task to ensure that OSH guidelines and procedures are followed 1.4 Follow client-specific guidelines and procedures 1.5 Apply required data security guidelines in accordance with existing procedures	2 weeks	TLE_IACSS9-12PCO-Ic-d-4
			LO 2. Input data into computer 2.1 Enter the data into the computer using appropriate program/application in accordance with company procedures 2.2 Check the accuracy of information and save the information in accordance with standard operating procedures 2.3 Store inputted data is in storage media according to requirements 2.4 Perform work within ergonomic guidelines		TLE_IACSS9-12PCO–Id-e-5
			LO 3. Access information using computer 3.1 Select correct program/application based on job requirements		TLE_IACSS9-12PCO-Ie-f-6

7. ALIGN WITH UNIT PERFORMANCE STANDARD

GRADE LEVEL: 7/8
SUBJECT: TECHNOLOGY AND LIVELIHOOD EDUCATION
COMPONENT: Information and Communication Technology (Computer Systems Servicing) (40 hours)

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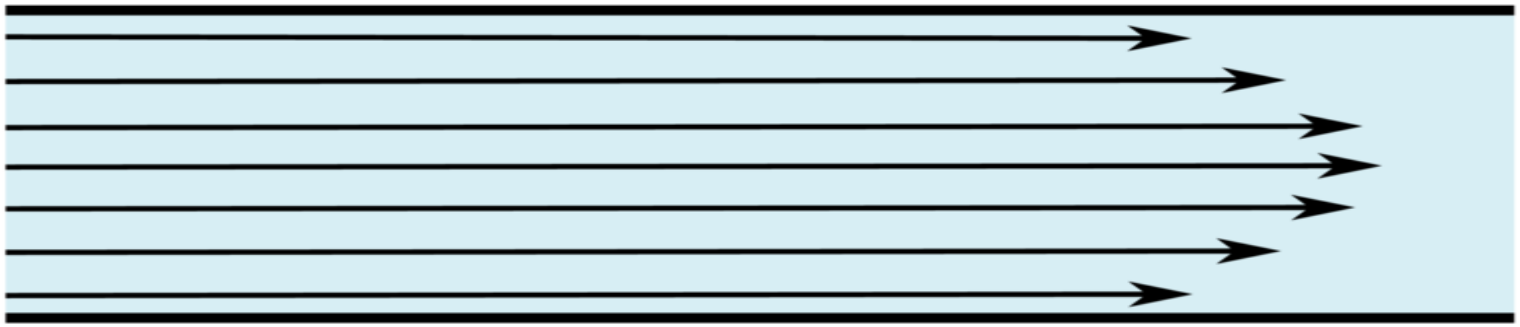
			LO 2. Prepare hand tools 2.1 Check appropriate hand tools for proper operation and safety 2.2 Identify and mark unsafe or faulty tools for repair according to standard company procedure		TLE_IACSS9-12UHT-IIIb-18
			LO 3. Use appropriate hand tools and test equipment 3.1 Use tools according to tasks undertaken. 3.2 Observe all safety procedures in using tools at all times and use appropriate		TLE_IACSS9-12UHT-IIIc-19

Given these gaps, how do we align standards and competencies to ensure transfer to real life or endurance for lifelong learning? What process can be done?

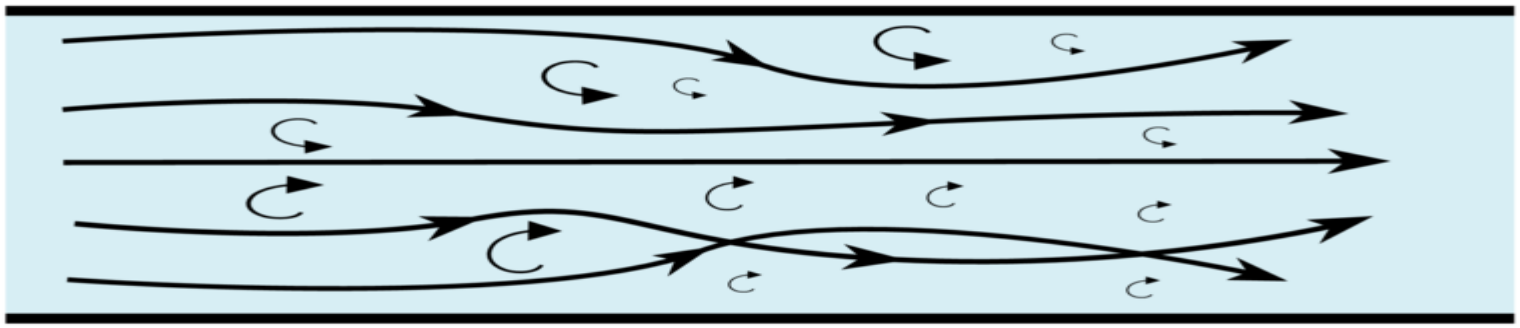
STREAMLINING THE TEACHING AND LEARNING OF THE K12 CURRICULUM

https://www.pinterest.ph/pin/26880928995351324/?autologin=true

laminar flow



turbulent flow

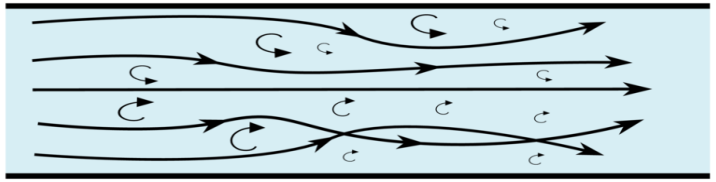


Fluid particles follow a smooth path in layers or laminae with each layer moving parallel to each other without mixing; has visible stream lines

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

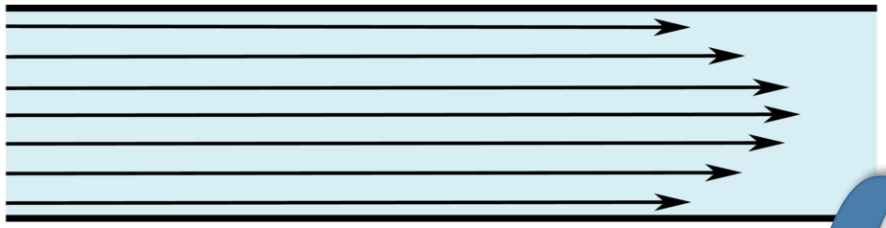
PROGRAM STANDARD: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

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.

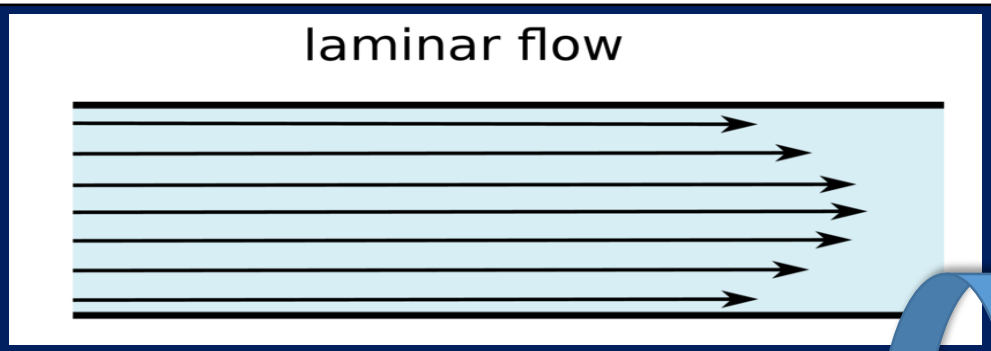
WEEK	READING COMPREHENSION	LISTENING COMPREHENSION	VIEWING COMPREHENSION	VOCABULARY DEVELOPMENT	LITERATURE	WRITING AND COMPOSITION	ORAL LANGUAGE AND	GRAMMAR AWARENESS
1	**EN7RC-I-a-7:** Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose **EN7SS-I-a-1.5.2:** **Scan** for specific information.	**EN7LC-I-a-5:** Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning. **EN7LC-I-a-5.1:** Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-a-5.2:** Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning.	**EN7VC-I-a-8:** Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed.	**EN7V-I-a-22:** Distinguish between slang and colloquial expressions in conversations. **EN7V-I-a-22.1:** Distinguish features of colloquial language (fillers, contractions, etc.) and slang.	**EN7LT-I-a-1:** Discover literature as a means of connecting to a significant past. **EN7LT-I-a-2:** Describe the different literary genres during the pre-colonial period. **EN7LT-I-a-2.1:** Identify the distinguishing features of proverbs, myths, and legends.	**EN7WC-I-a-4:** Distinguish between oral and written language use **EN7WC-I-a-4.1:** Recognize the common purposes for writing	**EN7F-I-a-3.11:** Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc. **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.	**EN7G-I-a-11:** Observe correct subject-verb agreement.



SAM[illegible] DIARY CURRICULUM [illegible]AP

SCIENCE GRADE 6

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



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

SAM[illegible] DIARY CURRICULUM [illegible]AP

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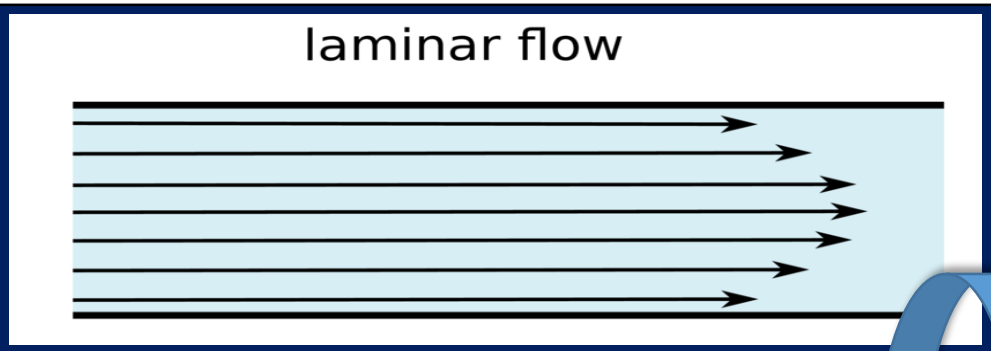

BENEFITS OF STREAMLINING:

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

SAM[illegible] DIARY CURRICULUM [illegible]AP

SCIENCE GRADE 6

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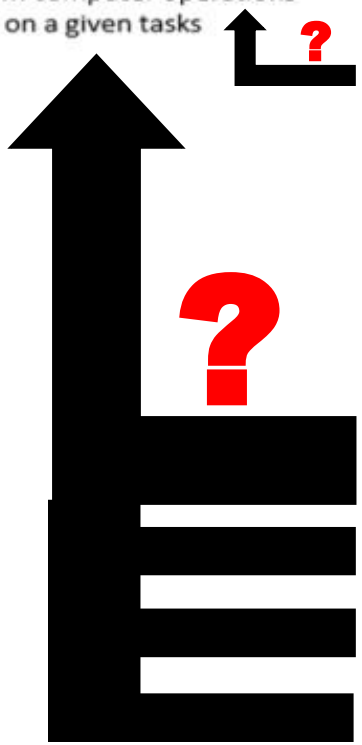
PEAC CERTIFICATION ASSESSMENT INSTRUMENT

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

CONTENT STANDARD

PERFORMANCE STANDARD

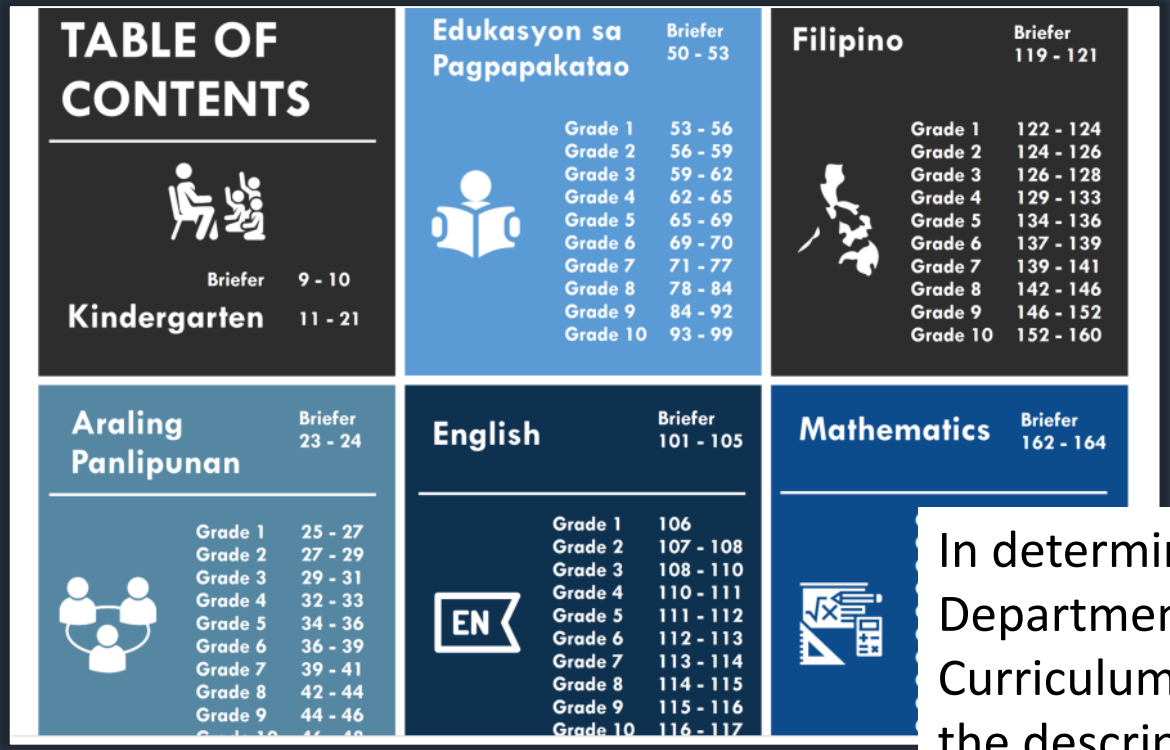
LESSON 2: PERFORMING COMPUTER OPERATIONS (PCO)					
0	The learners demonstrate and understanding of concepts and underlying principles in performing computer operations	The learners shall be able to perform computer operations based on a given tasks 	**LO 1. Plan and prepare for task to be undertaken** 1.1 Determine requirements of task in accordance with the required output 1.2 Select appropriate hardware and software according to task assigned and required outcome 1.3 Plan a task to ensure that OSH guidelines and procedures are followed 1.4 Follow client-specific guidelines and procedures 1.5 Apply required data security guidelines in accordance with existing procedures	**2 weeks**	**TLE_IACSS9-12PCO-Ic-d-4**
			LO 2. Input data into computer 2.1 Enter the data into the computer using appropriate program/application in accordance with company procedures 2.2 Check the accuracy of information and save the information in accordance with standard operating procedures 2.3 Store inputted data is in storage media according to requirements 2.4 Perform work within ergonomic guidelines		**TLE_IACSS9-12PCO–Id-e-5**
			LO 3. Access information using computer 3.1 Select correct program/application based on job requirements 3.2 Access program/application containing the information required according to company procedures		**TLE_IACSS9-12PCO-Ie-f-6**

LAMINAR OR TURBULENT FLOW?

STREAMLINING BY:

<u>TECHNIQUE A</u>. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

<u>TECHNIQUE B.</u> IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

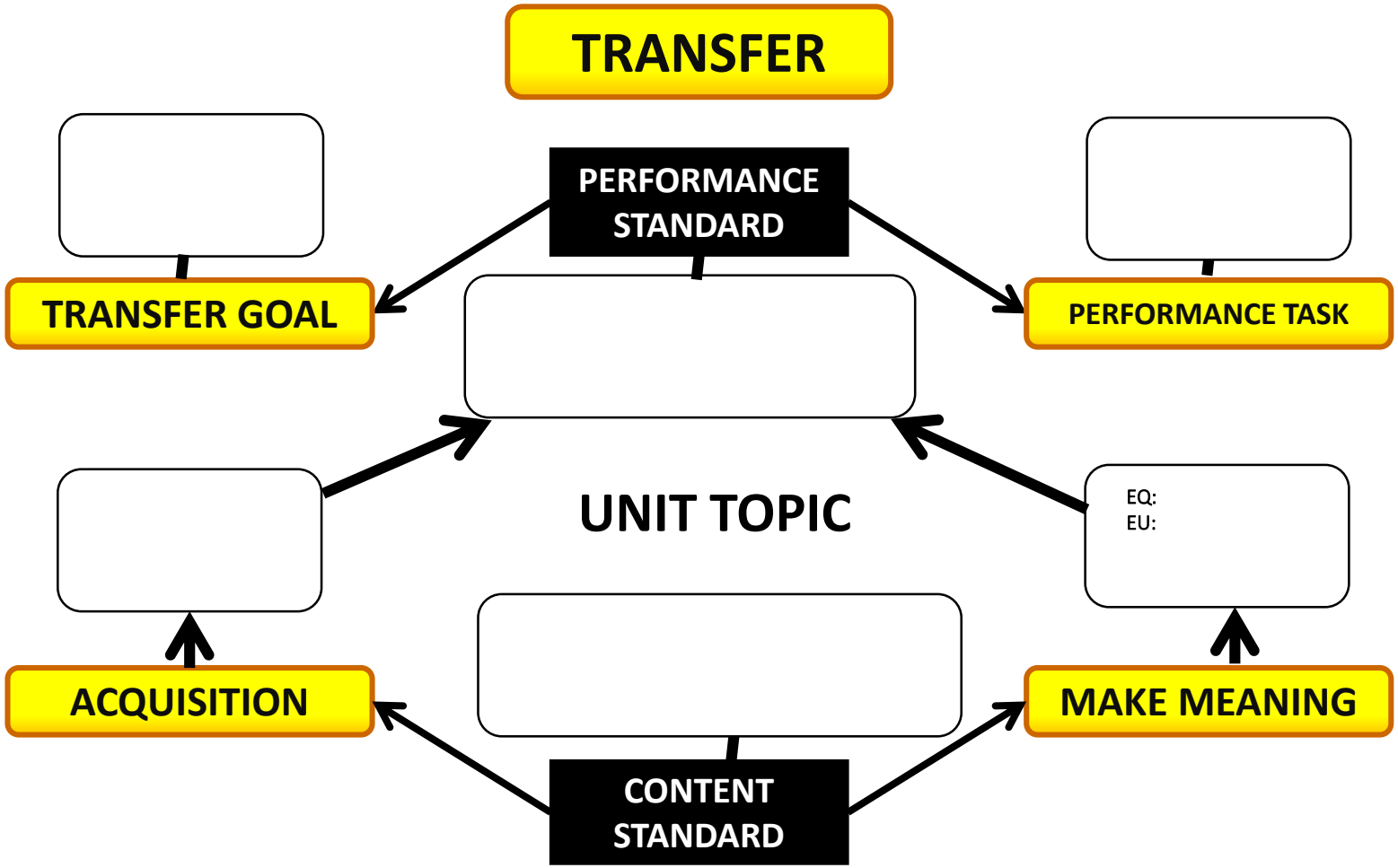


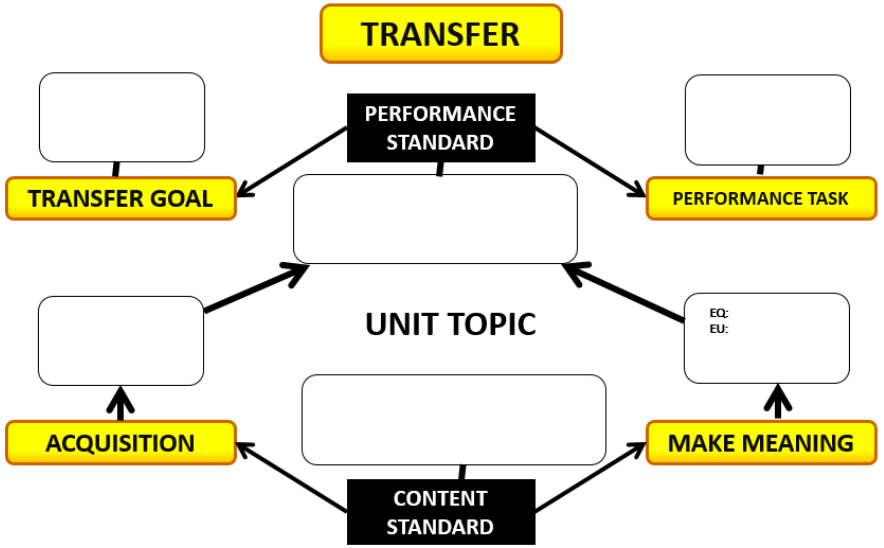
ALIGNMENT WITH PERFORMANCE STANDARD

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).

GUIDELINES ON THE USE OF THE MELCS, p. 3

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD





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).

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM7-12-00-1
Market (customer) 1. Key concepts in iden and understanding t consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			gh	TLE_EM7-12-00-2

Grade 7/8 Q1 has 20 COMPETENCIES

LAMINAR OR TURBULENT FLOW?

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
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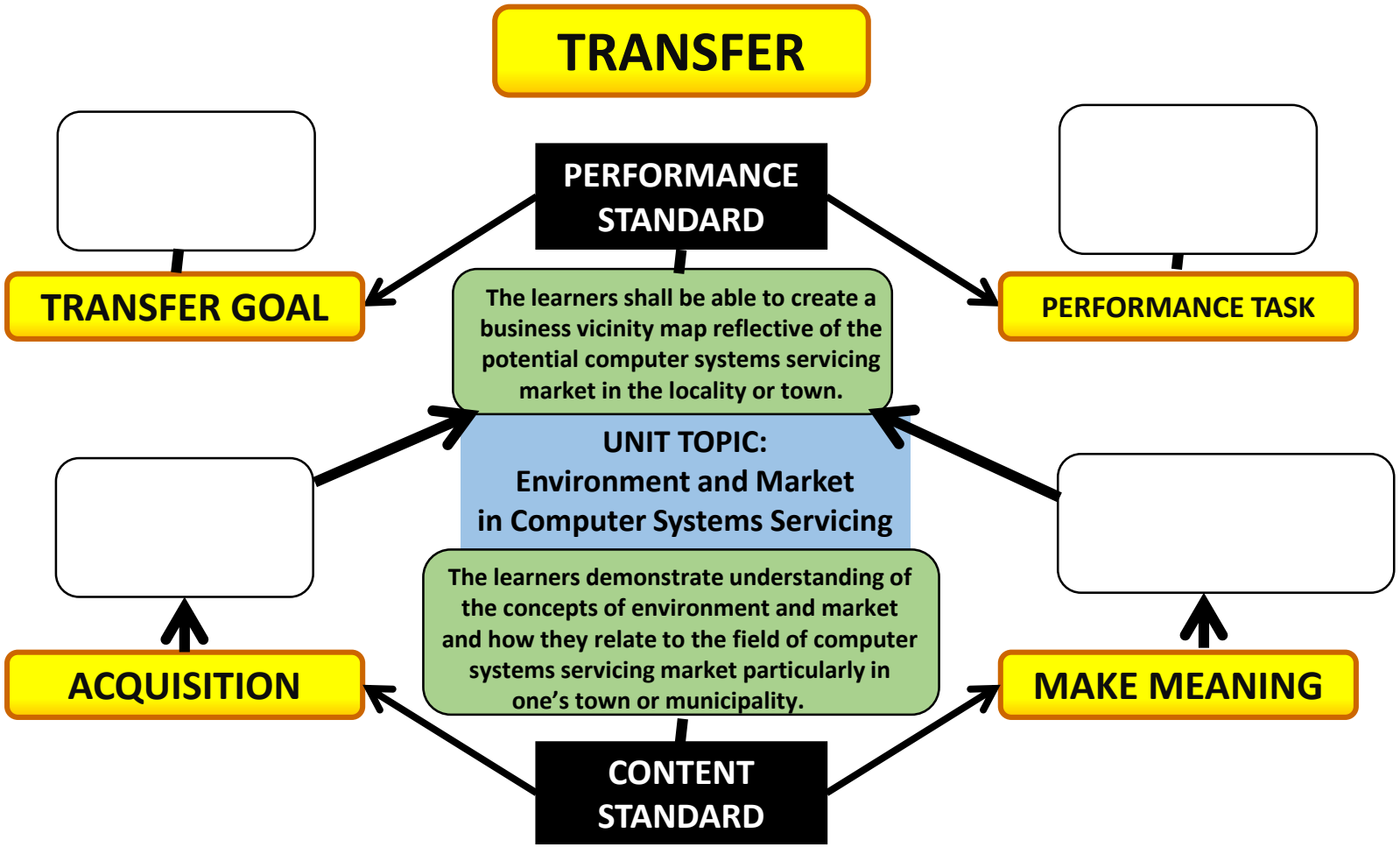
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			**LO 2. Recognize the potential customer/ market in computer systems servicing** 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.1 Conduct consumer/market analysis	**TLE_EM7-12-00-2**

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



1 PERFORMANCE STANDARD

*The learners should be able to create a **business vicinity map** reflective of the potential computer systems servicing market in the locality or town.*

2 TRANSFER GOAL

*The learners shall be able to **create an online business vicinity map** to identify business opportunities in a given locality.*

3 PERFORMANCE TASK

You and two of your friends plan to open a computer shop and service center. With the immediate purpose of identifying possible locations for putting up this business in your city, you decide to create a business vicinity map.

*Eventually, this can be viewed by netizens online. You are to create a Jumpshare account (jumpshare.com.) and have the **online business vicinity map** uploaded there, and shared online using social media. Look for users from ASEAN countries and invite them to have a look at your **online vicinity map**. Have them post their comments, suggestions and ideas to enhance the **vicinity map.***

*To create an **online business vicinity map**, each of you will play one of the following roles: researcher, map maker, and social media manager.*

*The **online business vicinity map** should have clear map features, accurate labels, an attractive design, and is compatible to work in appropriate applications (e.g. platforms, browsers)*

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

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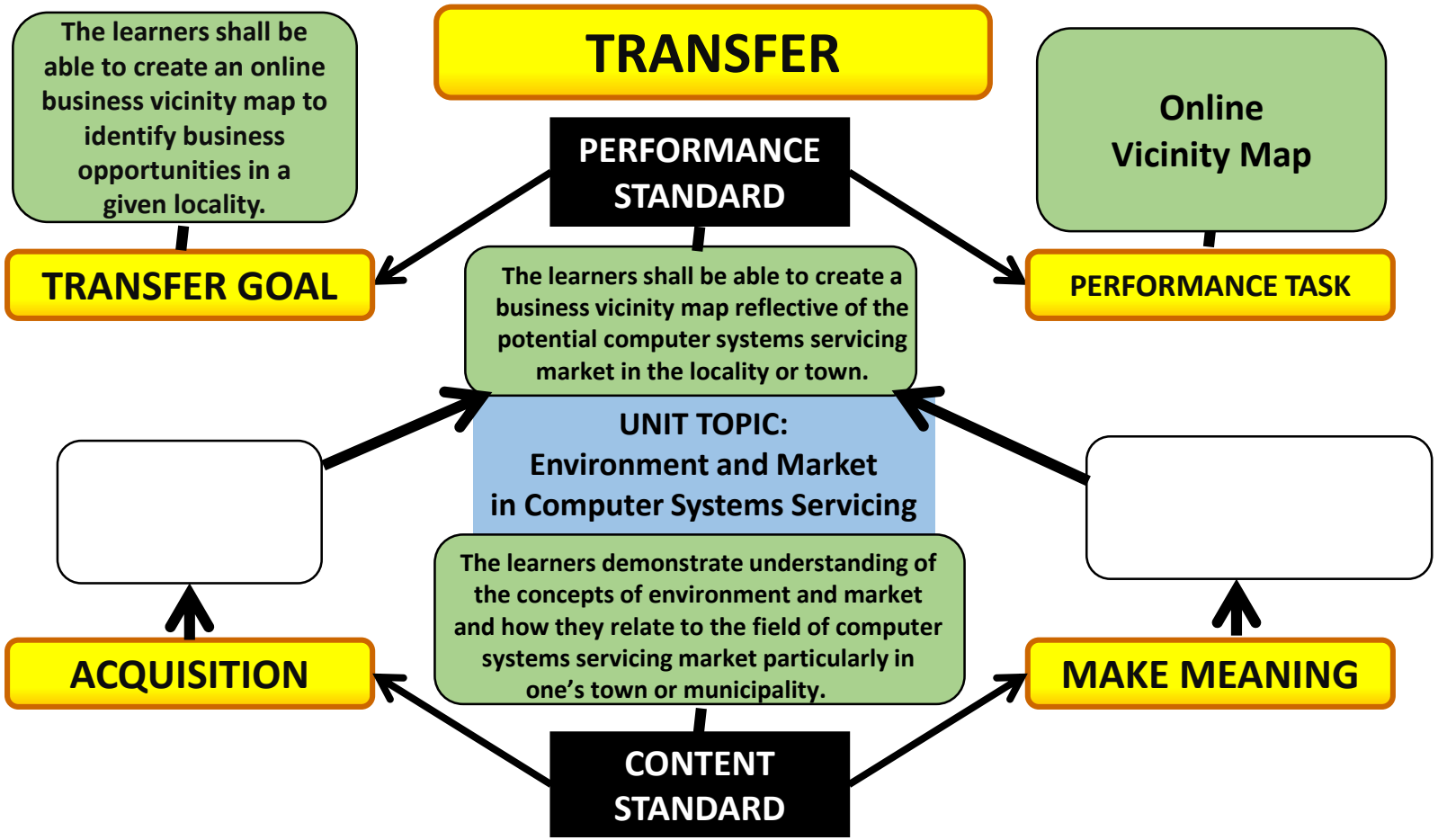

K to 12 BASIC EDUCATION CURRICULUM
INFORMATION AND COMMUNICATIONS TECHNOLOGY - COMPUTER SYSTEMS SERVICING (NCII)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	**TLE_EM7-12-00-1**
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			**LO 2. Recognize the potential customer/ market in computer systems servicing** 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.1 Conduct consumer/market analysis	**TLE_EM7-12-00-2**

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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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Generating business ideas 1.1 Key concepts in generating business ideas 1.2 Knowledge, skills, passions, and interests 1.3 New applications 1.4 Irritants 1.5 Striking ideas (new concepts) 1.6 Serendipity Walk			**LO 3. Create new business ideas in computer systems servicing by using various techniques** 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes 3.2 Generate business ideas using product innovation from irritants, trends, and emerging needs 3.3 Generate business ideas using Serendipity Walk X	TLE_EM7-12-00-3
1. Product development 2. Key concepts in developing a product 3. Finding Value 4. Innovation 4.1 Unique Selling Proposition (USP)	The learners demonstrate an understanding of concepts of environment and market and how they relate to computer systems servicing, particularly in one's town/municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market within the locality/town	**LO 4. Develop a product/service in computer systems servicing** 4.1 Identify what is of "value" to the customer X 4.2 Identify the customer 4.3 Explain what makes a product unique and competitive X 4.4 Apply creativity and innovative techniques to develop marketable product 4.5 Employ a USP to the product/service	TLE_EM7-12-00-4
1. Selecting business idea 2. Key concepts in selecting a business idea 2.1 Criteria Techniques			**LO 5. Select a business idea based on the criteria and techniques set** 5.1 Enumerate various criteria and steps in selecting a business idea 5.2 Apply the criteria/steps in selecting a viable business idea 5.3 Determine a business idea based on the criteria/techniques set	TLE_EM7-12-00-5

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.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Branding			**LO 6. Develop a brand for the product** 6.1 Identify the benefits of having a good brand 6.2 Enumerate recognizable brands in the town/province 6.3 Enumerate criteria for developing a brand 6.4 Generate a clear appeal	**TLE_EM7-12-00-6**

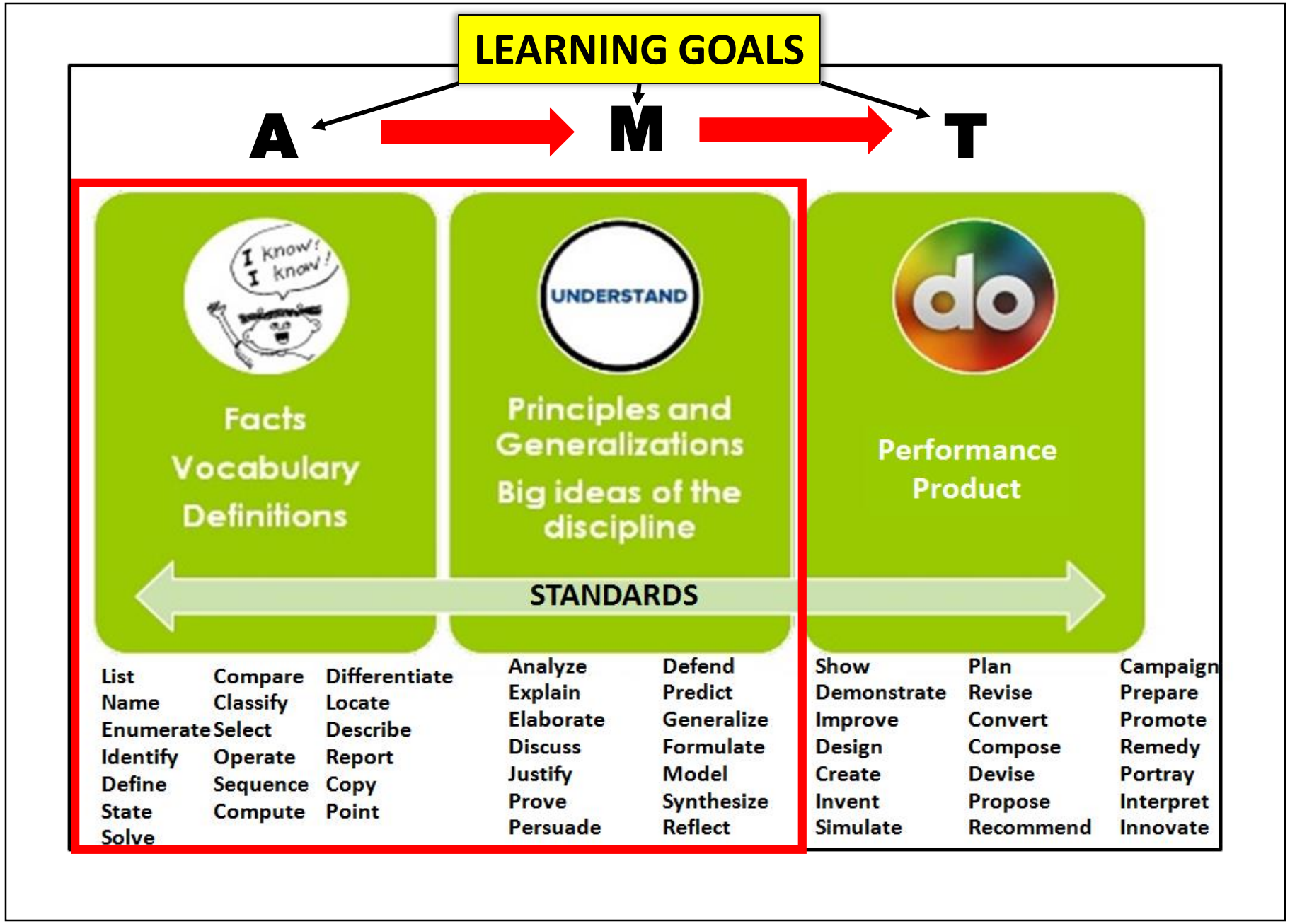
X

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	**TLE_EM7-12-00-1**
Market (customer) 1. Key concepts in identif and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey				**TLE_EM7-12-00-2**

Grade 7/8 Q1 has ~~20~~ 15 CORE COMPETENCIES* (v1)
(other LCs were removed and subsumed with other LCs)

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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	**TLE_EM7-12-00-1**
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			**LO 2. Recognize the potential customer/ market in computer systems servicing** 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.1 Conduct consumer/market analysis	**TLE_EM7-12-00-2**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Analyze
Explain
Elaborate
Discuss
Justify
Prove
Persuade
Defend
Predict
Generalize
Formulate
Model
Synthesize
Reflect
Show
Demonstrate
Improve
Design
Create
Invent
Simulate
Plan
Revise
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Compose
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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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** **A** 1.1 Identify the players/ competitors within town 1.2 Identify the different products/services available in the market **A**	**TLE_EM7-12-00-1**
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			**LO 2. Recognize the potential custome market in computer systems servicing** **A** 2.1 Profile potential customers ~~2.2 Identify the customer's needs and wants through consumer analysis~~ 2.1 Conduct consumer/market analysis	**TLE_EM7-12-00-2**

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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Generating business ideas 1.1 Key concepts in generating business ideas 1.2 Knowledge, skills, passions, and interests 1.3 New applications 1.4 Irritants 1.5 Striking ideas (new concepts) 1.6 Serendipity Walk			**LO 3. Create new business ideas in computer systems servicing by using various techn** 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes 3.2 Generate business ideas using product innovation from irritants, trends, and emerging needs ~~3.3 Generate business ideas using Serendipity Walk~~	TLE_EM7-12-00-3 **M**
1. Product development 2. Key concepts in developing a product 3. Finding Value 4. Innovation 4.1 Unique Selling Proposition (USP)	The learners demonstrate an understanding of concepts of environment and market and how they relate to computer systems servicing, particularly in one's town/municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market within the locality/town	**LO 4. Develop a product/service in computer systems servicing** 4.1 Identify what is of "value" to the custome ~~4.2 Identify the customer~~ ~~4.3 Explain what makes a product unique and competitive~~ 4.4 Apply creativity and innovative techniques develop marketable product 4.5 Employ a USP to the product/service	TLE_EM7-12-00-4 **A** **M**
1. Selecting business idea 2. Key concepts in selecting a business idea 2.1 Criteria Techniques			**LO 5. Select a business idea based on th criteria and techniques set** 5.1 Enumerate various criteria and steps in se a business idea 5.2 Apply the criteria/steps in selecting a viab business idea 5.3 Determine a business idea based on the criteria/techniques set	TLE_EM7-12-00-5 **A** **M** **M**

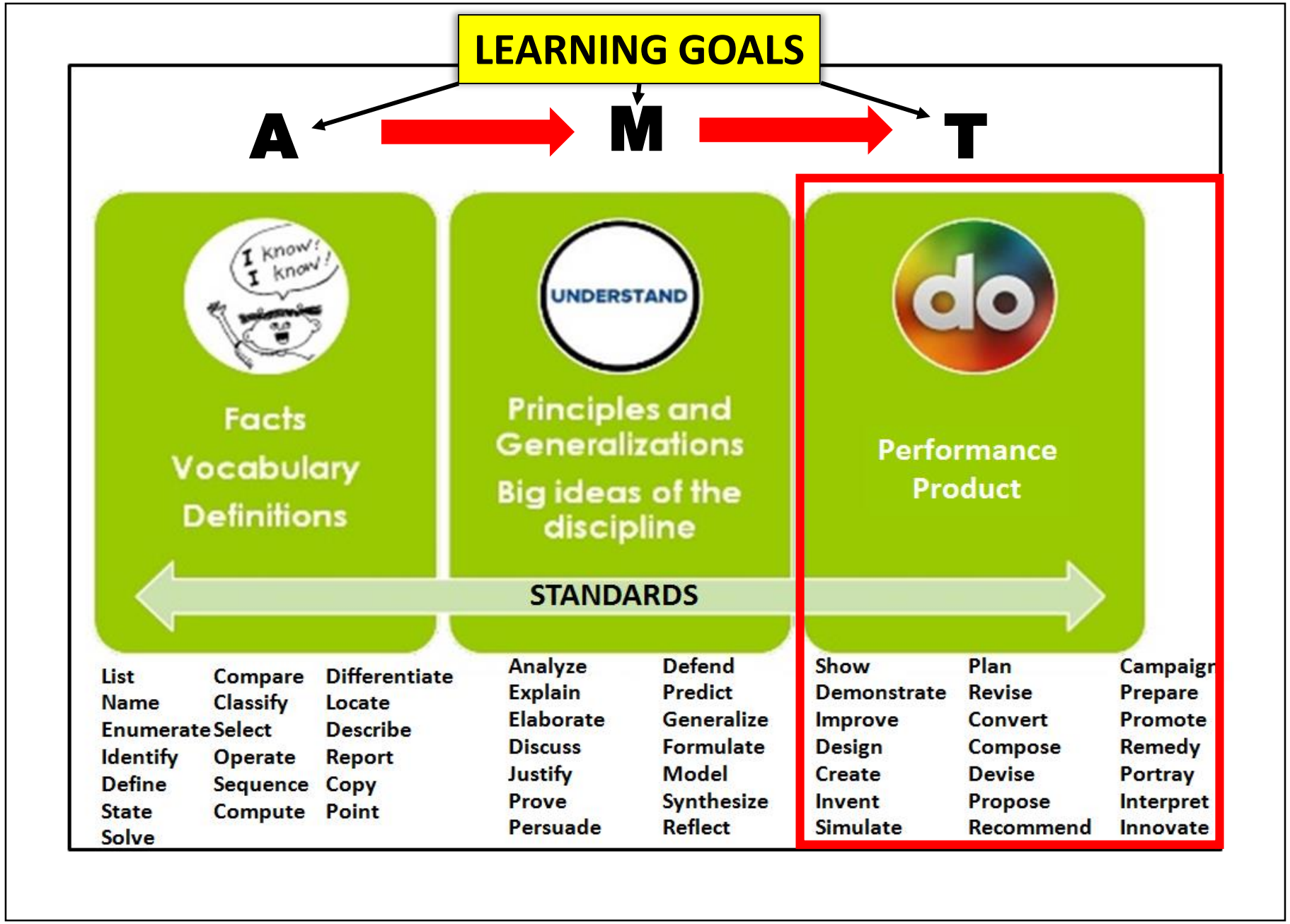
STEP 4: Classify the remaining unit competencies in terms of AMT Learning Goals. A and M are matched with Content Standard and T with Performance Standard. *Unpack when needed.*

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Branding	The learners demonstrate an understanding of concepts of environment and market and how they relate to computer systems servicing, particularly in one's town/municipality		**LO 6. Develop a brand for the product** 6.1 Identify the benefits of having a good bra **A** ~~6.2 Enumerate recognizable brands in the town/province~~ 6.3 Enumerate criteria for developing a brand **A** 6.4 Generate a clear appeal	**TLE_EM7-12-00-6**

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 STANDARDS: The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality.	
TLE_EM7-12-00-1	LO1. Recognize and understand the market in computer systems servicing
	1.1 Identify the players/competitors within the town **(A)**
	1.2 Identify the different products/services available in the market **(A)**
TLE_EM7-12-00-2	LO2. Recognize the potential customer/market in computer systems servicing
	2.1 Profile potential customers **(A)**
TLE_EM7-12-00-3	LO3. Create new business ideas in computer systems servicing by using various techniques
	3.1 Explore ways of generating business ideas from ones' own characteristics/attributes **(M)**
TLE_EM7-12-00-4	LO4. Develop a product/service in computer systems servicing
	4.1 Identify what is of "value" to the customer **(A)**
	4.2 Apply creative and innovative techniques to develop marketable product **(M)**
TLE_EM7-12-00-5	LO5. Select a business idea based on the criteria and techniques set
	5.1 Enumerate the various criteria and steps in selecting a business idea **(A)**
	5.2 Apply the criteria /steps in selecting a viable business idea **(M)**
	5.3 Determine a business idea based on the criteria/techniques set **(M)**
TLE_EM7-12-00-6	LO6. Develop a brand for the product
	6.1 Identify the benefits of having a good brand **(A)**
	6.2 Enumerate criteria for developing a brand **(A)**

A-7
M-4
11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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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within town **A** 1.2 Identify the different products/services available in the market **A**	**TLE_EM7-12-00-1**
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			**LO 2. Recognize the potential customer market in computer systems servicing** **A** 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.1 Conduct consumer/market analysis **T**	**TLE_EM7-12-00-2**

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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Generating business ideas 1.1 Key concepts in generating business ideas 1.2 Knowledge, skills, passions, and interests 1.3 New applications 1.4 Irritants 1.5 Striking ideas (new concepts) 1.6 Serendipity Walk			**LO 3. Create new business ideas in comp systems servicing by using various techn** M 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes 3.2 Generate business ideas using product innovation from irritants, trends, and eme needs T ~~3.3 Generate business ideas using Serendipity Walk~~	TLE_EM7-12-00-3
1. Product development 2. Key concepts in developing a product 3. Finding Value 4. Innovation 4.1 Unique Selling Proposition (USP)	The learners demonstrate an understanding of concepts of environment and market and how they relate to computer systems servicing, particularly in one's town/municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market within the locality/town	**LO 4. Develop a product/service in comp systems servicing** A 4.1 Identify what is of "value" to the custome ~~4.2 Identify the customer~~ ~~4.3 Explain what makes a product unique and~~ competitive M 4.4 Apply creativity and innovative techniques develop marketable product 4.5 Employ a USP to the product/service T	TLE_EM7-12-00-4
1. Selecting business idea 2. Key concepts in selecting a business idea 2.1 Criteria Techniques			**LO 5. Select a business idea based on th criteria and techniques set** A 5.1 Enumerate various criteria and steps in se a business idea 5.2 Apply the criteria/steps in selecting a viab business idea M 5.3 Determine a business idea based on the criteria/techniques set M	TLE_EM7-12-00-5

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	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
1. Branding			**LO 6. Develop a brand for the product** A 6.1 Identify the benefits of having a good bra ~~6.2 Enumerate recognizable brands in the town/province~~ A 6.3 Enumerate criteria for developing a brand 6.4 Generate a clear appeal T	TLE_EM7-12-00-6

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.*

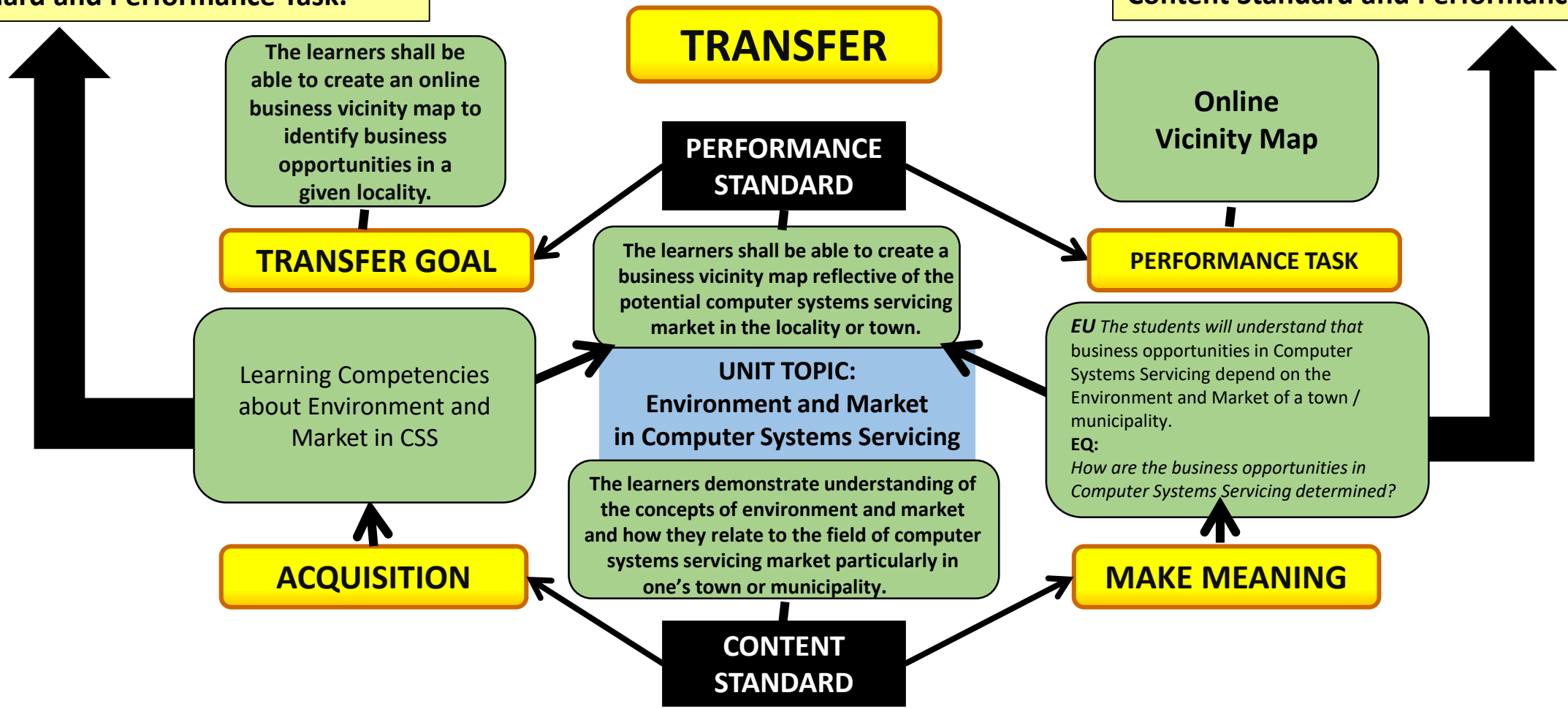
PERFORMANCE STANDARDS: The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town.	
TLE_EM7-12-00-2	LO2. Recognize the potential customer/market in computer systems servicing
	2.2 Conduct consumer /market analysis **(T)**
TLE_EM7-12-00-3	LO3. Create new business ideas in computer systems servicing by using various techniques
	3.2 Generate business ideas using product innovation from irritants, trends and emerging needs **(T)**
TLE_EM7-12-00-4	LO4. Develop a product/service in computer systems servicing
	4.3 Employ a Unique Selling Proposition (USP) to the product/service **(T)**
TLE_EM7-12-00-6	LO6. Develop a brand for the product
	6.3 Generate a clear appeal **(T)**

T-4

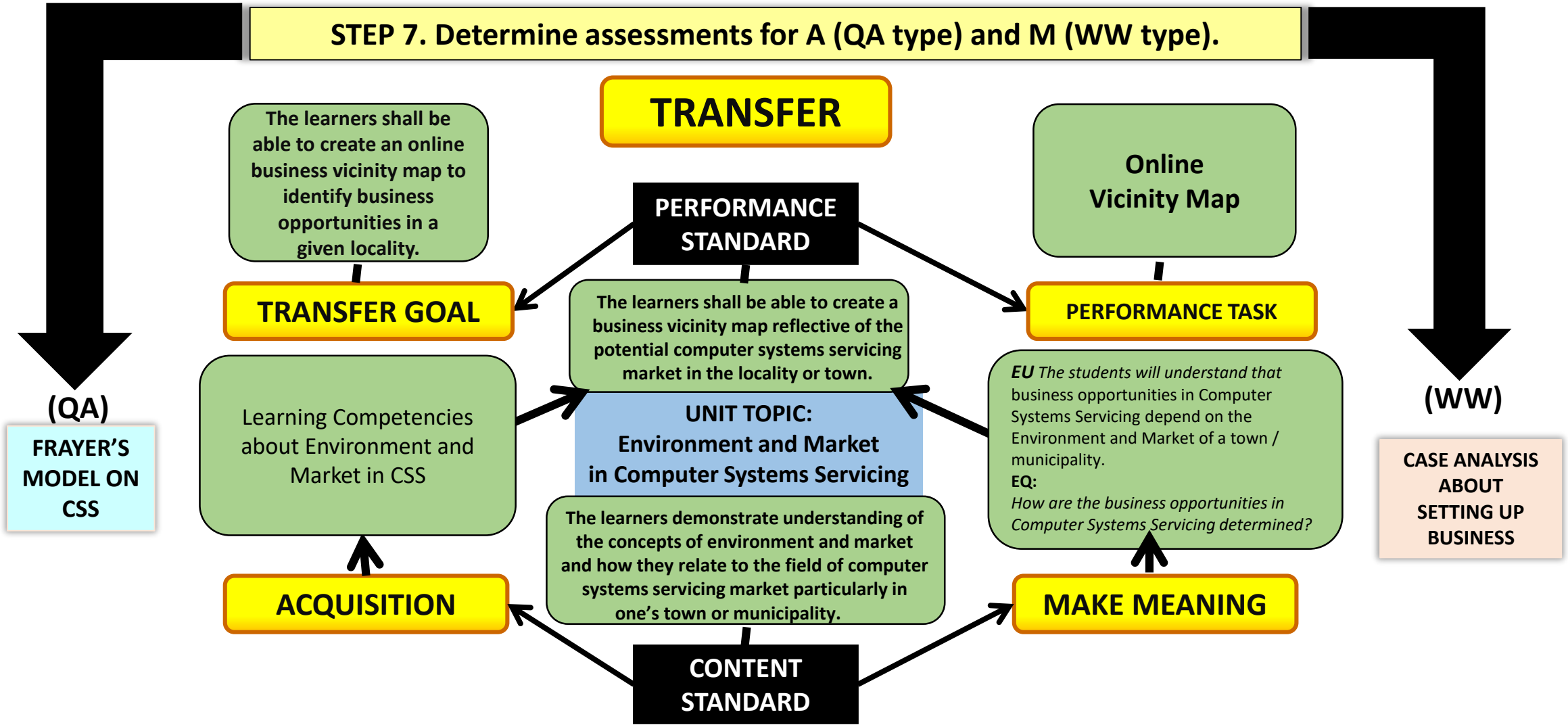
15 competencies = A-7, M-4, T-4

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).



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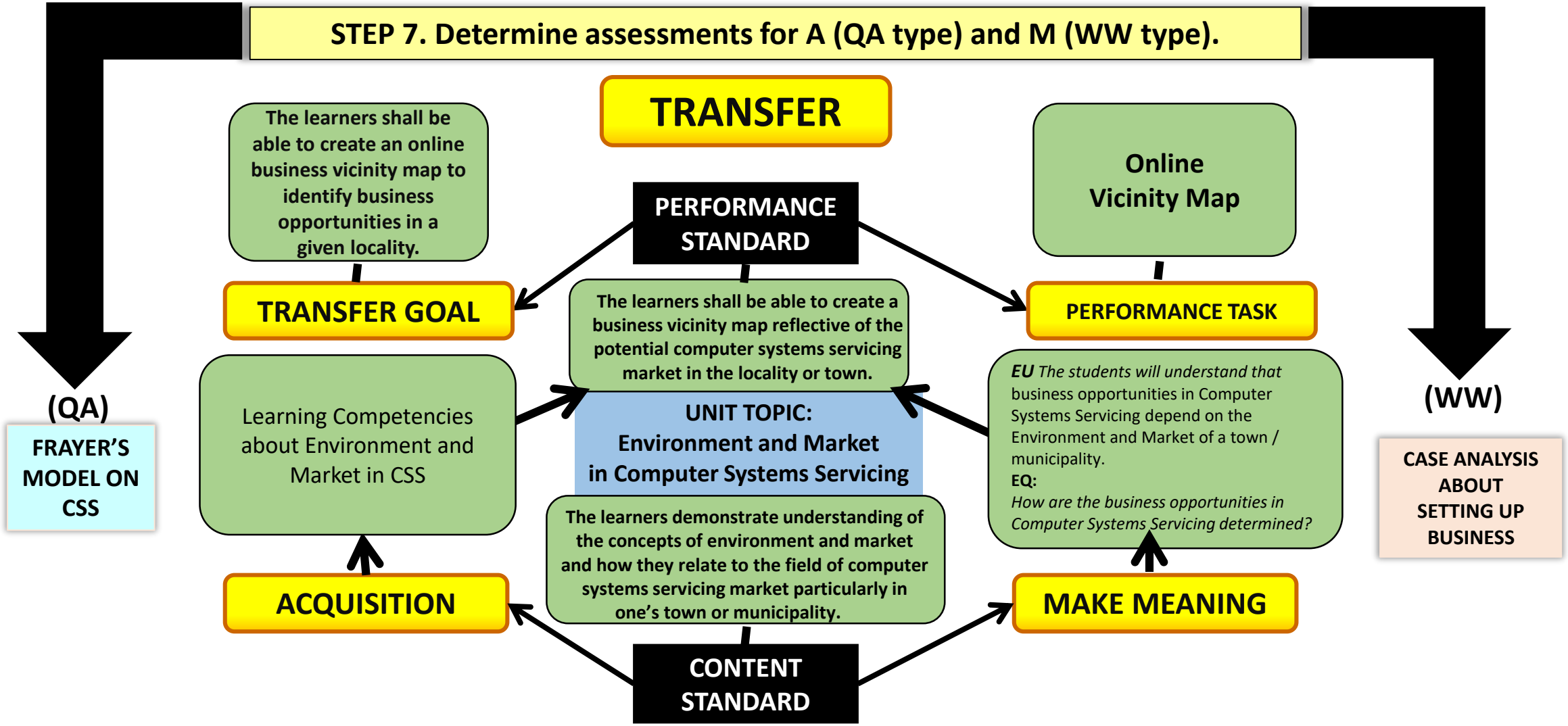
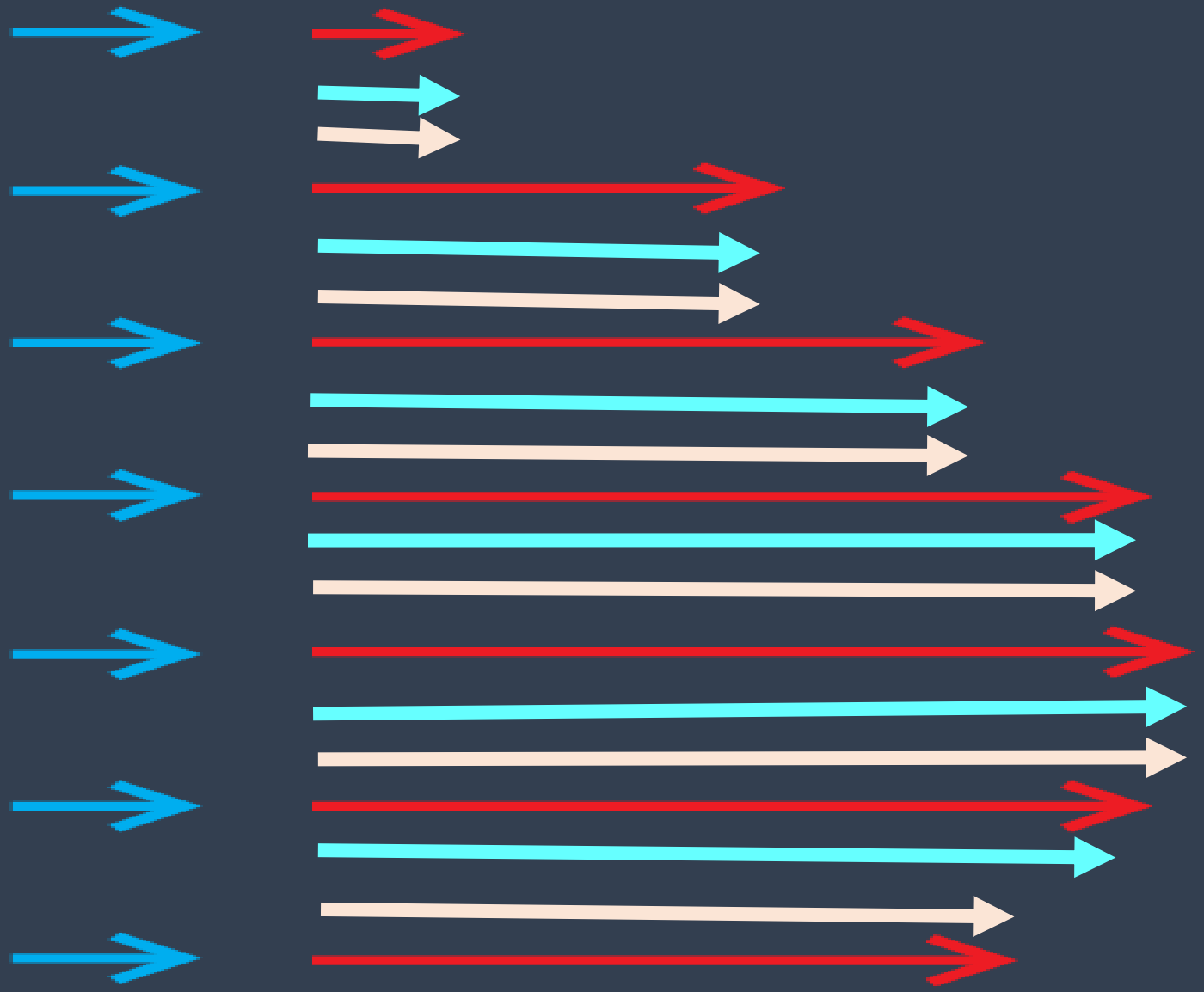


LAMINAR OR TURBULENT FLOW?



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

What are Power Standards/Competencies?

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

POWER COMPETENCIES

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

SUPPORTING COMPETENCIES

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

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

- ☑ **R**EADINESS
- ☑ **E**NDURANCE
- ☑ **A**SSESSMENT
- ☑ **L**EVERAGE

SUBJECT	1	2
ENGLISH	Identify Types of Modals	Explain Structure of Effective Persuasive Texts
FILIPINO	Use Graphic Organizers	Find the Main Idea
MATH	Find Area of Rhombus, Trapezoid, Parallelogram	Find Area of Rectangle or Triangle
ARALIN PANLIPUNAN	Record Oral Histories	Evaluate Historical Evidence
SCIENCE	Detect Bias in a Scientific Conclusion	Analyze and Evaluate Scientific Explanation

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

- ☑ READINESS
- ☑ ENDURANCE
- ☑ ASSESSMENT
- ☑ LEVERAGE

SUBJECT	1	2
ENGLISH	Identify Types of Modals	Explain Structure of Effective Persuasive Texts
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ARALIN PANLIPUNAN	Record Oral Histories	Evaluate Historical Evidence
SCIENCE	Detect Bias in a Scientific Conclusion	Analyze and Evaluate Scientific Explanation

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

Do the following steps:

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

☑ READINESS

☑ ENDURANCE

☑ ASSESSMENT

☑ LEVERAGE

TECHNIQUE B. IDENTIFYING THE UNIT POWER AND SUPPORTING COMPETENCIES

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

The learner conducts consumer or market analysis.

ENDURANCE

When the competency represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life, it has endurance.

GUIDE QUESTION

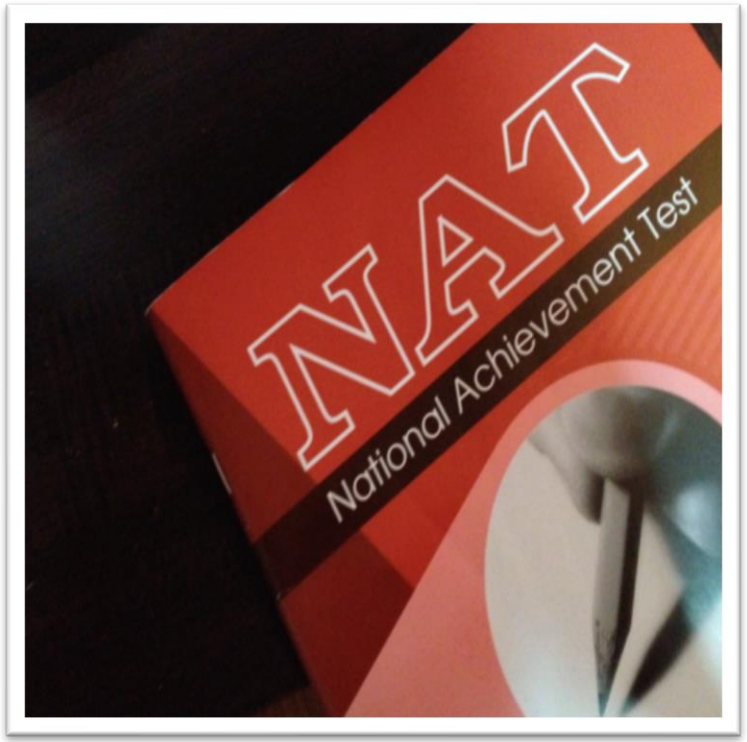
Does this standard have value beyond one single test date?
Will this standard endure beyond the test?
Will the knowledge and skills be important beyond this unit?

EXAMPLE

The learner generates business ideas using product innovation from irritants, trends and emerging needs.

ASSESSMENT

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



When the standard is tested on an achievement test or similar exam to determine student's proficiency

GUIDE QUESTION

Does this standard appear in national, university, or international examinations ?

EXAMPLE

The learner enumerates various criteria and steps in selecting a business idea

LEVERAGE

When the competency represents learning that is applied both within the content area and in other content areas, it has leverage.

GUIDE QUESTION

Does this standard have multidisciplinary connections?
Is this standard relevant in other disciplines?

EXAMPLE

The learner applies creative and innovative techniques to develop marketable product.

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?

STEP 1

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?
TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify the players/competitors within the town	✗	✓	✗	✓	Supporting
1.2 Identify the different products/services available in the market	✗	✓	✗	✓	Supporting
TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 Profile potential customers	✓	✓	✓	✓	Power
2.2 Conduct consumer /market analysis	✓	✓	✓	✓	Power
TLE_EM7-12-00-3 LO3. Create new business ideas in computer systems servicing by using various techniques 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes	✗	✓	✓	✓	Supporting
3.2 Generate business ideas using product innovation from irritants, trends and emerging needs	✓	✓	✓	✓	Power

STEP 1

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?
TLE_EM7-12-00-4 LO4. Develop a product/service in computer systems servicing					
4.1 Identify what is of "value" to the customer	✗	✓	✗	✓	Supporting
4.2 Apply creative and innovative techniques to develop marketable product	✓	✓	✓	✓	Power
4.3 Employ a Unique Selling Proposition (USP) to the product/service	✓	✓	✓	✓	Power
TLE_EM7-12-00-5 LO5. Select a business idea based on the criteria and techniques set					
5.1 Enumerate g a business idea	✗	✓	✗	✓	Supporting
5.2 Apply the crit s idea	✓	✓	✓	✓	Power
5.3 Determine a niques set	✓	✓	✓	✓	Power
TLE_EM7-12-00-6 LO6. Develop a bran					
6.1 Identify the	✗	✗	✗	✓	Supporting
6.2 Enumerate	✗	✗	✗	✓	Supporting
6.3 Generate a clear appeal	✓	✓	✓	✓	Power

Summary:
- 8 Power
- 7 Supporting

STEPs 2-4

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES

STEPs 2-4

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (5 days)	TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 Profile potential customers	TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify the players/competitors within the town
	2.2 Conduct consumer /market analysis	1.2 Identify the different products/services available in the market
2 (4 days)	3.2 Generate business ideas using product innovation from irritants, trends and emerging needs	LO3. Create new business ideas in computer systems servicing by using various techniques 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes

STEPs 2-4

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
3 (4 days)	4.2 Apply creative and innovative techniques to develop marketable product	TLE_EM7-12-00-4 LO4. Develop a product/service in computer systems servicing
	4.3 Employ a Unique Selling Proposition (USP) to the product/service	4.1 Identify what is of "value" to the customer
4 (3 days)	5.2 Apply the criteria /steps in selecting a viable business idea	TLE_EM7-12-00-5 LO5. Select a business idea based on the criteria and techniques set 5.1 Enumerate the various criteria and steps in selecting a business idea
	5.3 Determine a business idea based on the criteria/techniques set	
5 (4 days)	6.3 Generate a clear appeal	TLE_EM7-12-00-6 LO6. Develop a brand for the product 6.1 Identify the benefits of having a good brand
		6.2 Enumerate criteria for developing a brand

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM7-12-00-1
Market (custom 1. Key concept and underst consumer 2. Consumer a through: 2.1 Obser 2.2 Interviews 2.4 Survey				_EM7-12-00-

Grade 7/8 Q1 has 5 CLUSTERS OF 15 CORE COMPETENCIES FOR 5 WEEKS

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

STEPs 2-4

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (5 days) MERGE	TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 ~~Profile potential customers~~	TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify the players/competitors within the town
	2.2 Conduct consumer /market analysis	1.2 Identify the different products/services available in the market
2 (4 days)	3.2 Generate business ideas using product innovation from irritants, trends and emerging needs	LO3. Create new business ideas in computer systems servicing by using various techniques 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes
3 (4 days)	4.2 Apply creative and innovative techniques to develop marketable product	TLE_EM7-12-00-4 LO4. Develop a product/service in computer systems servicing
	4.3 Employ a Unique Selling Proposition (USP) to the product/service	4.1 Identify what is of "value" to the customer

STEPs 2-4

CLUSTERING AND BUDGET OF TIME OF UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
MERGE 4 (3 days)	5.2 Apply the criteria /steps in selecting a viable business idea	TLE_EM7-12-00-5 LO5. Select a business idea based on the criteria and techniques set ~~5.1 Enumerate the various criteria and steps in selecting a business idea~~
	5.3 Determine a business idea based on the criteria/techniques set	
5 (4 days)	6.3 Generate a clear appeal	TLE_EM7-12-00-6 LO6. Develop a brand for the product 6.1 Identify the benefits of having a good brand
		6.2 Enumerate criteria for developing a brand

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM7-12-00-1
Market (cus 1. Key con and und consum 2. Consum through 2.1 O 2.2 In 2.3 Focus group discussion (FGD) 2.4 Survey				7-12-00-

Grade 7/8 Q1 has ~~20~~ ~~15~~ 13 CORE COMPETENCIES* (v2)
(other LCs merged and rephrased)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	**LO 1. Recognize and understand the market in computer systems servicing** 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM7-12-00-1
Market (cu 1. Key cor and un consum 2. Consum through 2.1 C discussion (FGD) 2.4 Survey				TLE_EM7-12-00-2

Grade 7/8 Q1 has 5 CLUSTERS OF 13 CORE COMPETENCIES FOR 5 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	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 (2 days)	TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 Identify four different computer systems services *(i.e. maintaining computer systems and networks, diagnosing and troubleshooting computer systems, installing computer systems and networks and configuring computer systems and networks)* available in the market.	TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify a company in the same industry which offers a similar product or service in the locality.	Directory Search Environmental Scanning	PEAC LM p.13-14 Activity Title: Company Survey (using Decision Tree) Materials: A-Z Learning Strategies	PEAC LM p. 14 Activity Title: Code Breaker: Weblink: K to 12 Computer Systems Servicing by Lindyl Geral (https://www.slideshare.net/didatz/computer-system-servicing)	Creativity / "Innoventiveness"
		1.2 Identify the available products and services in the locality needed in developing the business vicinity map.	Survey using Google Maps	PEAC LM p. 10 Activity Title: Listing of Available CSS Products and Services Material: Frayer's Model Activity Sheet	PEAC LM pp. 22-23 Activity Title: Apps Listing Web Listing: https://mapstreetview.com	

OFFLINE ACTIVITY:

Identify a company in the same industry which offers a similar product or service in the locality.

Activity No. 4 : *Company Survey*

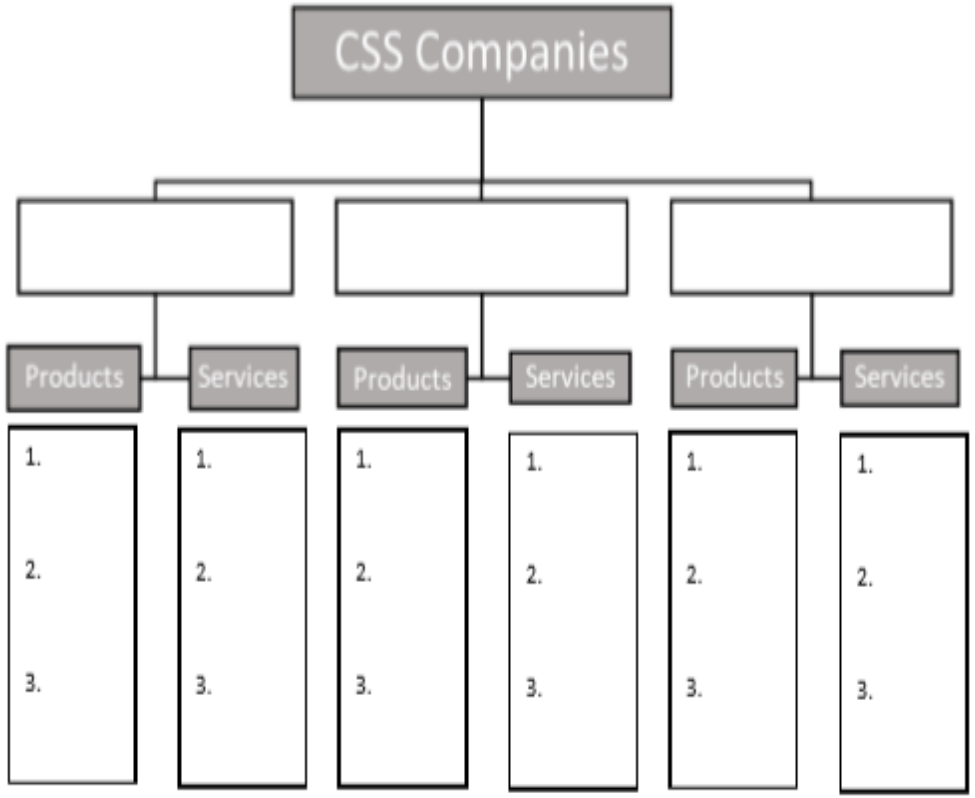
1. The students will count off from 1 to 6 which will be the basis of their groupings. After joining their respective groups, they should use the *Decision Tree activity* as basis in determining and identifying which among the ten (10) given choices/options are Computer Systems Servicing (CSS) companies.

   Note: The teacher will prepare 10 or more companies that either offer computer products and services or nothing at all. These companies should include listings of their company profile and may be placed in illustration boards or folders.

2. Members of the groups will roam and check on the different companies situated around the room. Each group will take turns in doing this to answer the chart below:

   Specific instructions:

   a. In the first row, write the title.
   b. In the second row, list the companies that offer computer products and services. These were determined after you and your group mates have done brainstorming.
   c. In the third row/box, list down products and services of the CSS companies identified.



SOURCE: PEAC TLE-ICT Learning Module – Gr7/8 - *Computer Systems Servicing*, 2019 Edition pp.13-14

ONLINE ACTIVITY:

Identify a company in the same industry which offers a similar product or service in the locality.

Activity No. 5 : *Code Breaker*

Rank the CSS companies (*see chart in the previous activity*) based on the products and services that they offer. Then fill up the Code Breaker chart below:

CSS Companies (Competitors) **specify also their website URL*	Published Content **include summary & type of content creation used (blog, case studies, social media, podcast, webinar, etc.)*	Social Media Integration
1.		
2.		
3.		

Source:
PEAC TLE-ICT Learning Module– Gr7 / 8 - *Computer Systems Servicing*, 2019 Edition p. 14

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 (2 days)	TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 Identify four different computer systems services *(i.e. maintaining computer systems and networks, diagnosing and troubleshooting computer systems, installing computer systems and networks and configuring computer systems and networks)* available in the market.	TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify a company in the same industry which offers a similar product or service in the locality.	Directory Search Environmental Scanning	PEAC LM p.13-14 Activity Title: Company Survey (using Decision Tree) Materials: A-Z Learning Strategies	PEAC LM p. 14 Activity Title: Code Breaker: Weblink: K to 12 Computer Systems Servicing by Lindyl Geral (https://www.slideshare.net/didatz/computer-system-servicing)	Creativity / "Innoventiveness"
		1.2 Identify the available products and services in the locality needed in developing the business vicinity map.	Survey using Google Maps	PEAC LM p. 10 Activity Title: Listing of Available CSS Products and Services Material: Frayer's Model Activity Sheet	PEAC LM pp. 22-23 Activity Title: Apps Listing Web Listing: https://mapstreetview.com	

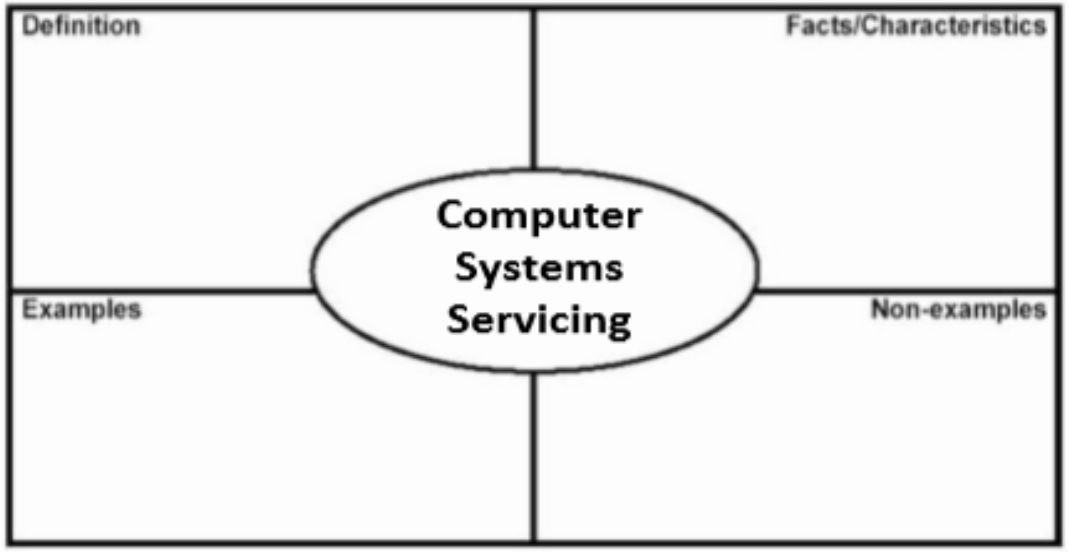
OFFLINE ACTIVITY:

Identify the available products and services in the locality needed in developing the business vicinity map.

Activity No. 3 : ***Available CSS Products and Services in the Locality***

Together with your assigned group mates, use the concept word *Computer Systems Servicing* as basis in writing your answers for the following:

a. In the *first* box, write the definition. Your answer should be clear and can be easily understood.
b. In the *second* box, list the characteristics of our concept word after you and your group mates have done brainstorming.
c. In the *third* box, list down examples of Computer Systems Servicing which may include products and services of such.
d. In the fourth box, write down or enumerate non-examples of the concept word.



SOURCE:
PEAC TLE-ICT Learning Module – Gr7/8 - ***Computer Systems Servicing***
2019 Edition p.10

ONLINE ACTIVITY:

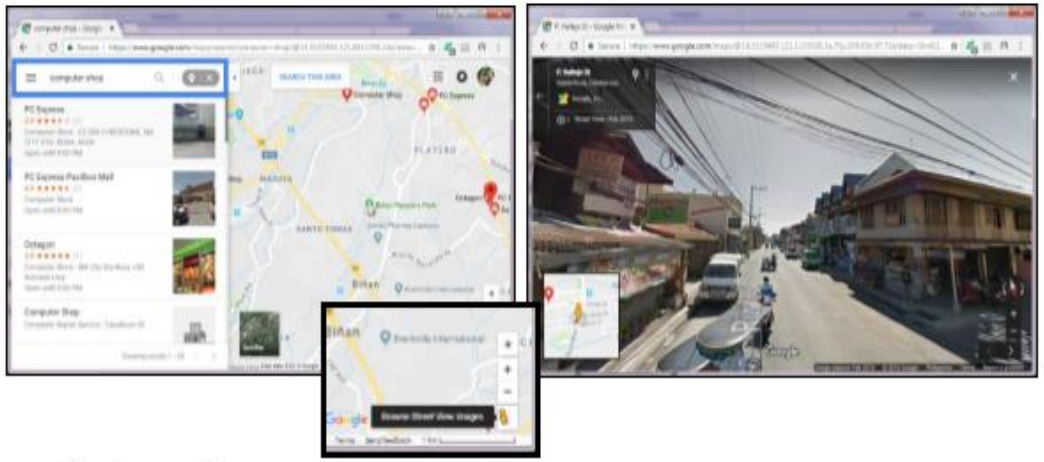
Identify the available products and services in the locality needed in developing the business vicinity map.

Activity No. 15 : *Apps Listing*

Aside from Google Maps, there are applications and online tools that can help you know more about a certain place if you are to put up a business there, like a computer system servicing shop. Let us go over these apps before we proceed with the activity:

Google Street View https://mapstreetview.com

You can either go to URL indicated above or launch this from Google Maps.
From Google Maps, simply drag the yellow human icon at the bottom right to the point in the map that you want to see.



Fill up the table in https://goo.gl/b76YFL. The entries for column 1 are taken from Tom Egelhoff's article. You may add as many entries (or rows) as necessary, but make sure that you do not add duplicate entries.

APPS LISTING	
Environmental Considerations	**Computer Program/ Application or Website**
1. Are there compatible business nearby?	Google Maps
2. How close are your competitors?	Google Maps
3. How do they compare in appearance to your business?	Google Streetview, Facebook

You may search the web using Google or any search engine to look for additional apps or sites.

Source:
PEAC TLE-ICT Learning Module– Gr7/8 - *Computer Systems Servicing*, 2019 Edition p. 14

UNIT HORIZONTAL ALIGNMENT AND VERTICAL LEARNING PROGRESSION

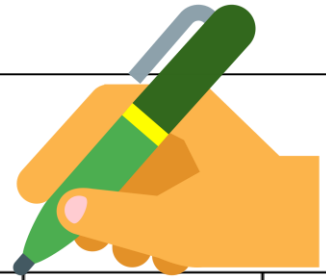
CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
1 (2 days)	TLE_EM7-12-00-2 LO2. Recognize the potential customer/market in computer systems servicing 2.1 Identify four different computer systems services *(i.e. maintaining computer systems and networks, diagnosing and troubleshooting computer systems, installing computer systems and networks and configuring computer systems and networks)* available in the market.	TLE_EM7-12-00-1 LO1. Recognize and understand the market in computer systems servicing 1.1 Identify a company in the same industry which offers a similar product or service in the locality.	Directory Search Environmental Scanning	PEAC LM p.13-14 Activity Title: Company Survey (using Decision Tree) Materials: A-Z Learning Strategies	PEAC LM p. 14 Activity Title: Code Breaker: Weblink: K to 12 Computer Systems Servicing by Lindyl Geral (https://www.slideshare.net/didatz/computer-system-servicing)	Creativity / "Innoventiveness"
		1.2 Identify the available products and services in the locality needed in developing the business vicinity map.	Survey using Google Maps	PEAC LM p. 10 Activity Title: Listing of Available CSS Products and Services Material: Frayer's Model Activity She	PEAC LM pp. 22-23 Activity Title: Apps Listing Web Listing: https://mapstreetview.com	

SAMPLE DIARY CURRICULUM MAP

SUBJECT : TLE ICT
GRADE LEVEL : GRADE 7/8
TEACHERS :
STRAND(S) :

TERM (NO.): MONTH	UNIT TOPIC CONTENT	CONTENT STANDARD (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1st : June	ENVIRONMENT AND MARKET	**CONTENT STANDARD:** The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	**PERFORMANCE STANDARD:** The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	A1. Identify a company in the same industry which offers a similar product or service in the locality.	A1.1 Directory Search A1.2 Environmental Scanning	A1.1 Company Survey (using Decision Tree) A1.2. Code Breaker	A1.1. A-Z Learning Strategies A1.2. K to 12 Computer Systems Servicing by Lindyl Geral *(https://www.slideshare.net/didatz/computer-system-servicing)*	Creativity "Innoventiveness"
				A2. Identify four different computer systems servicing (i.e. maintaining computer systems and networks, diagnosing and troubleshooting computer systems, installing computer systems and networks and configuring computer systems and networks) available in the market.	A2. Survey using Google Maps	A2.1 Listing of Available CSS Products and Services A2.2. App Listing	A2.1 Frayer's Model Activity Sheet A2.2 https://mapstreetview. com	

SAMPLE DIARY CURRICULUM MAP



GRADE LEVEL : GRADE 7/8
TEACHERS :
STRAND(S) :

TERM (NO.): MONTH	UNIT TOPIC CONTENT	CONTENT STANDARD (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1st : June	ENVIRONMENT AND MARKET	**CONTENT STANDARD:** The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of computer systems servicing, particularly in one's town/ municipality	**PERFORMANCE STANDARD:** The learners shall be able to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town	A1. Identify a company in the same industry which offers a similar product or service in the locality.	A1.1 Directory Search A1.2 Environmental Scanning	A1.1 Company Survey (using Decision Tree) A1.2. Code Breaker	A1.1. A-Z Learning Strategies A1.2. K to 12 Computer Systems Servicing by Lindyl Geral *(https://www.slideshare.net/didatz/computer-system-servicing)*	Creativity "Innoventiveness"
				A2. Identify four different computer systems servicing (i.e. maintaining computer systems and networks, diagnosing and troubleshooting computer systems, installing computer systems and networks and configuring computer systems and networks) available in the market.	A2. Survey using Google Maps	A2.1 Listing of Available CSS Products and Services A2.2. App Listing	A2.1 Frayer's Model Activity Sheet A2.2 https://mapstreetview. com	

RAPATAN2020

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

Standards of Compliance					
1. A curriculum map in each subject area that:					
- is aligned with the philosophy, vision, mission, goals and objectives*	4	3	2	1	0
- is aligned with the Kto12 curriculum guides, standards and competencies*	4	3	2	1	0
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	4	3	2	1	0
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	4	3	2	1	0
- articulates vertical learning progressions across the different grade levels*	4	3	2	1	0
2. The implementation and continuous improvement of the curriculum maps by:					
- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans	4	3	2	1	0
- conducting a periodic review, revision and updating of the curriculum maps	4	3	2	1	0

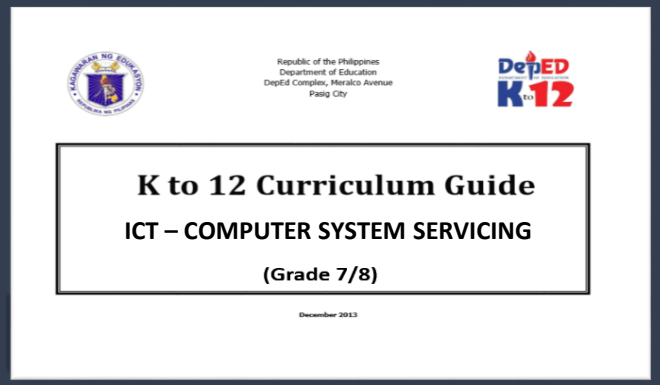
SAMPLE QUARTERLY CALENDAR OF COMPETENCY CLUSTERS

SUBJECT: **GRADE:** **SECTION:** **TEACHER:** **UNIT TOPIC:**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ACQUISITION CLUSTER 1	3 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	4 ACQUISITION CLUSTER 1 OFFLINE - TEXTBOOK	5 ACQUISITION CLUSTER 1 OFFLINE – TEXTBOOK	6 ACQUISITION CLUSTER 1 ONLINE – YOUTUBE VIDEO	7 ACQUISITION REVIEW
8	9 ACQUISITION TEST	10 MAKING MEANING CLUSTER 2	11 MAKING MEANING CLUSTER 2	12 MAKING MEANING CLUSTER 2	13 MAKING MEANING CLUSTER 2	14 MAKING MEANING REVIEW
15	16 MAKING MEANING CLUSTER 2	17 MAKING MEANING TEST	18 SCAFFOLD FOR PT CLUSTER 3	19 SCAFFOLD FOR PT CLUSTER 3	20 SCAFFOLD FOR PT CLUSTER 3	21 PT ASSIGNMENT
22	23 SCAFFOLD FOR PT CLUSTER 3	24 SCAFFOLD FOR PT CLUSTER 3	25 SCAFFOLD FOR PT CLUSTER 3	26 SCAFFOLD FOR PT CLUSTER 3	27 SCAFFOLD FOR PT CLUSTER 3	28 PT ASSIGNMENT
29	30 SCAFFOLD FOR PT CLUSTER 3	31 SCAFFOLD FOR PT CLUSTER 3	1 SCAFFOLD FOR PT CLUSTER 3	2 SCAFFOLD FOR PT CLUSTER 4	3 SCAFFOLD FOR PT CLUSTER 4	4 PT ASSIGNMENT

SUMMARY

DEPED SUBJECT CG



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

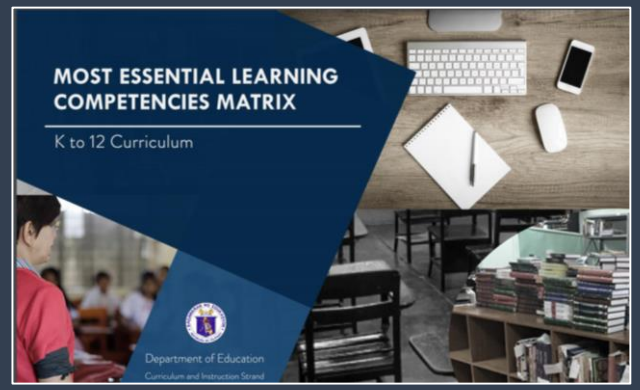
K to 12 Curriculum Guide

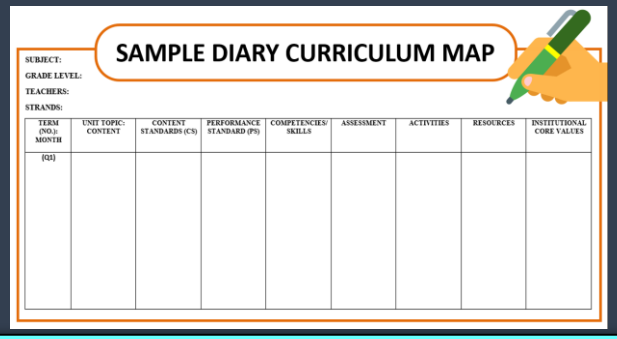
ICT – COMPUTER SYSTEM SERVICING

(Grade 7/8)

December 2013

DEPED MELCS MATRIX





SAMPLE DIARY CURRICULUM MAP

SUBJECT:
GRADE LEVEL:
TEACHERS:
STRANDS:

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

SCHOOL CURRICULUM SY 2020-2021

PEAC CERTIFICATION ASSESSMENT INSTRUMENT

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

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

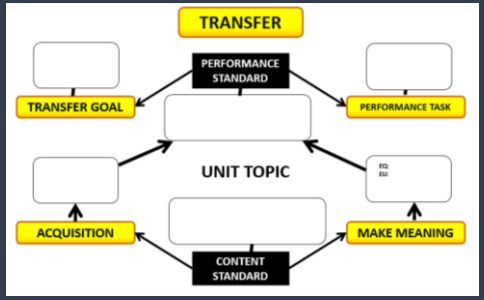
TABLE OF CONTENTS

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