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

PEAC WEBINAR- VALUES EDUCATION
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

30 May 2020

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

13 June 2020

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

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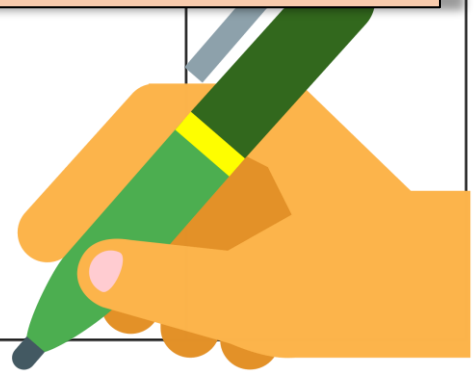
TEACHERS:

STRANDS:

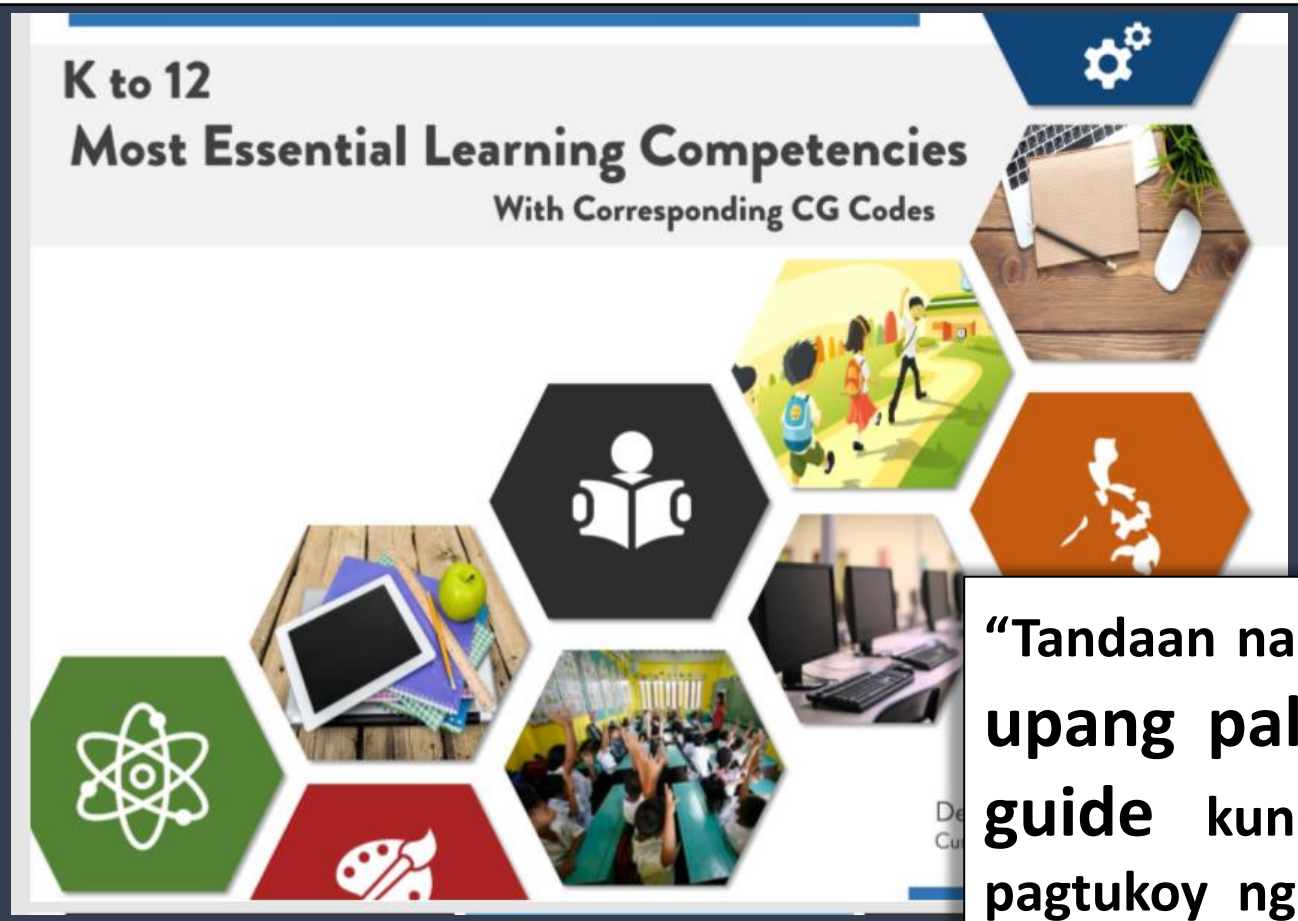
TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Q1)								

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



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

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

RECERTIFICATION REQUIREMENT OF ALIGNMENT IN CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

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(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

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GRADE LEVEL:

TEACHERS:

STRANDS:

1

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(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

Quarter	Content Standards 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 a	
			uses appropriate statistical measures in a	
			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

Quarter	Content Standards The learner…	Performance Standards The learner…	Most Essential Learning competencies The learner…	Duration
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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:

1

2

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ALIGNMENT OF STANDARDS-COMPETENCIES-ACTIVITIES

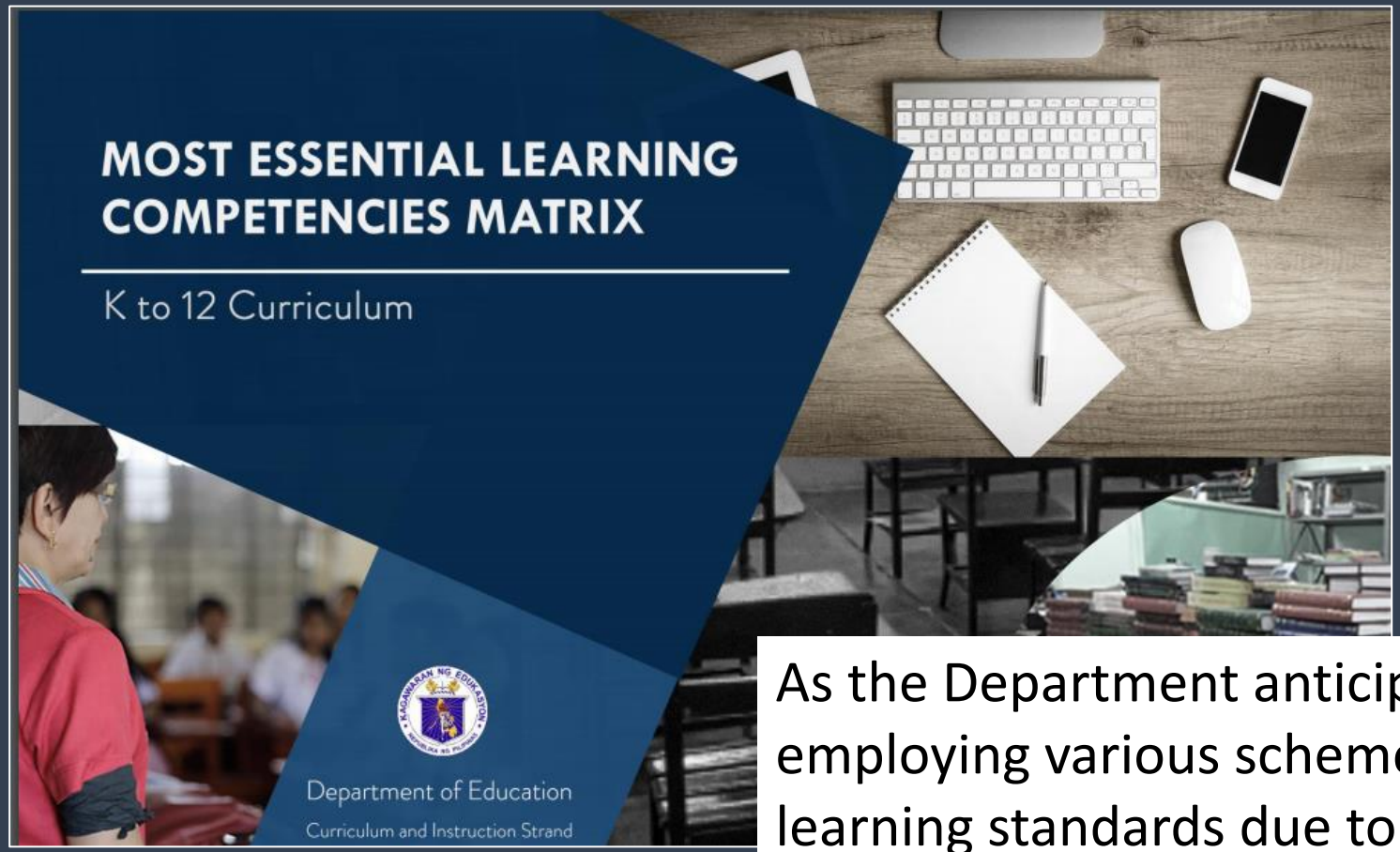
These standards are further represented as learning competencies which are the knowledge, skills and attitudes that students need to demonstrate in every lesson or learning activity.

MELCS: SCIENCE BRIEFER, p. 42

Characteristics of an Essential Learning Competency

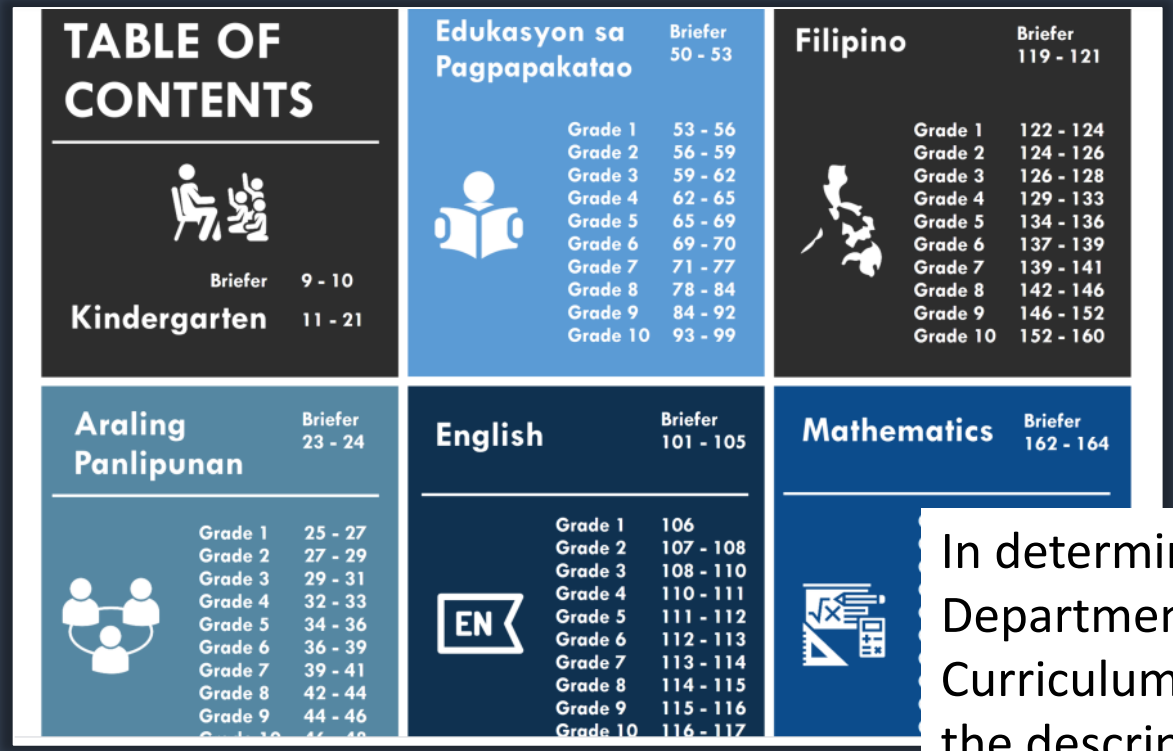
Learning competency is *ESSENTIAL* if …	1. it is aligned with national, state, and/or local standards/ frameworks (eg: 'scientifically literate Filipinos'). 2. it connects the content to higher concepts across content areas. 3. it is applicable to real-life situations. 4. If students left school after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

GUIDELINES ON THE USE OF THE MELCS, p. 2



As the Department anticipates the challenges in employing various schemes in the delivery of the learning standards due to COVID19, the number of the identified essential learning competencies per quarter were further reduced, thus, the term **most essential learning competencies (MELCs)**.

GUIDELINES ON THE USE OF THE MELCS, p. 3



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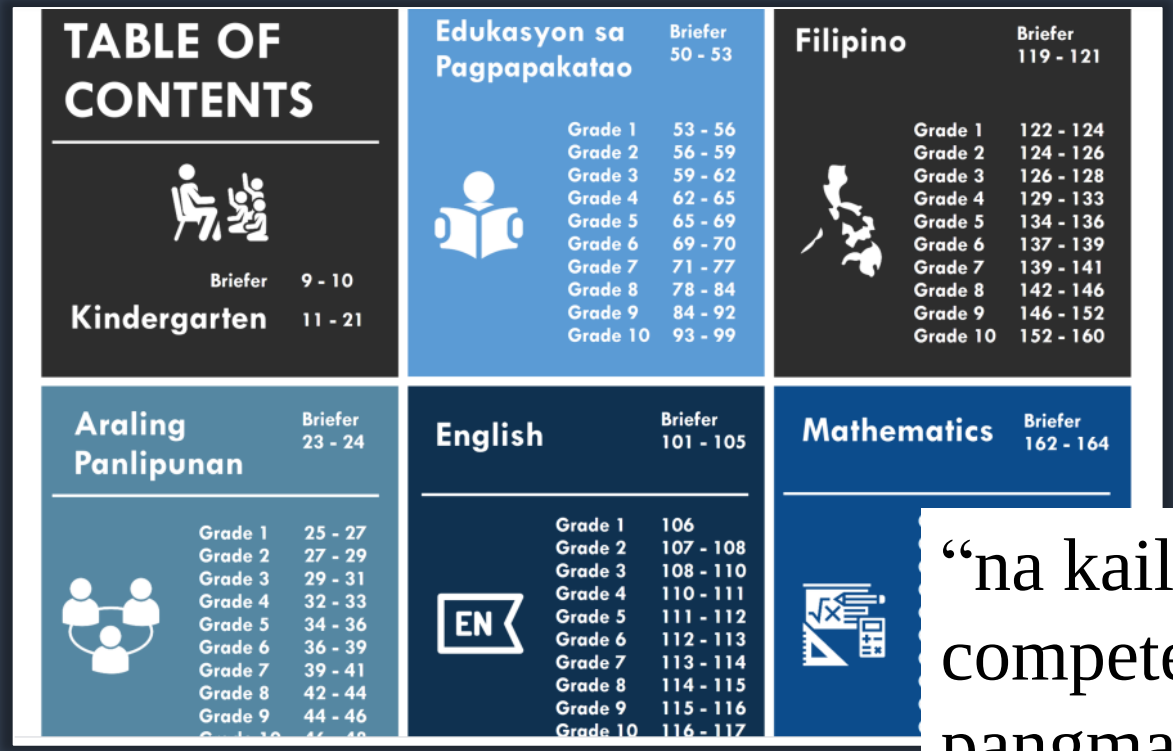
Mathematics Briefer 162 - 164

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

GUIDELINES ON THE USE OF THE MELCS, p. 3



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Mathematics — Briefer 162 - 164

“na kailangan ng mag-aaral ang learning competency na pang habang buhay o pangmatagalan na kahit tapos na sya sa pagaaral ay patuloy na mailalapat nya ito sa mga konkretong sitwasyon ng buhay at sa anumang propesyon o curriculum exit na pipiliin nya ay hindi ito maanod sa pagbabago ng panahon.”

EsP MELCS Briefer , p. 28

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

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

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

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Larry Ainsworth argues that this experience is not unique to a single district, school or team. He suggests that, "left to their own professional opinions when faced with the task of nar-

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

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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. ■

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

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1

2

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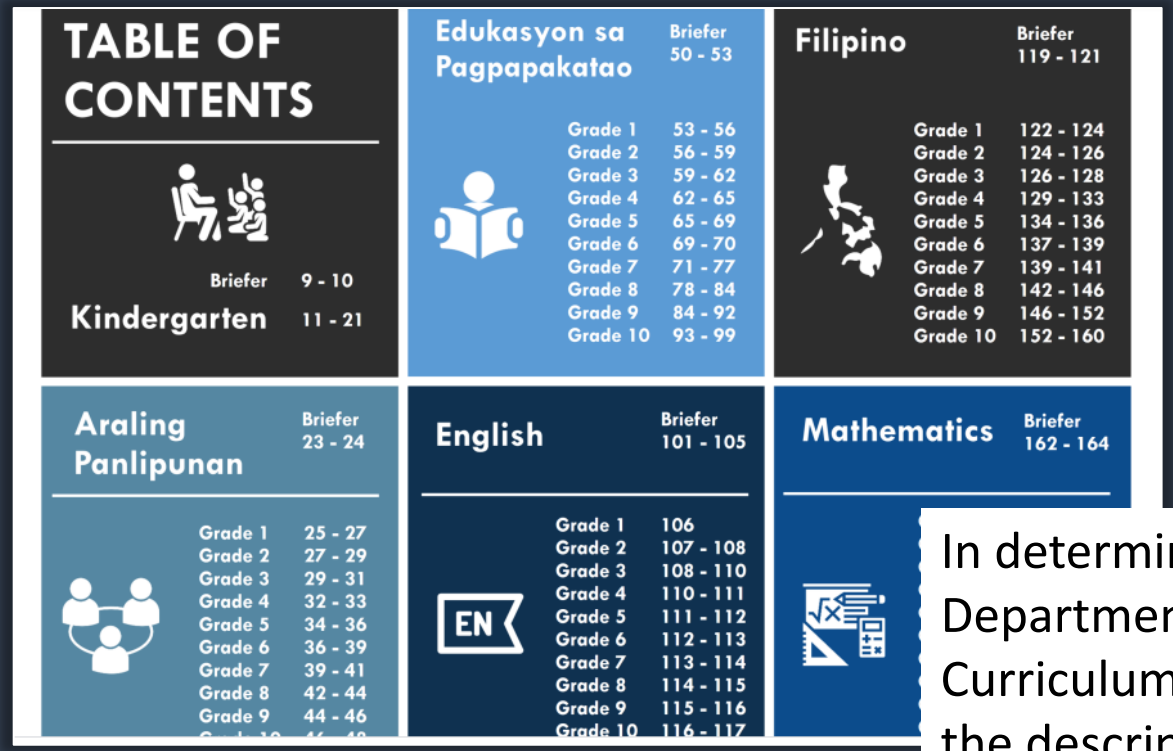
(Q1)								

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS BASED ON R.E.A.L.

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION



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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?

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

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

1. UNPACK MELCS INTO SUB-COMPETENCIES (Edukasyon sa Pagpapakatao)

Ikaapat na Markahan	Nauunawaan at naipakikita ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap	Naisasabuhay ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap	13. Napahahalagahan ang lahat ng mga likha: may buhay at mga materyal na bagay 13.1. Sarili at kapwa-tao: 13.1.1. pag-iwas sa pagkakaroon ng sakit
	at pagmamahal sa mga likha	at pagmamahal sa mga likha	13.1.2. paggalang sa kapwa-tao
			13.2. Hayop: 13.2.1. pagkalinga sa mga hayop na ligaw at endangered
			13.3. Halaman : pangangalaga sa mga halaman gaya ng : 13.3.1. pag-aayos ng mga nabuwal na halaman 13.3.2. paglalagay ng mga lupa sa paso 13.3.3. pagbubungkal ng tanim na halaman sa paligid
			13.4. Mga Materyal na Kagamitan: 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao

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

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

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

Based on EsP MELCs Briefer, those competencies which were repeated in other levels were removed already.

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

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

KEY STAGE	Retained LC	Deleted LC	Justification
Key Stage 1	**S3MT-Ic-d-2** Classify objects and materials as solid, liquid, and gas based on some observable characteristics	**S3MT-Ia-b-1** Describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	Description of shape and weight has been discussed in Grades 1 and 2 and based on how it is stated the deleted LC (**S3MT-Ia-b-1**) can be covered in the retained LC (**S3MT-Ic-d-2).** Furthermore, the ability to classify solids, liquids and gases based on observable characteristics is a foundation of other science skills.
Key Stage 2	**S5MT-Ih-i-4** Design a product out of local, recyclable solid and/or liquid materials in making useful products	**S5MT- Ie-g-3** Recognize the importance of recycle, reduce, reuse, recover and repair in waste management	The retained LC will already cover the intention of the deleted LC (**S5MT-Ie-g-3)** and will even require students to be more creative
Key Stage 3	**S8MT-IIIi-j-12** Use the periodic table to predict the chemical behavior of an element	**S8MT-IIIg- h-11** Trace the development of the periodic table from observations based on similarities in properties of elements	The deleted LC(**S8MT-IIIg- h-11)** is deemed not as essential as the retained LC (**S8MT-IIIi-j-12)** as it requires the student to use the properties of elements to predict the chemical behavior of an element, hence it is more encompassing.
Key Stage 4	**S11/12PS-IIIc-d17** describe the general types of intermolecular forces	**S11/12PS-IIId-e18** give the type of intermolecular forces in the properties of substances	The deleted LC (**S11/12PS-IIId-e18)** is subsumed in the retained LC (**S11/12PS-IIIc-d7).**

4. CLUSTER WITH OTHER COMPETENCIES (Edukasyon sa Pagpapakatao)

Learning Competencies	Comments	Identified MELCs
Gr7 Quarter 4: 13.1. Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay 15.2. Natatanggap ang kawalan o kakulangan sa mga personal na salik na kailangan sa pinaplanong kursong akademiko o teknikal-bokasyonal, Negosyo o hanapbuhay 16.1. Nakikilala ang kahalagahan ng pag-aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at mga hakbang sa paggawa ng career plan	Clustered LC is subsumed with other LC	**13.1 Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay, sa mga aspetong:** **a. personal na salik na kailangan sa pinaplanong kursong akademiko o teknikal-bokasyonal, Negosyo o hanapbuhay** **b. Pagkilala sa mga kahalagahan ng papg aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at mga hakbang sa paggawa ng career plan**

5. MERGE WITH OTHER COMPETENCIES AND REPHRASE (Edukasyon sa Pagpapakatao)

Learning Competencies	Comments	Identified MELCs
Gr.9 Ikatlong Markahan 10.1. Natutukoy ang indikasyon na may kalidad o kagalingan sa paggawa ng isang gawain o produkto 12.1. Naipaliliwanag ang kahalagahan ng pamamahala ng paggamit ng oras	Merged and rephrased	Natutukoy ang indikasyon na may kalidad o kagalingan sa paggawa ng isang gawain o produkto kaakibat ang wastong paggamit ng oras para rito

6. FOCUS ON SKILL RATHER THAN CONTENT (Edukasyon sa Pagpapakatao or EsP)

EsP CG	MELCs Rephrased
Naipapaliwanag na ang pagkakaroon ng kaayusan, kaunlaran, at maisusulong ang kabutihang panlahat kung ang lahat ng tao ay may paninindigan sa tamang paggamit ng kapangyarihan at pangangalaga sa kapaligiran	Naisusulong ang kaunlaran and kabutihang panlahat kung ang lahat ng tao ay may paninindigan sa tamang paggamit ng kapangyarihan at pangangalaga sa kalikasan

7. ALIGN WITH UNIT PERFORMANCE STANDARD

Grade Level: Grade 6
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	1. Nakapagsusuri ang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari ?	Week 1	**EsP6PKP- Ia-i– 37**
			2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito	Week 2	**EsP6PKP- Ia-i– 37**
			3. Nakagagamit ng impormasyon (wasto / tamang impormasyon)		**EsP6PKP- Ia-i– 37**

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

PERFORMANCE STANDARD

Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya	. Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng 4.1. pagsasama-sama sa pagkain 4.2. pagdarasal 4.3. pamamasyal 4.4. pagkukuwentuhan ng masasayang pangyayari ?	Week 4	**EsP1PKP- Ig – 6**
	.Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya Hal. 1. pag-aalala sa mga kasambahay 2. pag-aalaga sa nakababatang kapatid at kapamilyang maysakit ?	Week 5	**EsP1PKP- Ii– 8**

ALIGNMENT OF STANDARDS AND COMPETENCIES?

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

7. ALIGN WITH UNIT PERFORMANCE STANDARD

Grade Level: Grade 6
Subject: Edukasyon sa Pagpapakatao (EsP)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	1. Nakapagsusuri ang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari	Week 1	EsP6PKP- Ia-i– 37
			2. Nakasasang-ayon sa pasya ng nakaraanang kung nakabubuti ito	Week 2	EsP6PKP- Ia-i– 37

PERFORMANCE STANDARD

Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya	. Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng 4.1. pagsasama-sama sa pagkain 4.2. pagdarasal 4.3. pamamasyal 4.4. pagkukuwentuhan ng masasayang pangyayari ?	Week 4	EsP1PKP- Ig – 6
	.Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya Hal. 1. pag-aalala sa mga kasambahay 2. pag-aalaga sa nakababatang kapatid at kapamilyang maysakit ?	Week 5	EsP1PKP- Ii– 8

ALIGNMENT OF STANDARDS AND COMPETENCIES?

WILL THIS ALIGNMENT LEAD TO ENDURANCE OR TRANSFER?

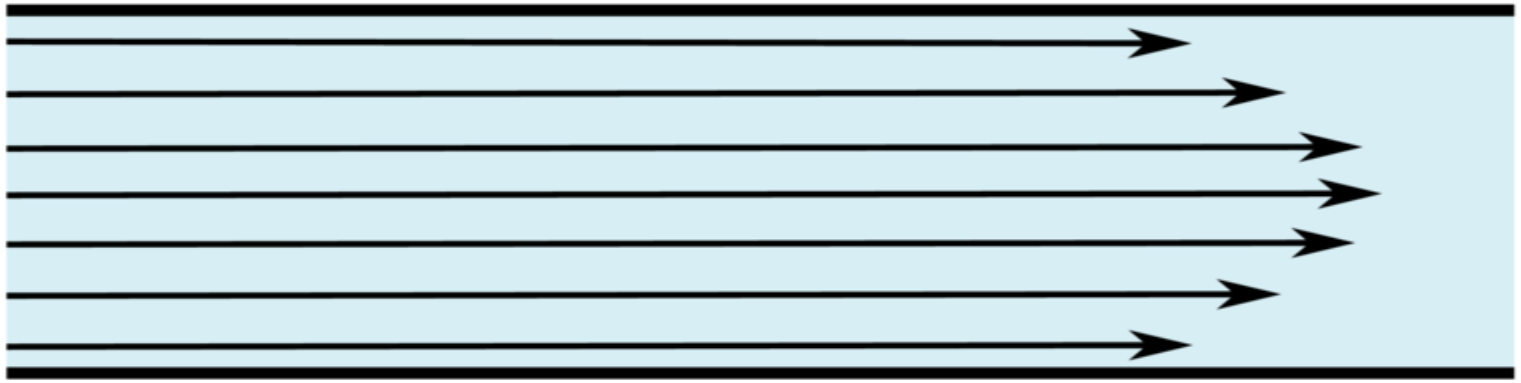
Given these gaps, how do we align standards and competencies to ensure transfer to real life or endurance for lifelong learning? What process can be done?

STREAMLINING THE TEACHING AND LEARNING OF THE K12 CURRICULUM

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

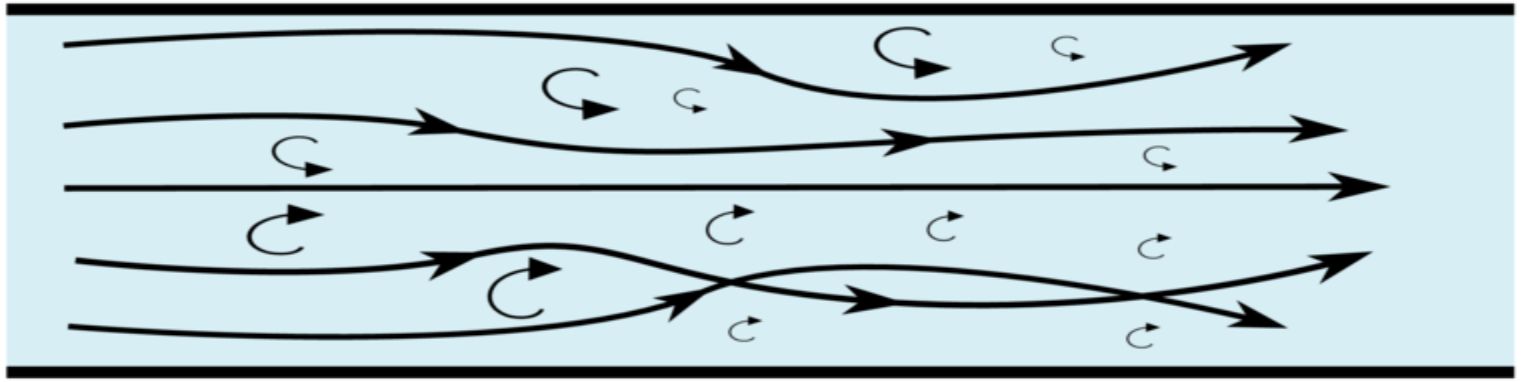
RAPATAN2020

laminar flow



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

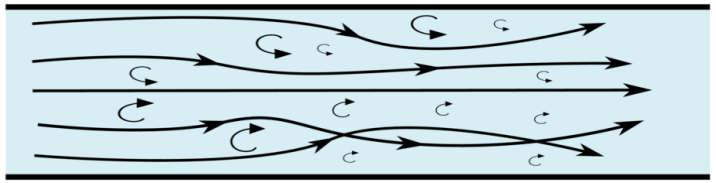
turbulent flow



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

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

turbulent flow



ENGLISH GRADE 7
FIRST QUARTER WEEKLY OBJECTIVES

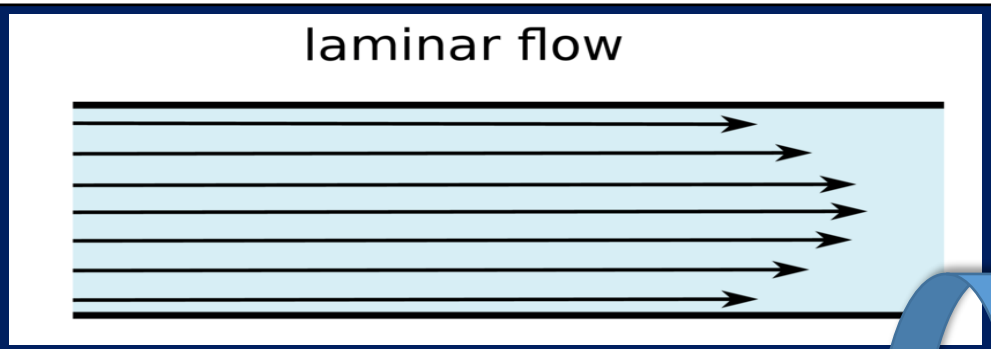
PROGRAM STANDARD: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

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

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

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

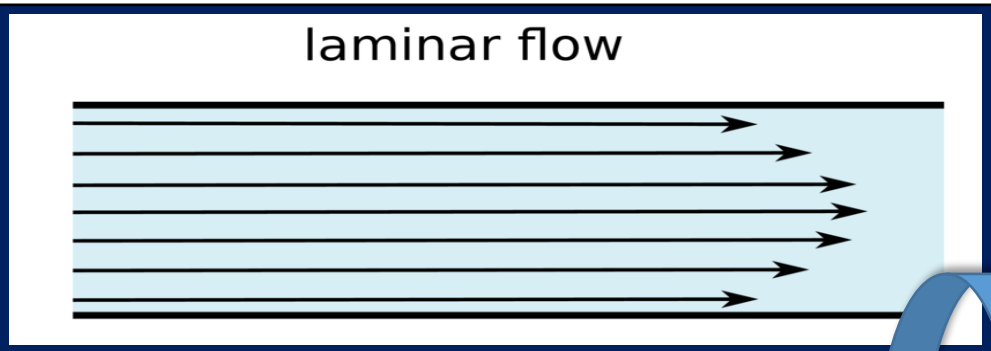
WEEK	READING COMPREHENSION	LISTENING COMPREHENSION	VIEWING COMPREHENSION	VOCABULARY DEVELOPMENT	LITERATURE	WRITING AND COMPOSITION	ORAL LANGUAGE AND [illegible]	GRAMMAR AWARENESS
1	**EN7RC-I-a-7:** Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's 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 formal and written language use. **EN7WC-I-a-4.1:** Recognize the common purposes for writing	**EN7F-I-a-3.11:** Observe the correct pronunciation 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.	A1. Picture Labeling	A1. Picture Analysis	A1. Worksheet for Picture Labeling
		A2. Describe orally the characteristics of the interior layers of the earth (crust, mantle, inner and outer core)	A2. Recitation	A2.1 Picture Analysis A2.2 Video Viewing and Analysis	A2.1 Powerpoint Slides A2.2-A3 Youtube Video: PBS Digital Studios: "Why Does the Earth Have Layers" https://www.youtube.com/watch?v=WwiiOjyfvAU
		A3. Describe orally the harmful effects of earthquake and volcanic eruption on earth's interior.	A3. Recitation	A3. Video Viewing and Analysis A4. Concept Mapping	A4. Venn Diagram
		A4. Describe in writing the changes on the Earth's surface as the results of earthquakes and volcanic eruptions; S6ES-IVa-1	A4. 3-2-1 Chart	A4. Experiment	A4.1 Experiment Worksheet A4.2 Experiment Materials A4.3 3-2-1 Chart
		A5. Enumerate in writing what to do before, during and after earthquake or volcanic eruptions;	A5. Concept Mapping	A5.1 Situation Analysis A5.2 Role Playing	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

SCIENCE GRADE 6

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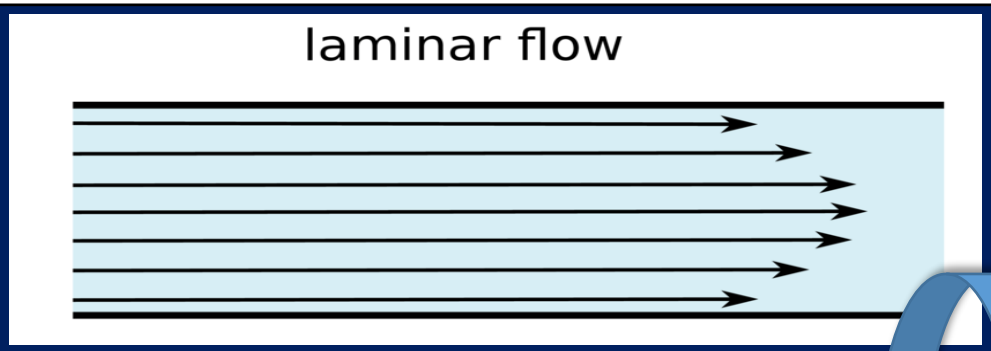

BENEFITS OF STREAMLINING:

- **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**

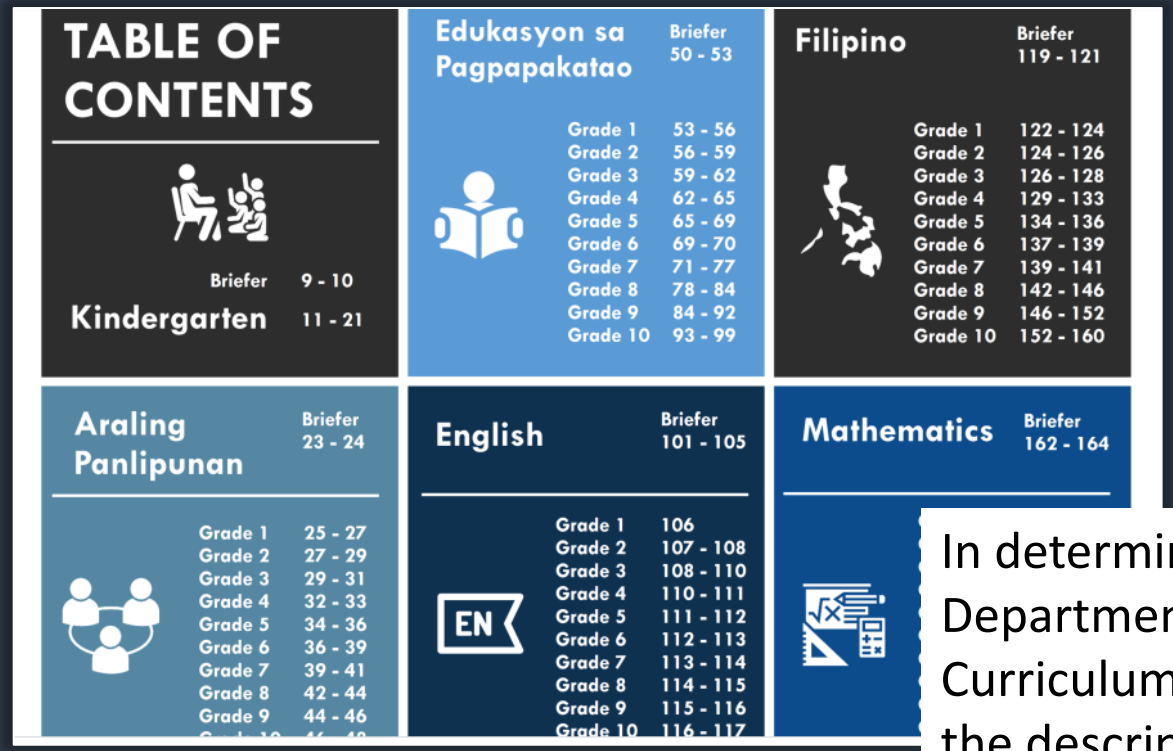
LAMINAR OR TURBULENT FLOW?

Unang Markahan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng katatagan ng loob, mapanuring pag-iisip, pagkamatiyaga, pagkamapagtiis, pagkabukas-isip, pagkamahinahon at pagmamahal sa katotohanan na magpapalaya sa anumang alalahanin sa buhay ng tao bilang kasapi ng pamilya	Naisasagawa nang may mapanuring pag-iisip ang tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan. ?	Nakapagsasabi ng katotohanan anuman ang maging bunga nito	Week 1	**EsP4PKP- Ia-b – 23**
			2. Nakapagsusuri ng katotohanan bago gumawa ng anumang hakbangin batay sa mga nakalap na impormasyon 2.1. balitang napakinggan 2.2. patalastas na nabasa/narinig 2.3. napanood na programang pantelebisyon 2.4 pagsangguni sa taong kinauukulan	Week 2	**EsP4PKP- Ic-d – 24**
			3. Nakapagninilay ng katotohanan BATAY sa mga NAKALAP NA IMPORMASYON: 3.1. balitang napakinggan 3.2. patalastas na nabasa/narinig 3.3. napanood na programang pantelebisyon 3.4. nababasa sa internet at mga social networking sites	Week 3	**EsP4PKP- Ie-g - 25**
			4. Nakapagsasagawa nang may		

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



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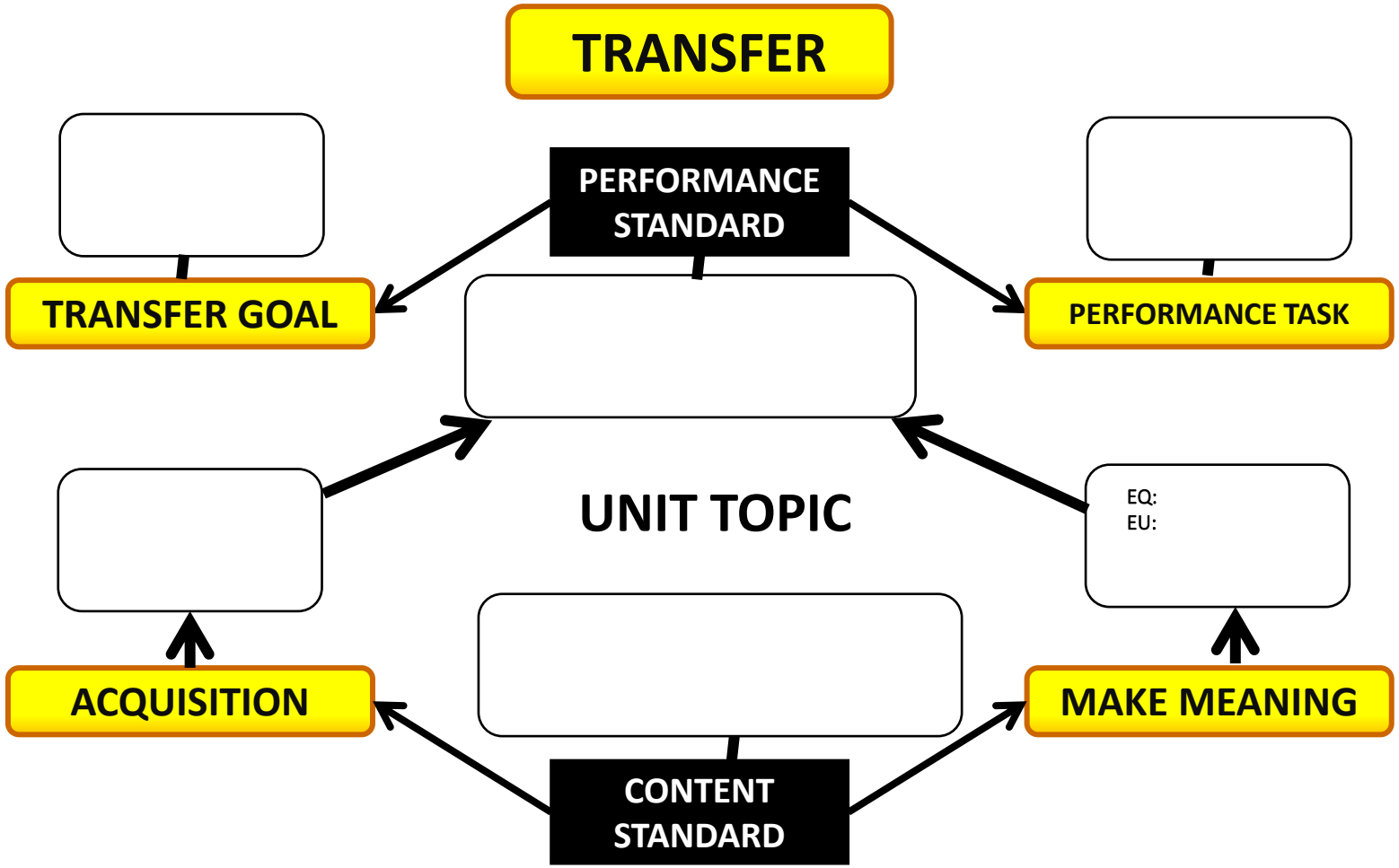
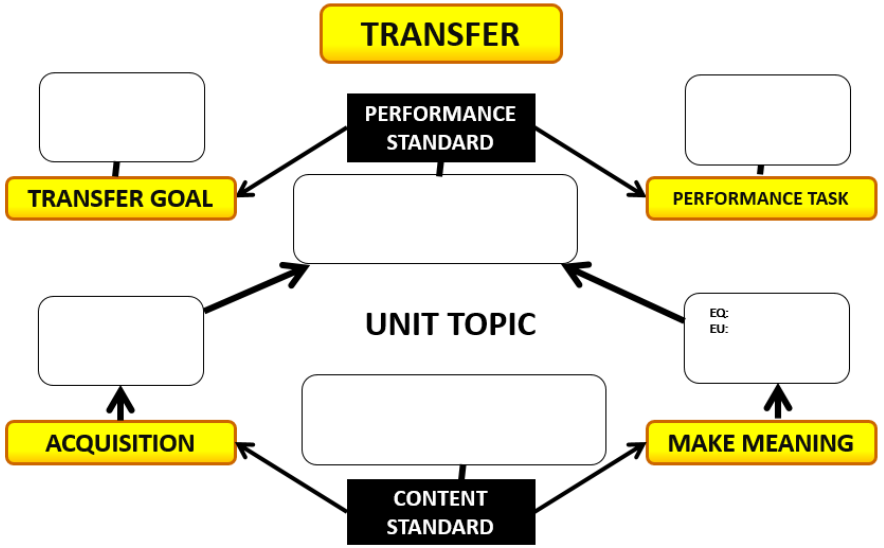
ALIGNMENT WITH PERFORMANCE STANDARD

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:

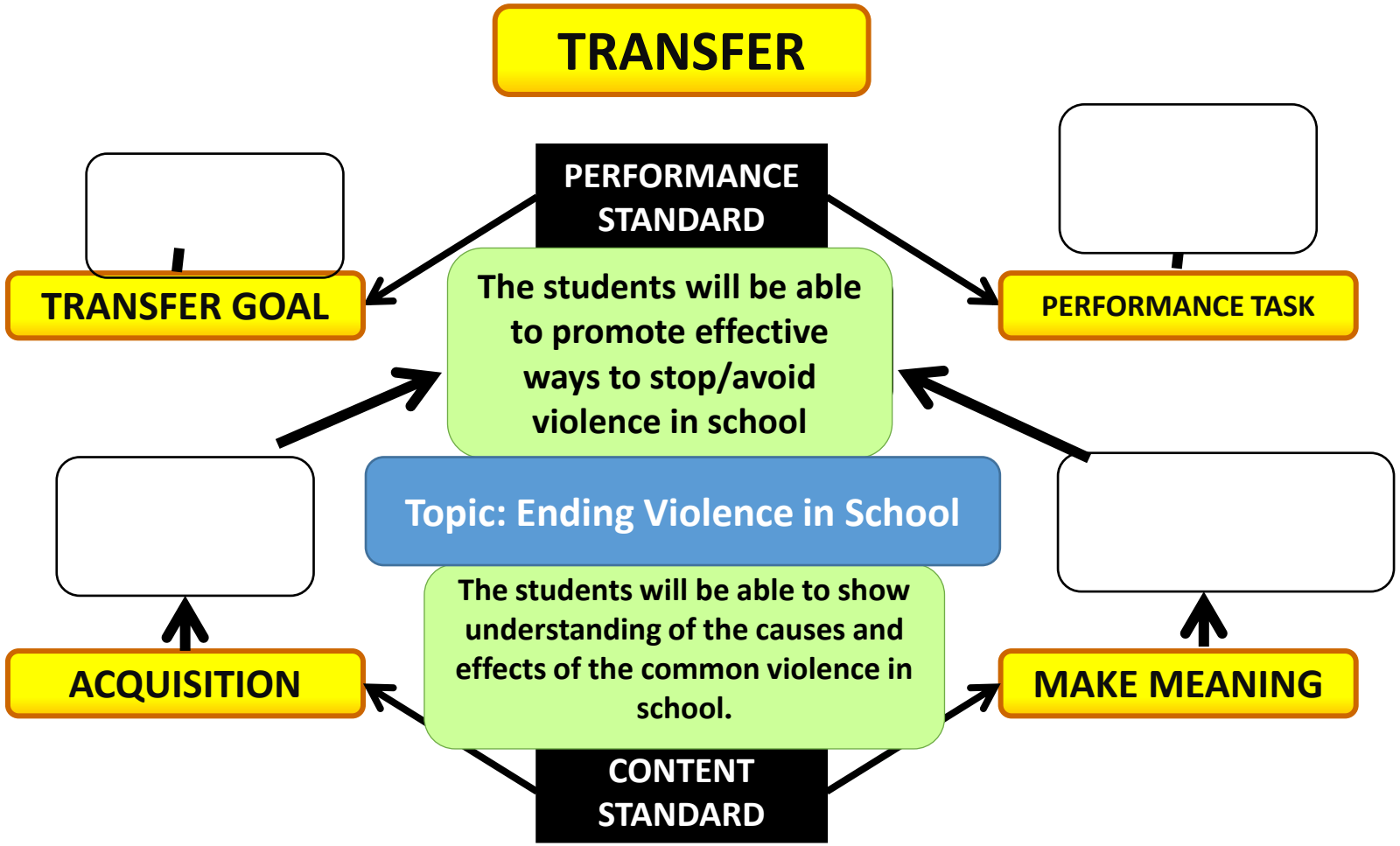
1. Copy the Content and Performance Standards and write Unit Topic.
2. Unpack the Transfer Goal and Performance Task from Performance Standard. Then write in diagram.
3. Review DepEd CG/School Curriculum Map and take out competencies that are not directly aligned with Performance Standard. These competencies 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).

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

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN *(Content Standard)*	**PAMANTAYANG PANGNILALAMAN** *(Content Standard)*	**PAMANTAYAN SA PAGGANAP** *(Performance Standard)*	**MGA KASANAYANG PAMPAGKATUTO** *(Learning Competencies)*	**CODE**	**LEARNING MATERIALS**
14. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	**EsP8IP-IVc-14.1**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	**EsP8IP-IVc-14.2**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay-ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	**EsP8IP-IVd-14.3**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.4. Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	**EsP8IP-IVd-14.4**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.

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



1

PERFORMANCE STANDARD

Performance Standard:

The students will be able to promote effective ways to stop / avoid violence in school

2

TRANSFER GOAL

Students on their own and in the long run will be able to use their learning to become promoter of non-violence in school, at home and in the larger community.

3

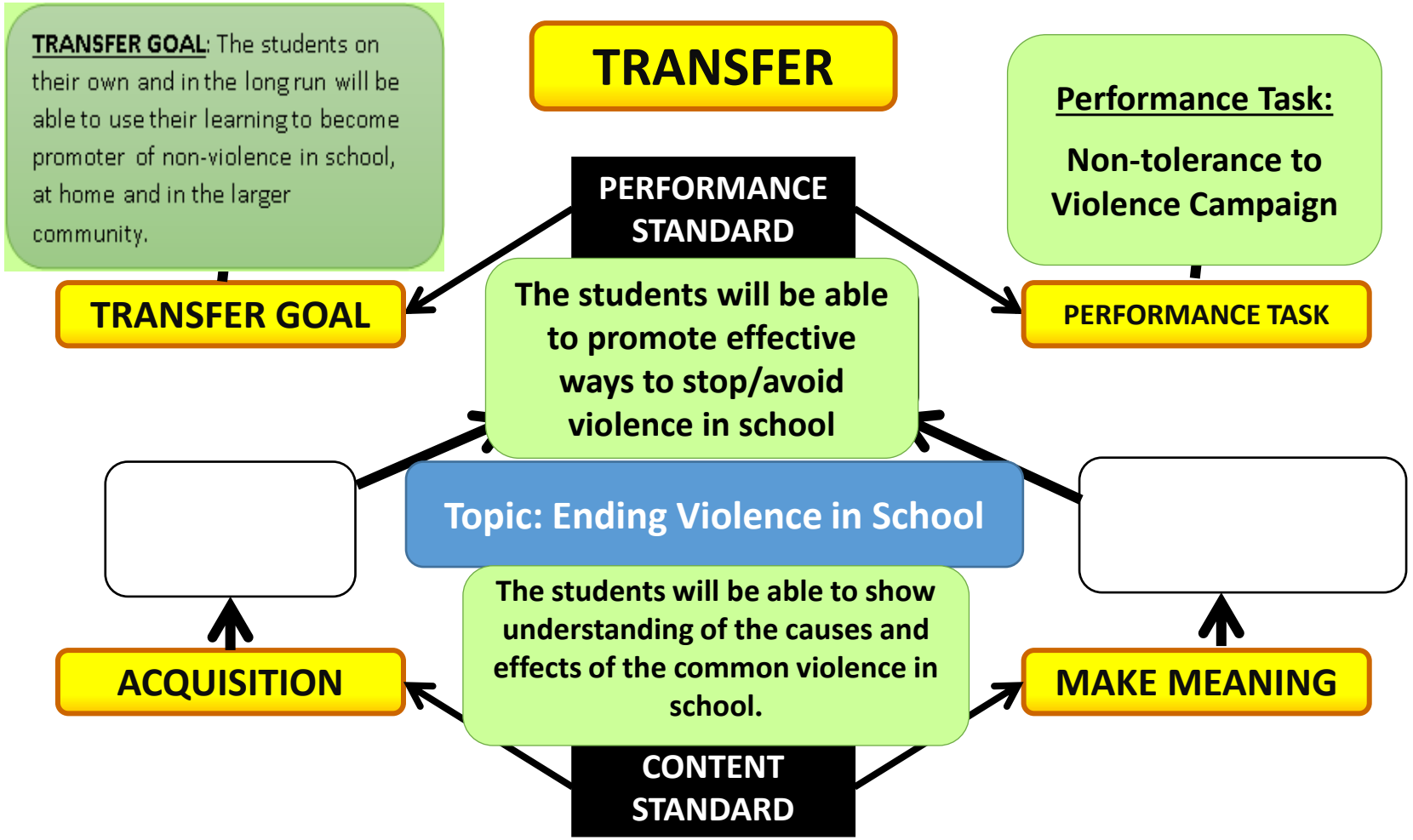
PERFORMANCE TASK

GRASPS: There is an alarming increase in number of violence involving Grade 8 students of "Mayamot National High School, Caloocan City. To name a few, the following are three of the most commonly committed: bullying, physical assault like instigating a fight and bringing of intoxicating drinks. In response to the prevailing conditions, the Office of the Discipline Officer launch a campaign to educate students about detrimental effects of violence in school and to promote specific ways of avoiding / stopping them. In the said campaign, all Grade 8 students will be making their **"Infomercial"** with their differentiated roles as Student Council Officers (group1), as Guidance Counsellors (gorup2), as Members of the School's Security Team (group3), as elected Officials of Parents' Association (group4) and as School Administrators (group5). The **"infomercial"** which will be shown in the strategic areas of the campus should effectively deliver the message and convey specific ways or actions with the use of clear and simple graphics, creatively-engineered animations, orchestrated pacing & tone, and relatable background music.

In the areas where the infomercial will be shown, the following learning outputs will be exhibited also to highlight the message of **non-tolerance to violence**: *leaflets containing information about forms of violence that might happen in school, slogan defining violence, posters exposing detrimental effects of violence, and pictures taken by the students showing a safe and friendly school environment.*

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

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



K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN (Content Standard)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	MGA KASANAYANG PAMPAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
IKAAPAT NA MARKAHAN: Mga Isyu sa Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu at suliran				
Batayang Konsepto	Ang pag-unawa sa mga paglabag sa pakikipagkapwa ay nakatu kapwa.				
13. Ang Sekswalidad ng Tao	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng Tao.	Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal			

Grade 8 Q4 has 16 COMPETENCIES in the 2016 CG and 12 in the MELCs Matrix

K to 12 BASIC EDUCATION CURRICULUM

	PAMANTAYAN SA PAGGANAP (Performance Standard)	MGA KASANAYANG PAMPAG (Learning Competencies)	
g mag- unawa sa an sa	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	
		14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	EsP8 IVc-1
		14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	EsP8 IVd-1
		14.4. Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	EsP8 IVd-1
namalas ng mag- n pag-unawa sa epto tungkol sa lohikal.	Nakapaghahain ang mag-aaral ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal.	15.1. Natutukoy ang kahulugan ng Agwat Teknolohikal	EsP8 IVe-1
		15.2. Nasusuri ang: a. pagkakaiba-iba ng mga henerasyon sa	Es

13.4. Na
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deped.gov.ph/.

*These materials are in textook

NILALAMAN *(Content Standard)*	PAMANTAYANG PANGNILALAMAN *(Content Standard)*	PAMANTAYAN SA PAGGANAP *(Performance Standard)*	MGA KASANAYANG PAMPAGKATUTO *(Learning Competencies)*	CODE	LEARNING MATERIALS
					I. 2000. pp. 216-217.*
IKAAPAT NA MARKAHAN: Mga Isyu sa Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu at suliraning kaugnay ng pakikipagkapwa				
Batayang Konsepto	Ang pag-unawa sa mga paglabag sa pakikipagkapwa ay nakatutulong sa paggamit ng kalayaan tungo sa paggalang ng dignidad ng sarili at kapwa.				
13. Ang Sekswalidad ng Tao	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng Tao.	Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal	13.1. Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad	**EsP8IP-IVa-13.1**	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.2. Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad	**EsP8IP-IVa-13.2**	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.3. Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal	**EsP8IP-IVb-13.3**	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.4. Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal	**EsP8IP-IVb-13.4**	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.

This topic on Sekwalidad could be merged with Gr7 1st Quarter Topic onTungkulin Bilang Nagdadalaga at Nagbibinata

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

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

					pp. 357-400.
15. Agwat Teknolohikal	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa agwat teknolohikal.	Nakapaghahain ang mag-aaral ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal.	15.1. Natutukoy ang [illegible] ng Agwat Teknolohikal	EsP8IP-IVe-15.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432.
			15.2. Nasusuri ang: a. pagkakaiba-iba ng mga henerasyon sa	EsP8IP-IVe-15.2	1. Edukasyon sa Pagpapakatao

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN *(Content Standard)*	PAMANTAYANG PANGNILALAMAN *(Content Standard)*	PAMANTAYAN SA PAGGANAP *(Performance Standard)*	MGA KASANAYANG PAMPAGKATUTO *(Learning Competencies)*	CODE	LEARNING MATERIALS
			pananaw sa teknolohiya at b. ang implikasyon ng pagkakaroon at di pagkakaroon ng access sa teknolohiya		Baitang 8. 2013. pp. 401-432. 2. Basic Literacy Learning Material. BALS. 2005. Landas ng Pagbabago Tungo sa Teknolohiya. 3. BALS Video. Advances in Communication Technology. Lesson 2.
			15.3. Nahihinuha na: a. Ang pag-unawa sa pagkakaiba ng mga henerasyon sa pananaw sa teknolohiya ay makatutulong sa pagpapaunlad ng pakikipag-ugnayan sa kapwa. b. Ang pag-unawa sa konsepto ng agwat Teknolohikal ay mahalaga sa pagsusulong ng moral na karapatan ng tao sa pantay na oportunidad kaugnay ng pagpapaunlad ng antas ng kanyang pamumuhay.	EsP8IP-IVf-15.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432. 2. NFE Accreditation and Equivalency Learning Material. 2001. Teknolohiya Para sa Mas Maunlad na Buhay. 3. NFE Accreditation and Equivalency Learning Material. 2001. Pag-unlad ng Teknolohiya sa Komunikasyon.

This topic on Agwat Teknolohikal could be merged with Gr7 4th Quarter Topic on Kursong Akademiko, Bokasyonal at Teknikal

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.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN *(Content Standard)*	**PAMANTAYANG PANGNILALAMAN** *(Content Standard)*	**PAMANTAYAN SA PAGGANAP** *(Performance Standard)*	**MGA KASANAYANG PAMPAGKATUTO** *(Learning Competencies)*	**CODE**	**LEARNING MATERIALS**
			15.4. Nakapaghahain ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal	**EsP8IP-IVf-15.4**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432.
16. Ang Epekto ng Migrasyon sa Pamilyang Pilipino	Naipamamalas ng mag-aaral ang pag-unawa sa epekto ng migrasyon sa pamilyang Pilipino	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagharap sa mga epekto ng migrasyon sa pamilyang Pilipino	16.1. Natutukoy ang mga epekto ng migrasyon sa pamilyang Pilipino	**EsP8IP-IVg-16.1**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.2. Nasusuri ang mga sanhi ng migrasyon sa pamilyang Pilipino	**EsP8IP-IVg-16.2**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.3. Nahihinuha na ang banta ng migrasyon sa pamilyang Pilipino ay mapagtatagumpayan sa tulong ng pagpapatatag ng pagmamahalan sa pamilya at paghubog ng pagkatao ng bawat miyembro nito	**EsP8IP-IVh-16.3**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.4. Naisasagawa ang mga angkop at konkretong hakbang sa pagiging handa sa mga epekto ng migrasyon sa pamilyang Pilipino	**EsP8IP-IVh-16.4**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.

This topic could be merged with Gr8 1st Quarter Topics on Family

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN (Content Standard)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	MGA KASANAYANG PAMPAGI (Learning Competencies
4. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at mga umiiral na karahasan sa pa
			14.2. Nasusuri ang mga aspekto ng p sa sarili at kapwa na kailangan maiwasan at matugunan ang k paaralan
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri karahasan sa paaralan (tulad fraternity at gang at pambubu aktibong pakikisangkot upang ay patunay ng pagmamahal s kapwa at paggalang sa buhay pagmamahal na ito sa kapwa kaakibat na katarungan – ang sa kapwa ng nararapat sa kar kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugna ang ingatan ang ka sa kamatayan o sit kanya sa panganib. ang kanyang kapw din niya ang buhay
			14.4. Naisasagawa ang mg upang maiwasan at n karahasan sa kanyan

Remaining competencies for 4th Quarter of the 2016 Curriculum Guide

			14.1 Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	Week 5	EsP8IPIVc-14.1
			14.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		EsP8IPIVc-14.2
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.3 Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao). b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o	Week 6	EsP8IPIVd-14.3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.		
			14.4 Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan		EsP8IPIVd-14.4

4	Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa.	12.1 Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan	Week 1	EsP8PBIIIg-12.1
			12.2 Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		EsP8PBIIIg-1
			12.3 Naipaliliwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	Week 2	EsP8PBIIIh-12.3
			12.4 Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa		EsP8PBIIIh-12.4

Remaining competencies for 4th Quarter of EsP MELCs

Content Standard: Naipapamalas ng mga mag-aaral ang pangunawa sa katapatan sa salita at gawa

Content Standard: Naipapamalas ng mga mag-aaral ang pangunawa sa mga karahasan sa paaralan.

Performance Standard:Naisasagawa ng mga mag-aaral ang mga angkop ng kilos sa pagsasabuhay ng katapatan sa salita at gawa

Performance Standard:Naisasagawa ng mga mag-aaral ang mga angkop ng kilos upang maiwasan at matugunan ang karahasan sa kanyang paaralan

Merged Transfer Goal: ***The students will be able to become a promoter of care for others and non-violence.***

Remaining 2 units have related topics.
The units then may be merged and have a merged transfer goal for a common performance task so that these are covered in 1 Quarter.

1

PERFORMANCE STANDARD

Merged Performance Standard:

The students will be able to promote care for others and effective ways to stop / avoid violence in school

2

TRANSFER GOAL

Students on their own and in the long run will be able to use their learning to become promoters of care for others and non-violence in school, at home and in the larger community.

3

PERFORMANCE TASK

Launch a schoolwide plan for the implementation of a campaign for non-violence and care for others to address the alarming number of cases on school violence. The plan will be formulated by the students acting as school's stakeholders to come up with these products infomercial, short films, animated ads, vlogs and among others which will be assessed in terms of the use of clear and simple graphics, creatively-engineered animations, orchestrated pacing & tone, and relatable background music

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

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.*

<u>Content Standard</u>: Naipapamalas ng mga mag-aaral ang pangunawa sa katapatan sa salita at gawa

+

<u>Content Standard</u>: Naipapamalas ng mga mag-aaral ang pangunawa sa mga karahasan sa paaralan.

12.1 Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan	Week 1	EsP8PBIIIg-12.1	A
12.2 Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		EsP8PBIIIg-12.2	M
12.3 Naipaliliwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	Week 2	EsP8PBIIIh-12.3	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.*

<u>Content Standard</u>: Naipapamalas ng mga mag-aaral ang pangunawa sa katapatan sa salita at gawa

+

<u>Content Standard</u>: Naipapamalas ng mga mag-aaral ang pangunawa sa mga karahasan sa paaralan.

14.1 Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	Week 5	EsP8IPIVc-14.1	A
14.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		EsP8IPIVc-14.2	M
14.3 Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao).	Week 6	EsP8IPIVd-14.3	M

LEARNING GOALS

A → **M** → **T**

Facts
Vocabulary
Definitions

UNDERSTAND

Principles and Generalizations
Big ideas of the discipline

do

Performance
Product

STANDARDS

List	Compare	Differentiate	Analyze	Defend	Show	Plan	Campaign
Name	Classify	Locate	Explain	Predict	Demonstrate	Revise	Prepare
Enumerate	Select	Describe	Elaborate	Generalize	Improve	Convert	Promote
Identify	Operate	Report	Discuss	Formulate	Design	Compose	Remedy
Define	Sequence	Copy	Justify	Model	Create	Devise	Portray
State	Compute	Point	Prove	Synthesize	Invent	Propose	Interpret
Solve			Persuade	Reflect	Simulate	Recommend	Innovate

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

Performance Standards	Competencies	
Naisasagawa ng mga mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa	Naisasagawa ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa	T
Naisasagawa ng mga mag-aaral ang angkop na kilos upang maiwasan at matugunan ang mga karahasan sa paaralam	Naisasagawa ang angkop ng kilos upang masupil ang karahasan sa paaralan	T

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.

TRANSFER

Merged Transfer Goal: *The students will be able to become a promoter of care for others and non-violence, etc.*

TRANSFER GOAL

Merged PT: *Non-tolerance to violence campaign, implementation of care for others and nonviolence, etc.*

PERFORMANCE TASK

PERFORMANCE STANDARD

The students will be able to promote effective ways to stop/avoid violence in school

Honesty in Words & Actions;
Violence in School
Vigilance in any form of violence

Topic: Promoting Care and Non-Violence in School

EQ: Why should we act against any violence in school
EU: The students will understand that every student has the obligation to care for each other and right to safety

ACQUISITION

The students will be able to show understanding of the causes and effects of the common violence in school.

MAKE MEANING

CONTENT STANDARD

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

Identification of factors for care and school safety

QA

Merged Transfer Goal: *The students will be able to become a promoter of care for others and non-violence, etc.*

TRANSFER GOAL

Honesty in Words & Actions;
Violence in School
Vigilance in any form of violence

ACQUISITION

TRANSFER

PERFORMANCE STANDARD

The students will be able to promote effective ways to stop/avoid violence in school

Topic: Promoting Care and Non-Violence in School

The students will be able to show understanding of the causes and effects of the common violence in school.

CONTENT STANDARD

Merged PT: *Non-tolerance to violence campaign, implementation of care for others and nonviolence, etc.*

PERFORMANCE TASK

EQ: Why should we act against any violence in school
EU: The students will understand that every student has the obligation to care for each other and right to safety

MAKE MEANING

Situation Analysis

WW

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

Identification of factors for care and school safety

QA

Situation Analysis

WW

TRANSFER

Merged Transfer Goal: *The students will be able to become a promoter of care for others and non-violence, etc.*

Merged PT: *Non-tolerance to violence campaign, implementation of care for others and nonviolence, etc.*

TRANSFER GOAL

PERFORMANCE TASK

PERFORMANCE STANDARD

The students will be able to promote effective ways to stop/avoid violence in school

Honesty in Words & Actions
Violence in School
Vigilance in any form of violence

EQ: Why should we act against any violence in school
EU: The students will understand that every student has the obligation to care for each other and right to safety

Topic: Promoting Care and Non-Violence in School

ACQUISITION

MAKE MEANING

The students will be able to show understanding of the causes and effects of the common violence in school.

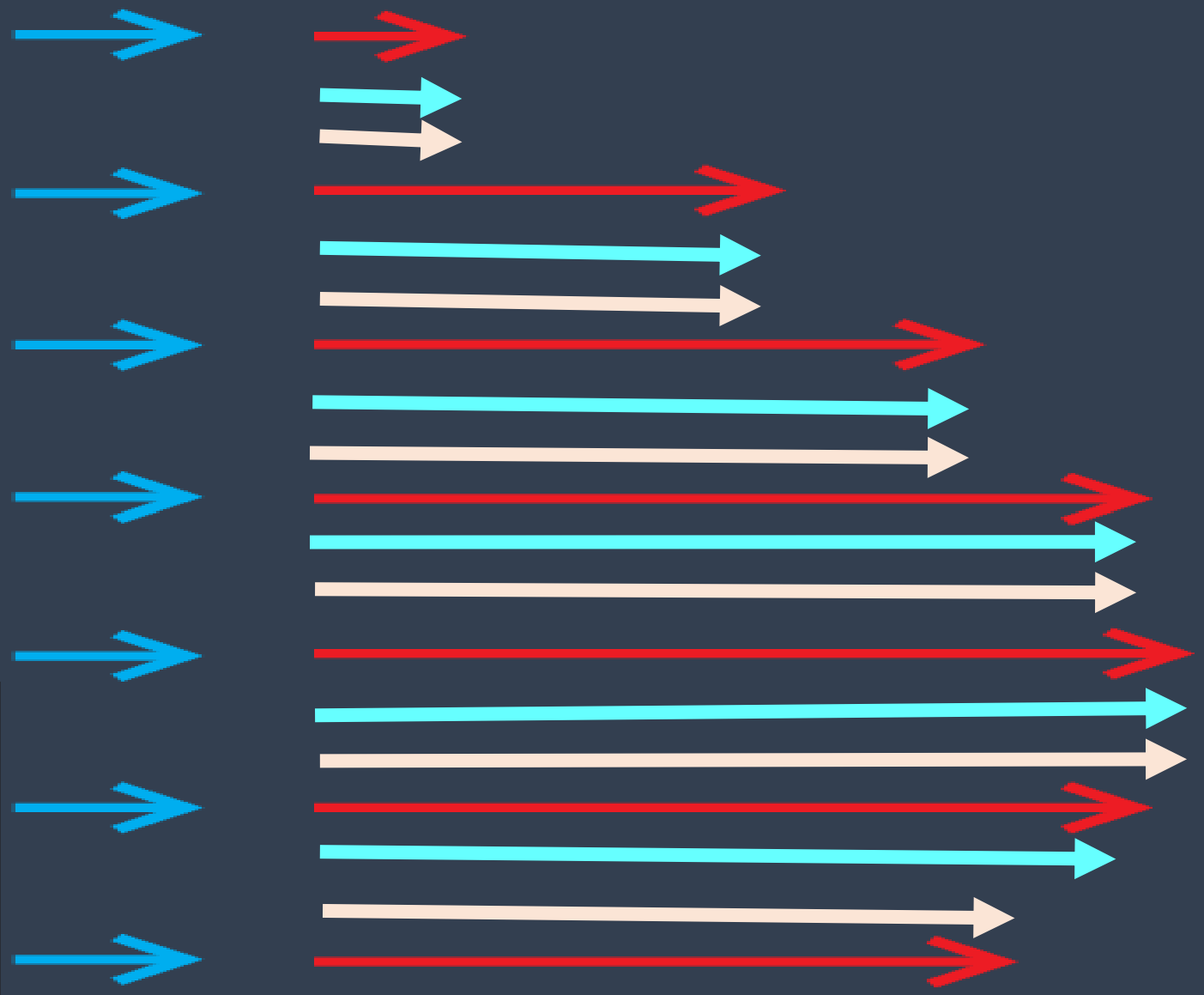
CONTENT STANDARD

LAMINAR OR TURBULENT FLOW?

14. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	**EsP8IP-IVc-14.1**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	**EsP8IP-IVc-14.2**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay-ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	**EsP8IP-IVd-14.3**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.4. Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	**EsP8IP-IVd-14.4**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.

Grade 8 Q4 has ~~16~~ 8 CORE COMPETENCIES

(can these skills lead to endurance or transfer?)



STREAMLINING BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE

What are Power Standards/Competencies?

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

POWER COMPETENCIES

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

SUPPORTING COMPETENCIES

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

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

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

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

WHICH IS A POWER COMPETENCY AND SUPPORTING COMPETENCY?

- ☑ **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

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

Nakikilala na may dignidad ang bawat tao anuman ang kanyang kalagayang panlipunan, kulay, lahi, edukasyon, relihiyon, at iba pa.

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

Naisasagawa ng mga mag-aaral ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga / nagbibinata.

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

LEVERAGE

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

GUIDE QUESTION

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

EXAMPLE

Naipapaliwanag kung bakit may lipunang pulitikal, prinsipyo ng subsidiarity, at prinsipyo ng pagkakaisa.

(Which discipline can this be linked?)

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

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

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

STEP 1

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?
12.1. Nakikilala ang kahalagahan ng katapatan; mga paraan ng pagpapakita ng katapatan at bunga ng di pagpapakita ng katapatan.	✓	✓	✓	✓	POWER
12.2. Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan	✗	✓	✗	✓	SUPPORTING
12.3. Naipapaliwanag na ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti / matatag na konsensiya. May layunin itong maibigay sa kapwa ang nararapat sa kanya, gabay ang diwa ng pagmamahal.	✗	✓	✓	✓	SUPPORTING

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

STEP 1

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?
14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	✗	✓	✗	✓	SUPPORTING
14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa ng kailangan upang maiwasan at matugunan ang karahasan sa paaralan.	✗	✓	✗	✓	SUPPORTING
14.3. Naipapaliwanag na: (a) ang pagiwas sa anonamg uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan- ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao)	✗	✓	✓	✓	SUPPORTING
(b) may tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib.	✓	✓	✓	✓	POWER

14. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	**EsP8IP-IVc-14.1**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	**EsP8IP-IVc-14.2**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay-ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	**EsP8IP-IVd-14.3**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.4. Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	**EsP8IP-IVd-14.4**	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.

Grade 8 Q4 has 2 POWER COMPETENCIES and 6 SUPPORTING COMPETENCIES

TECHNIQUE B. IDENTIFYING UNIT POWER AND SUPPORTING COMPETENCIES WITH REAL

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

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

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS) sa	POWER COMPETENCIES	SUPPORTING COMPETENCIES
1 (1ST -3RD Week or 9 days)	1.2. 1 Nakikilala ang kahalagahan ng katapatan; mga paraan ng pagpapakita ng katapatan at bunga ng di pagpapakita ng katapatan.	12.2. Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan
		12.3. Naipapaliwanag na ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti / matatag na konsensiya. May layunin itong maibigay sa kapwa ang nararapat sa kanya, gabay ang diwa ng pagmamahal.

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES
2 (4th -6th Week or 9 days)	14.3.b. Naipapaliwanag na may tungkulin ang tao kaugnay sa buhay –ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib	14.1 Nakikilala ang mga uri , sanhi at epekto ng umiiral na karahasan sa paaralan.
		14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at sa kapwa na kailangan upang maiwasan at matugunan ang mga karahasan sa paaralan.
		14.3.a. Naipapaliwanag na ang pag-iwas sa anumang uri ng karahsan
		sa paaralan at ang aktibong pakikisangkot upang masupil ito ay pagpapatunay ng pagmamahal sa sarili at sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya.

CLUSTERING OF UNIT POWER AND SUPPORTING COMPETENCIES

STEPS 2-4

CLUSTER NO. (NO. OF DAYS) sa	POWER COMPETENCIES	SUPPORTING COMPETENCIES
3 (7th-8th Week or 6days)	1.2. 1 Nakikilala ang kahalagahan ng katapatan; mga paraan ng pagpapakita ng katapatan at bunga ng di pagpapakita ng katapatan.	12.4. Naisasagawa ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa
Alloted time for the Performance Task		14.4 Naisasagawa ang angkop na kilos upang maiwasan at masupil ang karahasan sa paaralan
Total: 8 Weeks or 24 days		

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN (Content Standard)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	MGA KASANAYANG PAMPAGI (Learning Competencies
4. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at mga umiiral na karahasan sa pa
			14.2. Nasusuri ang mga aspekto ng p sa sarili at kapwa na kailangan maiwasan at matugunan ang k paaralan
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri karahasan sa paaralan (tulad fraternity at gang at pambubu aktibong pakikisangkot upang ay patunay ng pagmamahal s kapwa at paggalang sa buhay pagmamahal na ito sa kapwa kaakibat na katarungan – ang sa kapwa ng nararapat sa kar kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugna ang ingatan ang ka sa kamatayan o sit kanya sa panganib.

Remaining competencies for 4th Quarter of the 2016 Curriculum Guide

			14.1 Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	Week 5	EsP8IPIVc-14.1
			14.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		EsP8IPIVc-14.2
4	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.3 Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao). b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o	Week 6	EsP8IPIVd-14.3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
					EsP8IPIVd-14.4

Grade 8 Q4 has 3 CLUSTERS OF 8 CORE COMPETENCIES FROM 2 MERGED UNITS FOR 6 WEEKS

			katapatan	Week 1	
4	Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa.	12.2 Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		EsP8PBIIIg-1
			12.3 Naipaliliwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	Week 2	EsP8PBIIIh-1
			12.4 Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa		EsP8PBIIIh-1

Remaining competencies for 4th Quarter of EsP MELCs

LAMINAR OR TURBULENT FLOW?

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

1 2 3 4

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

FROM DEPED CURRICULUM GUIDE (CG)

FROM DEPED CG AND/OR DEPED MELCS

FROM SUBJECT TEACHER

FROM SCHOOL'S VISION AND MISSION

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

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

MAPPING ASSESSMENT AND ACTIVITIES WITH UNIT POWER AND SUPPORTING COMPETENCIES

CLUSTER NO. (NO. OF DAYS)	POWER COMPETENCIES	SUPPORTING COMPETENCIES	ASSESSMENT	PEAC LM ACTIVITY/ MATERIALS:		INSTITUTIONAL CORE VALUES
				OFFLINE	ONLINE	
2 (4th -6th Week or 9 days)	14.3.b. Naipapaliwanag na may tungkulin ang tao kaugnay sa buhay – ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib	14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at sa kapwa na kailangan upang maiwasan at matugunan ang mga karahasan sa paaralan.	Case Analysis	PEAC LM pp. 18-19 ACTIVITY TITLE: Simulating a Child Protection Policy Committee Meeting MATERIAL: printed copies of the CPP legal bases (documents)	PEAC LM p. 17 ACTIVITY TITLE: UNICEF Article Analysis WEB LINK: https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809	Kapayapaan at Katarungan
		14.3.a. Naipapaliwanag na ang pag-iwas sa anumang uri ng karahsan sa paaralan at ang aktibong pakikisangkot upang masupil ito ay pagpapatunay ng pagmamahal sa sarili at sa kapwa ay may kaakibat na katarungan- ang pagbibigay sa kapwa ng nararapat sa kanya.	Short Constructed Response	PEAC LM p. 23 ACTIVITY TITLE: Journaling MATERIAL: Journal Notebook	PEAC LM p. 20 ACTIVITY TITLE: Web Case Study WEBLINK:https://www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you/	

SAMPLE OFFLINE ACTIVITY FROM THE PEAC VALUES EDUCATION LEARNING MODULE, GR.8 Q4

ACTIVITY 10. Stopping Violence in School and Its Legal Bases

SIMULATE a meeting of a **Child Protection Policy Committee** in a Division Office of the Department of Education. Present in the meeting are the following: *the Principals, the Vice Principals, the Discipline Officers, the Presidents of the Parents' Association, the Presidents of the Student Council, the Barangay Chairman, Guidance Counselors and representatives from both the Teaching and Non-Teaching Staff.*

Design provisions that the schools, both DepEd and Non-DepEd schools should be following in view of DepEd Child Protection Policy of 2013 based on the following **legal bases**:

LEGAL BASES

- Philippine Constitution
- Presidential Decree 603 or "Youth and Children Code"
- Republic Act No. 7610 Special Protection Against Child Abuse
- Republic Act No. 10627 or Anti-Bullying Act of 2013
- Republic Act No. 9344, as amended or Juvenile Justice and Welfare Act
- Republic Act No. 10630 RIRR of RA 9344Presidential Decree 603 or "Youth and Children Code"

The Philippine Constitution ¬ The State shall protect the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development **(Art. XV. Sec. 3(b))**

The Philippine Constitution ¬ All educational institutions shall…x x x… foster love of humanity, respect for human rights …x x x...develop moral character and personal discipline… **(Article XIV Section 3 (b))**

Article 218, 220, 233 of the Family Code of the Philippines and PD 603 "gives the school, its administrators and teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody"….. "Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution

Present the provisions in a plenary (with some students acting as parents)
Answer this process questions: **Why is it necessary to know the legal bases of the actions to be taken to prevent / avoid violence in school? What policies do you have that aim at stopping or preventing violence? Are they in consonance with the legal bases stated above?**

SAMPLE OFFLINE ACTIVITY FROM THE PEAC VALUES EDUCATION LEARNING MODULE, GR 8 Q4

JOURNALING!

Write a reflection / essay synthesizing the importance of love and respect for oneself, for others and for life as deterrents to any form of violence in school. Consider the following 3Cs in assessing your essay (Self-Assessment): ***C**ontent, **C**oherence, **C**larity of Ideas.*

JOURNAL ENTRY # 2

SAMPLE ONLINE ACTIVITY FROM THE PEAC VALUES EDUCATION LEARNING MODULE, GR 8 Q4

DEEPEN

Your goal in this part of the module is to have critical analysis of the importance of love and respect for oneself, for others and for life as deterrents to any form of violence in school. You will be examining situations that will help you in planning steps to stop any form of violence in school.

Do article analysis:

Schooling is the one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. But schooling is not always a positive experience for children. It can mean shivering in cold, unheated buildings or sweltering in hot, airless ones. It can mean being forced to stand in unfurnished classrooms, being hungry, thirsty or unwell; it can also mean **being frightened by the threat of punishment, humiliation, bullying or even violence at the hands of teachers and fellow pupils**. These conditions thwart learning. They are made worse when learners are without competent teachers to guide them, textbooks to learn from or exercise books to write in, or if they have textbooks of inferior quality that reinforce damaging stereotypes. Learning is further stymied when schools have no toilets, running water or electricity.

Schools must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his or her educational progress. Fulfilling the education-related Millennium Development Goals (MDGs) requires not just getting all children into school, but making sure that all schools work in the best interest of the children entrusted to them. **This means providing safe and protective schools** that are adequately staffed with trained teachers, equipped with adequate resources and graced with appropriate conditions for learning. Recognizing that different children face different circumstances and have different needs, such schools build on the assets that children bring from their homes and communities and also compensate for shortcomings in the home and community environment. They enable children to achieve, at a minimum, the knowledge and skills prescribed in the curriculum. **They also help them develop the ability to think and reason, build self-respect and respect for others, and reach their full potential as individuals, members of their communities and citizens of the world**. Child-friendly schools (CFS) embrace a multidimensional concept of quality and address the total needs of the child as a learner.

https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

PEAC DepED

JHS INSET Learning Module Exemplar

Virtual Think-Pair-Share!

Discussion Guide:

a. How did UNICEF view a safe and friendly school environment?
b. What are the obstacles to building a safe and friendly school environment that should be resolved worldwide?

Each nation must respond to the call of respecting the right of every child to have a safe and friendly school environment. Different programs have been created to respond actively to the said call.

WEB LINK:
https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809

SAMPLE ONLINE ACTIVITY FROM THE PEAC VALUES EDUCATION LEARNING MODULE, GR 8 Q4

EQ: **How do we avoid and respond to specific forms of violence in school?**	Situation 1 Bullies Create a Website All Dedicated to Mock David Knight David Knight was constantly bullied in school, but the final blow of humiliation was when he found out that someone took the effort to set up a website dedicated to abusing and mocking him. The website has been active for many months until a classmate told him about it. Sure enough when he went to the site it says 'Welcome to the website that makes fun of Dave Knight'. It includes pages of hateful comments and threats directed to Dave and his family. It even invited everyone to join in posting insults and lewd comments on Dave Knight. www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you *Process Question:* *What form of violence is existing in school that calls for an action*	Situation 2 Click and analyze the video presented to you and answer the process questions. https://www.youtube.com/watch?v=aPSZf3MID6M *Process questions:* *What form of violence did you see in the video?* *Why it should be addressed?* *What scene in the video supports your answer?* *Why do you say that scene supports your answer?*	Situation 3 **REPUBLIC ACT NO. 10627 AN ACT REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO ADOPT POLICIES TO PREVENT AND ADDRESS THE ACTS OF BULLYING IN THEIR INSTITUTIONS** *Process questions:* *What are the different forms of bullying that calls for an action?* *What provision in the law supports your answer?* *Why do you say that provision supports your answer?* https://www.lawphil.net/statutes/repacts/ra2013/ra_10627_2013.html

Submission of accomplished guided generalization sheet through google classroom

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	
3 (5th week-8th week / 12 days)	14.3.b. Naipapaliwanag na may tungkulin ang tao kaugnay sa buhay – ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib	14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at sa kapwa na kailangan upang maiwasan at matugunan ang mga karahasan sa paaralan.	Case Analysis	PEAC LM pp. 18-19 ACTIVITY TITLE: Simulating a Child Protection Policy Committee Meeting MATERIAL: printed copies of the CPP legal bases (documents)	PEAC LM p. 17 ACTIVITY TITLE: UNICEF Article Analysis WEB LINK: https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809	Kapayapaan at Katarungan
		14.3.a. Naipapaliwanag na ang pag-iwas sa anumang uri ng karahsan sa paaralan at ang aktibong pakikisangkot upang masupil ito ay pagpapatunay ng pagmamahal sa sarili at sa kapwa ay may kaakibat na katarungan- ang pagbibigay sa kapwa ng nararapat sa kanya.	Short Constructed Response	PEAC LM p. 23 ACTIVITY TITLE: Journaling MATERIAL: Journal Notebook	PEAC LM p. 20 ACTIVITY TITLE: Web Case Study WEBLINK:https://www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you/	

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

SAMPLE DIARY CURRICULUM MAP

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Q4	**Karahasan sa Paaralan**	Naipapamalas ng mga mag-aaral ang pang-unawa sa mga karahasan sa paaralan	**Naisasagawa ng mga mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan**	**A.1. Nasusuri ang mga aspekto ng pagmamahal sa sarili at sa kapwa na kailangan upang maiwasan at matugunan ang mga karahasan sa paaralan.** **A.2. Naipapaliwanag na ang pag-iwas sa anumang uri ng karahsan sa paaralan at ang aktibong pakikisangkot upang masupil ito ay pagpapatunay ng pagmamahal sa sarili at sa kapwa ay may kaakibat na katarungan- ang pagbibigay sa kapwa ng pararapat sa**	**A.1. Case Analysis** **A.2. Short Constructed Response**	**A.1.1 Simulating a Child Protection Policy Committee Meeting** **A.1.2 UNICEF Article Analysis** **A.2.1 Journaling** **A.2.2. Web Case Study**	**A.1.1 Printed Copies of CPP Legal Bases** **A.1.2 Web Link:** https://www.unicef.org/publications/files/Child_Friendly_Schools_Man **A.2.1 Journal NB** **A.2.2 Web Link:** https://www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you/	**Kapayapaan at Katarungan**

SAMPLE DIARY CURRICULUM MAP

SUBJECT:

GRADE LEVEL:

TEACHERS:

STRANDS:

TERM (NO.): MONTH	UNIT TOPIC: CONTENT	CONTENT STANDARDS (CS)	PERFORMANCE STANDARD (PS)	COMPETENCIES/ SKILLS	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Q4	**Karahasan sa Paaralan**	Naipapamalas ng mga mag-aaral ang pang-unawa sa mga karahasan sa paaralan	**Naisasagawa ng mga mag-aaral ang mga angko na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan**	**A.1. Nasusuri ang mga aspekto ng pagmamahal sa sarili at sa kapwa na kailangan upang maiwasan at matugunan ang mga karahasan sa paaralan.** **A.2. Naipapaliwanag na ang pag-iwas sa anumang uri ng karahsan sa paaralan at ang aktibong pakikisangkot upang masupil ito ay pagpapatunay ng pagmamahal sa sarili at sa kapwa ay may kaakibat na katarungan- ang pagbibigay sa kapwa ng pararapat sa**	**A.1. Case Analysis** **A.2. Short Constructed Respnse**	**A.1.1 Simulating a Child Protection Policy Committee Meeting** **A.1.2 UNICEF Article Analysis** **A.2.1 Journaling** **A.2.2. Web Case Study**	**A.1.1 Printed Copies of CPP Legal Bases** **A.1.2 Web Link:** https://www.unicef.org/publications/files/Child_Friendly_Schools_Man **A.2.1 Journal NB** **A.2.2 Web Link:** https://www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you/	**Kapayapaan at Katarungan**

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

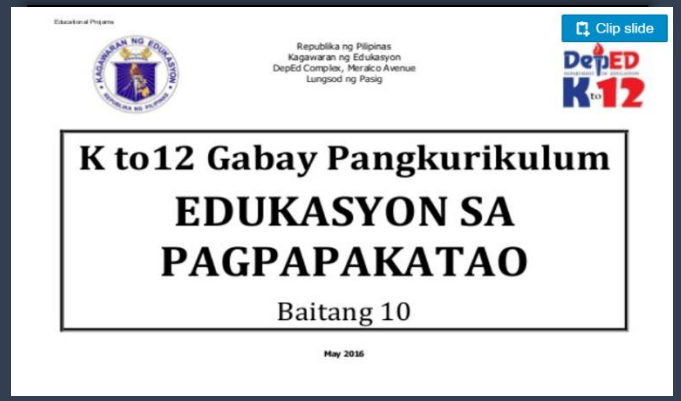
SAMPLE QUARTERLY CALENDAR OF COMPETENCY CLUSTERS

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


Educational Programs

Republika ng Pilipinas
Kagawaran ng Edukasyon
DepEd Complex, Meralco Avenue
Lungsod ng Pasig

Clip slide

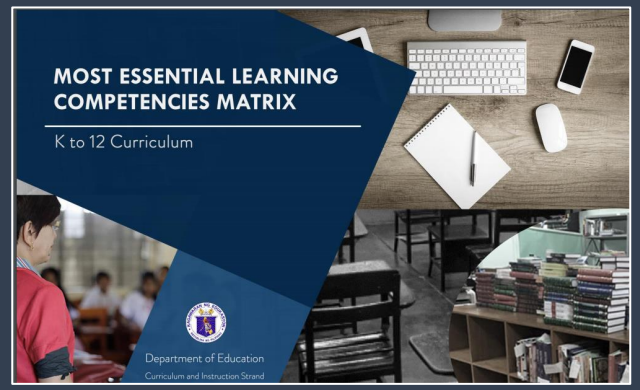
K to12 Gabay Pangkurikulum

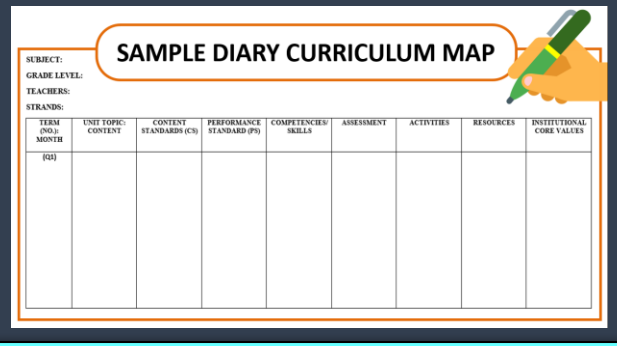
EDUKASYON SA PAGPAPAKATAO

Baitang 10

May 2016

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

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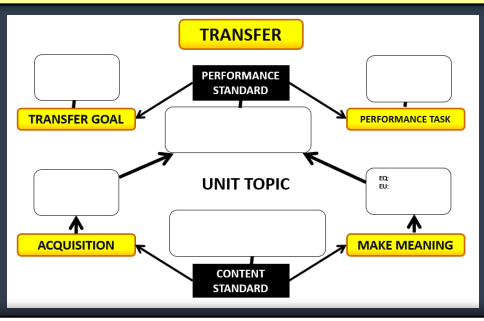
ENSURE ENDURANCE OR TRANSFER OF LEARNING BY DOING ANY OF THE FF. WITH MELCS:

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

STREAMLINING FOR ENDURANCE / TRANSFER BY:

TECHNIQUE A. ALIGNING CONTENT STANDARD AND COMPETENCIES WITH PERFORMANCE STANDARD

TECHNIQUE B. IDENTIFYING POWER AND SUPPORTING COMPETENCIES AND CLUSTERING THESE



STEPS:

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

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

Do the following steps:

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

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

Thank you